Card #1	Template for Letter Recognition (Name) Review

Steps	Explanation/Script
TASK	Letter/name review
PREPARATION	Write the letters from the Lesson Map on the board.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	

	Do	Say
Focus	Touch just to the left of the letter.	**Name?**
Wait time	2 seconds	
Signal for student response	Tap under letter.	

1. EXPLAIN TASK
Briefly name and explain the task to students prior to starting the activity.

Say: ***You're going to practice saying the <u>names</u> for some letters. When I touch next to a letter, figure out the name in your head. Say the name of the letter when I tap under it.***

2. MODEL RESPONSE
Model desired response to the task with several examples using signaling procedure above.

(Model only the first couple of times you do this template.)
Say: ***I'll model how to say the name of the first two letters. My turn.***
Model, using the signaling procedure above, with only teacher responding.

3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID
Use effective signaling, monitoring, and pacing procedures.

Say: ***Your turn.***
Use the signaling procedure above with only students responding.

4. CORRECTION PROCEDURE

To correct students:
Say: ***My turn.***
Use signaling procedure above with only teacher responding to correct students on missed item.
Say: ***Your turn.***
Use signaling procedure above with only students responding.
Back up two letters and continue.

5. INDIVIDUAL TURNS

When the group is answering all items correctly, provide individual turns as a check. Call on several students for one letter each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #2	Template for Letter/Sound Review

Steps	Explanation/Script
TASK	Letter/sound review
PREPARATION	Write letters from the Lesson Map on the board.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><th></th><th>Do</th><th>Say</th></tr><tr><td>Focus</td><td>Touch just to left of letter.</td><td>Sound?</td></tr><tr><td>Wait time</td><td>2 seconds</td><td></td></tr><tr><td>Signal for student response</td><td>Tap/touch under letter*.</td><td></td></tr></table> * Tap under stop sounds, touch for two seconds under continuous sounds.
1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***You're going to practice saying the <u>sounds</u> for some letters. When I touch next to a letter, figure out the sound in your head. When I touch under the letter say the sound as long as I continue to touch under the letter.***
2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: ***I'll model how to say the sound of the first two letters when I touch under them. My turn.*** Model, using the signaling procedure above, with only teacher responding.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures.	Say: ***Your turn.*** Use the signaling procedure above with only students responding.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed item. Say: ***Your turn.*** Use signaling procedure above with only students responding. Back up two letters and continue.
5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one sound each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #3	Template for Practicing Word Reading (regular and irregular words)

Steps	Explanation/Script
TASK	Regular and irregular word reading
PREPARATION	Write words from the Lesson Map on the board.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	

	Do	Say
Focus	Touch just to the left of word.	**Word?**
Wait time	2 seconds	
Signal for student response	Slide hand under word quickly.	

1. EXPLAIN TASK
Briefly name and explain the task to students prior to starting the activity.

Say: ***You're going to practice reading words. When I touch just to the left of a word, figure out the word in your head. When I slide my hand under the word, say the word.***

2. MODEL RESPONSE
Model desired response to the task with several examples using signaling procedure above.

(Model only the first couple of times you do this template.)
Say: ***I'll model how to say the first two words when I slide my hand under them. My turn.***
Model, using the signaling procedure above, with only teacher responding.

3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID
Use effective signaling, monitoring, and pacing procedures.

Say: ***Your turn.***
Use the signaling procedure above with only students responding.

4. CORRECTION PROCEDURE

To correct students for <u>regular words</u>:
Say: ***My turn.***
Use signaling procedure above with only teacher responding to correct students on missed item.
Say: ***Your turn.***
Use signaling procedure above with only students responding. Then use one of the following routines on the missed word:

1. Sound-by-Sound Blending (Card 8)
2. Continuous Blending (Card 9)
3. Word Reading-Spelling Focused (Card 10)

Back up two words and continue.

To correct students for <u>irregular words</u>:
Say: ***My turn.***
Use signaling procedure above with only teacher responding.
Say: ***Your turn. Word? _____. Spell _____.*** Tap under each letter as students spell the word aloud. ***Word? _____.***
Back up two words and continue.

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5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Point to the left of any word, pause two seconds, say a student's name, then slide hand swiftly under word. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #4	Template for Onset-Rime Blending Instruction

Steps	Explanation/Script
TASK	Onset-Rime Blending
PREPARATION	Have white board marker with green cap and words from Lesson Map available.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><th></th><th>Do</th><th>Say</th></tr><tr><td>Focus</td><td>❶Tap green cap of whiteboard marker. ❷Tap white part of marker.</td><td>❶/k/ ❷/at/</td></tr><tr><td>Wait time</td><td>None</td><td></td></tr><tr><td>Signal for student response</td><td>Quickly slide finger above marker from left to right from student perspective.</td><td></td></tr></table>
1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***You're going to put together the first sound(s) and the end part of a word to make a whole word. I'll tap the marker as I say the parts. When I slide my finger above the marker, you say the word.***
2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: ***I'll model two words for you. I'll say the first sound(s) and the end part, then I'll say the whole word. My turn.*** Model, using the signaling procedure above, with only teacher responding.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL UNDERSTANDING APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures.	Say: ***Your turn.*** Use the signaling procedure above with only students responding.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed item. *Say:* ***Your turn.*** Use signaling procedure above with only students responding. Back up two words and continue.
5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #5	Template for Phoneme Blending Instruction

Steps	Explanation/Script
TASK	Phoneme blending
PREPRATION	Prepare chains of 2, 3, 4, and 5 cubes prior to lesson. Have words from Lesson Map available.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	

	Do	Say
Focus	Tap one cube as you say each sound from left to right from student perspective; one second between each sound.	**/k/ /a/ /t/**
Wait time	None	
Signal for student response	Quickly slide finger above cubes from left to right from student perspective	

1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***You're going to practice blending individual sounds to make words. I'll tap a cube as I say each sound in the word. When I slide my finger above the cubes you'll say the whole word.***
2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: ***I'll model for you how to blend the sounds I say into a word. I'll model two words. My turn.*** Model, using the signaling procedure above, with only teacher responding.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL UNDERSTANDING APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures.	Say: ***Your turn.*** Use the signaling procedure above with only students responding.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed item. *Say:* ***Your turn.*** Use signaling procedure above with only students responding. Back up two words and continue.
5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #6	Template for Phoneme Segmentation

Steps	Explanation/Script
IDENTIFY TASK	Phoneme Segmenting
PREPARATION	Have words from Lesson Map available.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><th></th><th>Do</th><th>Say</th></tr><tr><td>Focus</td><td>Hold up a closed fist, fingers facing you.</td><td>Pan.</td></tr><tr><td>Wait time</td><td>None</td><td></td></tr><tr><td>Signal for student response</td><td>Every second hold up one finger in a left to right progression from student perspective for every sound in the word.</td><td></td></tr></table>
1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word.***
2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: ***I'll model how to say the sounds in two words. I'll say a sound each time I hold up a finger. My turn.*** Model, using the signaling procedure above, with only teacher responding.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL UNDERSTANDING APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures.	Say: ***Your turn.*** Use the signaling procedure above with only students responding.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed item. Say: ***Your turn.*** Use signaling procedure above with only students responding. Back up two words and continue.
5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #7	Template for Sound/Spelling Review

Steps	Explanation/Script
TASK	Sound/spelling review
PREPARATION	Write spellings from the Lesson Map on the board.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><th></th><th>Do</th><th>Say</th></tr><tr><td>Focus</td><td>Touch just to the left of the spelling.</td><td>Sound?</td></tr><tr><td>Wait time</td><td>2 seconds</td><td></td></tr><tr><td>Signal for student response</td><td>Tap under spelling.</td><td></td></tr></table>
1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***You're going to practice saying the <u>sounds</u> for some spellings. When I touch next to a spelling, figure out the sound in your head. When I tap under the spelling, say the sound.***
2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: ***I'll model how to say the sounds of the first two spellings. My turn.*** Model, using the signaling procedure above, with only teacher responding.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures.	Say: ***Your turn.*** Use the signaling procedure above with only students responding.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn.*** Use signaling procedure above with only teacher responding. Say: ***Your turn.*** Use signaling procedure above with only students responding. Back up two spellings and continue.
5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one spelling each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #8	Template for Sound-by-Sound Blending

Steps	Explanation/Script
TASK	Sound-by-Sound Blending
PREPARATION	Have words from Lesson Map available.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	

Sound/Spellings	Do	Say
Focus	Write spelling.	
Wait time	None	
Signal for student response	Tap under spelling.*	**Sound?**
Blending**	**Do**	**Say**
Focus	Touch just to the left of first spelling.	**Blend.**
Wait time	None	
Signal for student response	Sweep finger under spellings.	
Word Reading		
Focus	Touch just to the left of word.	**Word?**
Wait time	None	
Signal for student response	Slide hand quickly under word.	

* If spelling has two letters, point with two fingers together.
**Blend after two spellings have been written. Blend after each additional spelling is presented.

EXAMPLE

1. Write *m* on board. Say: ***Sound?*** Tap under *m.*
2. Write *a* on board: ma. Say: ***Sound?*** Tap under *a.*
3. Touch just to left of ma. Say: ***Blend.*** Sweep under *m* and *a.*
4. Write *s* on board: mas. Say: ***Sound?*** Tap under *s.*
5. Touch just to left of mas. Say: ***Blend.*** Sweep under *m, a, s.*
6. Write *k* on board: mask. Say: ***Sound?*** Tap under *k.*
7. Touch just to left of mask. Say: ***Blend.*** Sweep finger under the letters.
8. Touch just to left of mask. Say: ***Word?*** Slide hand swiftly under the word.

1. EXPLAIN TASK
Briefly name and explain the task to students prior to starting the activity.

Say: ***You're going to blend sounds to make words. When I tap under a spelling say the sound. When I sweep my hand under the spellings, blend the sounds. After you blend all the sounds, you'll say the word.***

2. MODEL TASK
Model desired response to the task with several examples using signaling procedure above.

(Model only the first couple of times you do this template.)
Say: ***I'll model how to blend two words. My turn.***
Model, using the signaling procedure above, with only teacher responding.

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3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures.	Say: ***Your turn.*** Use the above signaling procedure with only students responding.
4. CORRECTION PROCEDURE	To correct students: Sound Error: • Say: ***My turn.*** Use signaling procedure above (without rewriting missed spelling) with only teacher responding to correct students on missed sound. • Say: ***Your turn.*** Use signaling procedure above with only students responding. • Erase letters. Say: ***Let's start over.*** Re-present word. Blending or Word Error: • Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed item. • Say: ***Your turn.*** Use signaling procedure above with only students responding. • Finish word. • Erase missed word. • Back up two words and continue. • Re-present missed word using all steps in signaling procedure with only students responding.
5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #9	Template for Continuous Blending

Steps	Explanation/Script
TASK	Continuous Blending
PREPARATION	Write words from Lesson Map on board.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	

Blending	Do	Say
Focus	Touch just to the left of word*.	**Blend.**
Wait time	1 second	
Signal for student response	Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds for continuous sounds and an instant for stop sounds.**	
Word Reading		
Focus	Touch just to the left of word.	**Word?**
Wait time	None	
Signal for student response	Slide hand quickly under word.	

* For words beginning with a stop sound start by pointing under the first letter.
** For words that contain letters that make stop sounds in the middle or at the end of the word, move quickly off of those letters.

EXAMPLE

1. Write *slam* on board.
2. Touch just to left of the *s*.
3. Say: ***Blend.***
4. Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds. Students should say sound as long as you touch under each letter.
5. Touch just to the left of *slam*.
6. Say: ***Word.***
7. Slide hand under entire word quickly.

1. EXPLAIN TASK
Briefly name and explain the task to students prior to starting the activity.

Say: ***You're going to blend sounds to make words. When I touch under a letter you'll say the sound for that letter. You'll blend the sounds into a word. When you blend, don't stop between the sounds. After you blend all the sounds, you'll say the whole word.***

2. MODEL TASK
Model desired response to the task with several examples using signaling procedure above.

(Model only the first couple of times you do this template.)
Say: ***I'll model how to blend two words. My turn.***
Model for students, using the signaling procedure above, with only teacher responding.

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3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS SOLID Use effective signaling, monitoring, and pacing procedures.	Say: ***Your turn.*** Use the signaling procedure above with only students responding.
4. CORRECTION PROCEDURE	To correct students: Sound/Blending Error: • Stop and say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed sound. • Say: ***Your turn.*** Use signaling procedure above with only students responding. • Say: ***Let's start over.*** Re-present word. Word Error: • Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed item. • Say: ***Your turn.*** Use signaling procedure above with only students responding. • Back up two words and continue. • Re-present missed word using all steps in signaling procedure with only students responding.
5. INDIVIDUAL TURNS	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #10	Template for Word Reading—Spelling Focused

Steps	Explanation/Script
TASK	Spelling focused word reading
PREPARATION	Write words from Lesson Map on board.
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	

Sound/Spelling	Do	Say
Focus	Touch under focus spelling*.	**Sound?**
Wait time	1 second	
Signal for student response	Tap under spelling.	
Word reading		
Focus	Touch just to the left of word.	**Word?**
Wait time	2 seconds	
Signal for student response	Slide hand swiftly under word.	

* If spelling has two letters, touch with two fingers together.

EXAMPLE

1. Write *join* on board.
2. Touch with two fingers together under *oi* and say: ***Sound?***
3. Tap under *oi* spelling with two fingers together to prompt students to say /oy/.
4. Touch just to the left of word and say: ***Word?*** Pause two seconds.
5. Slide hand swiftly under whole word to prompt students to say *join.*

1. EXPLAIN TASK
Briefly name and explain the task to students prior to starting the activity.

Say: ***Today you'll be reading words. First you'll say the sound for a spelling. Then you'll say the word.***

2. MODEL TASK
Model desired response to the task with several examples using signaling procedure above.

(Model only the first couple of times you do this template.)
Say: ***I'll model how to read two words. My turn.***
Model for students, using the signaling procedure above, with only teacher responding.

3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID
Use effective signaling, monitoring, and pacing procedures.

Say: ***Your turn.***
Provide practice using the above signaling procedure with only students responding.

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4. CORRECTION PROCEDURE	To correct students: Sound Error: • Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed sound. • Say: ***Your turn.*** Use signaling procedure above with only students responding. • Say: ***Let's start over.*** Re-present word. Word Error: • Say: ***My turn.*** Use signaling procedure above with only teacher responding to correct students on missed word. • Say: ***Your turn.*** Use signaling procedure above with only students responding. • Back up two words and continue. • Re-present missed word using all steps in signaling procedure with only students responding.
5. INDIVIDUAL TURNS **FOR WORDS WITH MORE THAN ONE SYLLABLE, SEE SAMPLES PROVIDED WITH YOUR TEAMPLATES**	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.

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Card #11	Template for Reading Predecodable and Decodable Text—Introductory

Steps	Explanation/Script
TASK	Reading predecodable and decodable text Recommended time for use: (1) As soon as program introduces predecodables (grade K) and (2) When students can read CVC words on board with approximately 80% accuracy (grade 1).
PREPARATION	Prepare a copy of the story specified in the Lesson Map for each student.
DESCRIPTION OF SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><th></th><th>Do</th><th>Say</th></tr><tr><td>Focus</td><td></td><td>1. Touch under the first/next word 2. Think.</td></tr><tr><td>Wait time</td><td>3 seconds</td><td></td></tr><tr><td>Signal for student response</td><td>4. Tap</td><td>3. Word?</td></tr></table>
	Example (Page 1) "My cat!" said Jan. "I can not pat it." (Page 2) "Pat the rat," said a man. Jan ran to pat it. "I can!" said Jan. • Say**:** ***Touch under the first word.*** Students touch under *My*. Teacher monitors. • Say: ***Think*** (pause 3 seconds). Say: ***Word?*** and immediately tap. Students say *My*. • After students respond, say**:** ***Next word.*** Students touch under *cat*. Teacher monitors. • Say: ***Think*** (pause 3 seconds). Say: ***Word?*** and immediately tap. Students say *cat*. • Repeat the same procedure for each word in the sentence. • When the students have read a sentence correctly, the teacher reads the sentence naturally to students. Teacher reads, ***"My cat!" said Jan.*** • Repeat the same procedure for each sentence.
1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***We're going to read a story together.***
2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: ***I'll show you how to read the first sentence. My turn.*** Use the signaling procedure above to model reading the first sentence of text with only teacher responding.

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3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES Elicit whole-group responses	Say: ***Your turn.*** Using the signaling procedure above, have students read the text with only students responding.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn. Word? _____. Your turn. Word? _____ Go back to the beginning of the sentence.*** See appendix for further explanation of correction procedures.
5. INDIVIDUAL TURNS TO FOCUS ON ACCURACY	When the group has read the story correctly, provide individual turns. Call on individual students to read one sentence at a time, while other students read along silently. Provide motivation for accurate reading. Call on all students to read in an unpredictable order. Praise correct responses. If you have students who make multiple errors, call on them for sentences that contain easier words. Have these students reread the decodable text again later in small groups. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.
6. PRACTICE TO BUILD FLUENCY	Use one of the following options to have students reread the story at least two more times: 1. Provide extra choral reading practice using the signaling procedure. 2. Provide extra individual turn reading practice using the signaling procedure. 3. Partner Read – Students read with a partner following procedure below.* *Note: Use option 3 only if students read accurately at this level. Say: ***You're going to practice reading a story with a partner. When you are the listener, touch under each word your partner is reading and read along silently to yourself. If the reader makes a mistake, say the correct word. When you are the reader and your partner corrects you, repeat the correct word. Then go back to the beginning of the sentence and read the sentence again. Take turns reading pages with your partner.*** During partner reading, each student should have their own copy of the book. Teacher moves from pair to pair listening and monitoring.

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Card #12	Template for Reading Decodable Text—Intermediate

Steps	Explanation/Script
TASK	Reading decodable text Recommended time for use: • When students can read at about 20 words per minute in their current decodable with at least 90 percent accuracy on the first read.
PREPARATION	Prepare a copy of the story specified in the Lesson Map for each student.
DESCRIPTION OF SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><th></th><th>Do</th><th>Say</th></tr><tr><td>Focus</td><td></td><td>1. Touch under the first word of the sentence. 2. Think.</td></tr><tr><td>Wait time</td><td>3 seconds</td><td></td></tr><tr><td>Signal for student response</td><td>4. Tap (continue tapping every 3 seconds for each word in sentence).</td><td>3. Read. (Say nothing for all other words in the sentence.)</td></tr></table>
	Example (Page 1) "My cat!" said Jan. "I can not pat it." (Page 2) "Pat the rat," said a man. (Page 3) Jan ran to pat it. "I can!" said Jan. (Page 4) "I can pat the rat." • Say: ***Touch under the first word of the sentence.*** Students touch under *My*. • Say: ***Think*** (pause 3 seconds). Teacher monitors. Say: ***Read*** and immediately tap. Students say *My*. • Continue to tap every three seconds to signal students to read the next word. (Note: In this option, the teacher does not say anything while students are reading the sentence. The teacher just taps to signal students to read each word.) "…*cat!" said Jan.* • When the students have read a sentence correctly, the teacher reads the sentence naturally to students. Teacher reads, ***"My cat!" said Jan.*** • Repeat the same procedure for each sentence.
1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***We're going to read a story together.***

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2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: ***I'll show you how to read the first sentence. My turn.*** Use the signaling procedure to model reading the first sentence of text with only teacher responding.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES Elicit whole-group response.	Say: ***Your turn.*** Using the signaling procedure above, have students read the text with only students responding.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn. Word? _____. Your turn. Word?_____ Go back to the beginning of the sentence.*** See Appendix for further explanation of correction procedure.
5. INDIVIDUAL TURNS TO FOCUS ON ACCURACY	When the group has read the story correctly, provide individual turns. Call on individual students to read one sentence at a time, while other students read along silently touching under each word being read. Keep track of errors. Provide motivation for accurate reading. Call on all students to read in an unpredictable order.* Praise correct responses. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding. *If you have students who make multiple errors, call on them for sentences that contain easier words. Have these students reread the decodable text again later in small groups.
6. PRACTICE TO BUILD FLUENCY	Use one of the following options to have students reread the story at least two more times: 1. Provide extra choral reading practice using the signaling procedure above. 2. Provide extra individual turn reading practice using the signaling procedure above. 3. Partner Read – Students read with a partner following procedure below. Say: ***You're going to practice reading a story with a partner. When you are the listener, touch under each word your partner is reading and read along silently to yourself. If the reader makes a mistake, say the correct word. When you are the reader and your partner corrects you, repeat the correct word. Then go back to the beginning of the sentence and read the sentence again. Take turns reading pages with your partner.*** During partner reading, each student should have their own copy of the book. Teacher moves from pair to pair listening and monitoring.

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Card #13	Template for Reading Decodable Text —Advanced 1 (Transitional)

Steps	Explanation/Script
TASK	Reading decodable text Recommended time for use: • When students can read at about 30 words per minute with current decodable text with about 95% accuracy on the first read. Prepare a copy of the story specified in the Lesson Map for each student.
PREPARATION **DESCRIPTION OF SIGNALING PROCEDURE** Use appropriate signals to elicit unison student responses.	

	Do	Say
Focus		**Touch under the first word of the page** (pause). **Read the page to yourself.**
Wait time	Monitor and allow sufficient time for slightly below grade level students to read the page.	
Signal for student response		**Stop. Go back to the top of the page** (pause). **Touch under the first word** (pause).
		Read.
	Tap every 1-2 seconds to set the pace.*	

*Teacher taps at a rate of about a word each 2 seconds when first introducing this template. As students become more fluent, teacher increases the rate at which students read by decreasing the pause between each tap. The teacher can tell what an appropriate pace is by testing some middle and lower performers individually.

Caution: If one or two students read significantly slower, signal at a pace that is appropriate for the mid level students and provide extra practice for the low performers. For medium and low performing students, this is an important and dangerous time. If you go too fast, they may guess and abandon word attack skills.

Example

(Page 1) Dad and I walk to the park. We take large steps that lead to the grass.
(Page 2) We see dogs. These dogs jump and bark. We see them catch balls and roll over.
(Page 3) A baby wakes up from its nap. Her mother picks her up.
Say: ***Touch under the first word of the page.*** Monitor. ***Read the page to yourself.*** Pause for an appropriate length of time.
After students have read to themselves, say: ***Stop. Go back to the top of the page. Touch under the first word.*** Pause. ***Read*** (tap).
Repeat the procedure until all text has been read.

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1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***You're going to read this story a page at a time.***
2. MODEL RESPONSE	(Model only the first couple of times you do this template.) Say: ***I'll show you how to read the first page. My turn.*** Use the signaling procedure to model reading the first sentence of text with only teacher responding. Model reading with expression even though slowly.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES Elicit whole-group responses.	Say: ***Your turn.*** Using the signaling procedure above, have students read the decodable text with only students responding.* *Option: After reach paragraph, teacher may read text aloud to students.
4. CORRECTION PROCEDURE	To correct students: Say: ***My turn. Word?_____. Your turn. Word?_____ Go back to the beginning of the sentence.***
5. INDIVIDUAL TURNS TO FOCUS ON ACCURACY	When the group has read the story correctly, provide individual turns. Call on individual students to read a sentence or two at a time, while other students read along silently touching under each word being read. Establish a group goal for each page of making no more than three errors per hundred words (97% accuracy). Provide correction procedure and have students reread any page they read with less than 97% accuracy (more than 3 per 100 words). Provide motivation for accurate reading. Call on all students to read in an unpredictable order. Praise correct responses.
6. PRACTICE TO BUILD FLUENCY	See Appendix for procedure to use for fluency practice.

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Card #14	Template for Reading Text—Advanced 2

Steps	Explanation/Script
TASK Briefly name and explain the task to students prior to starting the activity.	Reading text Recommended time for use: • Students reading about 60 wpm in previously unseen text with 95% accuracy (typically by early-to-mid second grade for children who are progressing at grade level). • The purpose is to increase fluency while maintaining accuracy.
PREPARATION	Prepare a copy of the story specified in the Lesson Map for each student.
DESCRIPTION OF SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><th></th><th>Do</th><th>Say</th></tr><tr><td>Focus</td><td></td><td>Touch under the first word of the page (pause). Read the page to yourself.</td></tr><tr><td>Wait time</td><td>Monitor and allow sufficient time for slightly below grade level students to read the page.</td><td></td></tr><tr><td>Signal for student response</td><td></td><td>Stop. Go back to the top of the page (pause). Touch under the first word (pause).</td></tr><tr><td></td><td></td><td>Read.</td></tr><tr><td></td><td>Teacher chorally reads the text with students, one word per second.*</td><td></td></tr></table>*Teacher reads at a rate of about 1 word per second when introducing this template. As students become more fluent, teacher increases the rate.
1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: ***You'll read this story a page at a time. First you'll read the page to yourself, then we'll read the page together.***
2. MODEL RESPONSE	(Model only the first couple of times you do this template.) Say: ***I'll show you how to read the first paragraph. My turn.*** Use the signaling procedure to model reading the first paragraph of text with only teacher responding.
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES Elicit whole-group responses.	Say: ***Your turn.*** Using the signaling procedure above, have students read the decodable text with teacher and students responding.

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4. CORRECTION PROCEDURE	To correct students: Say: ***My turn. Word? _____. Your turn. Word?_____ Go back to the beginning of the sentence.***
5. INDIVIDUAL TURNS TO FOCUS ON ACCURACY	When the group has read the story correctly, provide individual turns. Call on individual students to read a sentence or two at a time, while other students read along silently touching under each word being read. Establish a group goal for each page of making no more than 3 errors per hundred words (97% accuracy). Provide correction procedure and have students reread any page where they read with less than 97% accuracy (more than 3 errors per 100 words). Provide motivation for accurate reading. Call on all students to read in an unpredictable order. Praise correct responses. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.
6. PRACTICE TO BUILD FLUENCY	See Appendix for procedure to use for fluency practice.

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Card #15 Procedure for Strategy Instruction

Use the outline below to guide your strategy instruction.

Explain/Direct Definition

- Explain to students or review what the strategy is and its purpose.
- Refer to list of reading strategies posted in classroom.

Model

- Demonstrate the strategy for students using a think aloud while interacting with the text.
- Clarify for students that you are thinking aloud. Use a transition statement that tells students you have left the text of the story to provide the think aloud.
- Don't ask students questions about strategy use during the modeling step.
- Provide additional models for students as needed during reading of selection.

Guided Practice

- Work together with students to help them learn how and when to use the strategy.
- Use the strategy name while guiding students.
- Prompt students to use multiple strategies when appropriate.
- Provide opportunities for active participation for all students; students should work in partners, small groups, or whole class.
- Provide many opportunities for guided practice with each strategy.

Feedback

- As students participate in guided practice, provide feedback regarding correct and incorrect usage of the strategy (praise students for strategy steps they used and remind them of steps they left out).

Application

- Remind students to use the strategy while they continue to read the current text.

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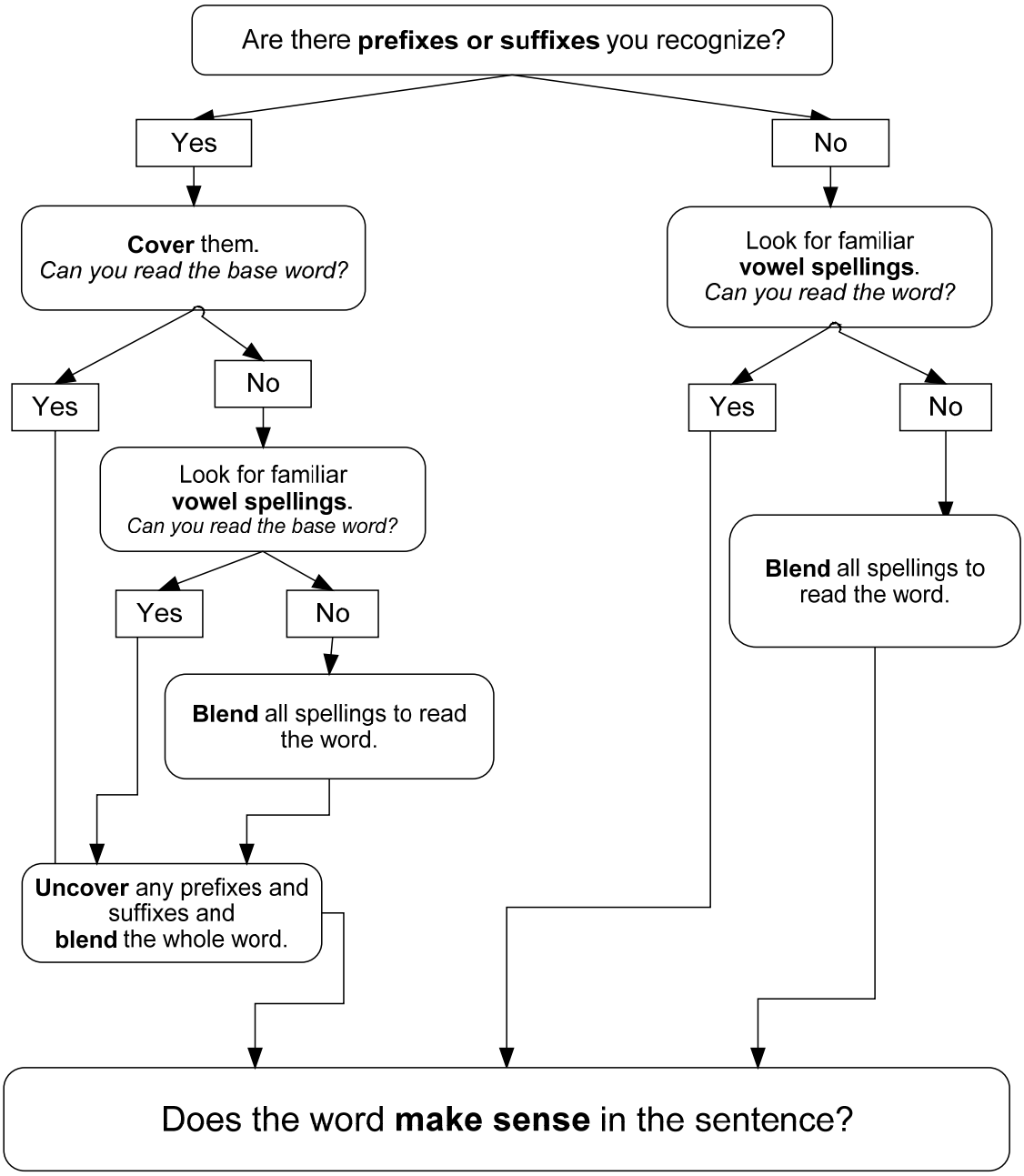
Card #16 Side A Phonics/Decoding Strategy
(for use with Grade 1)



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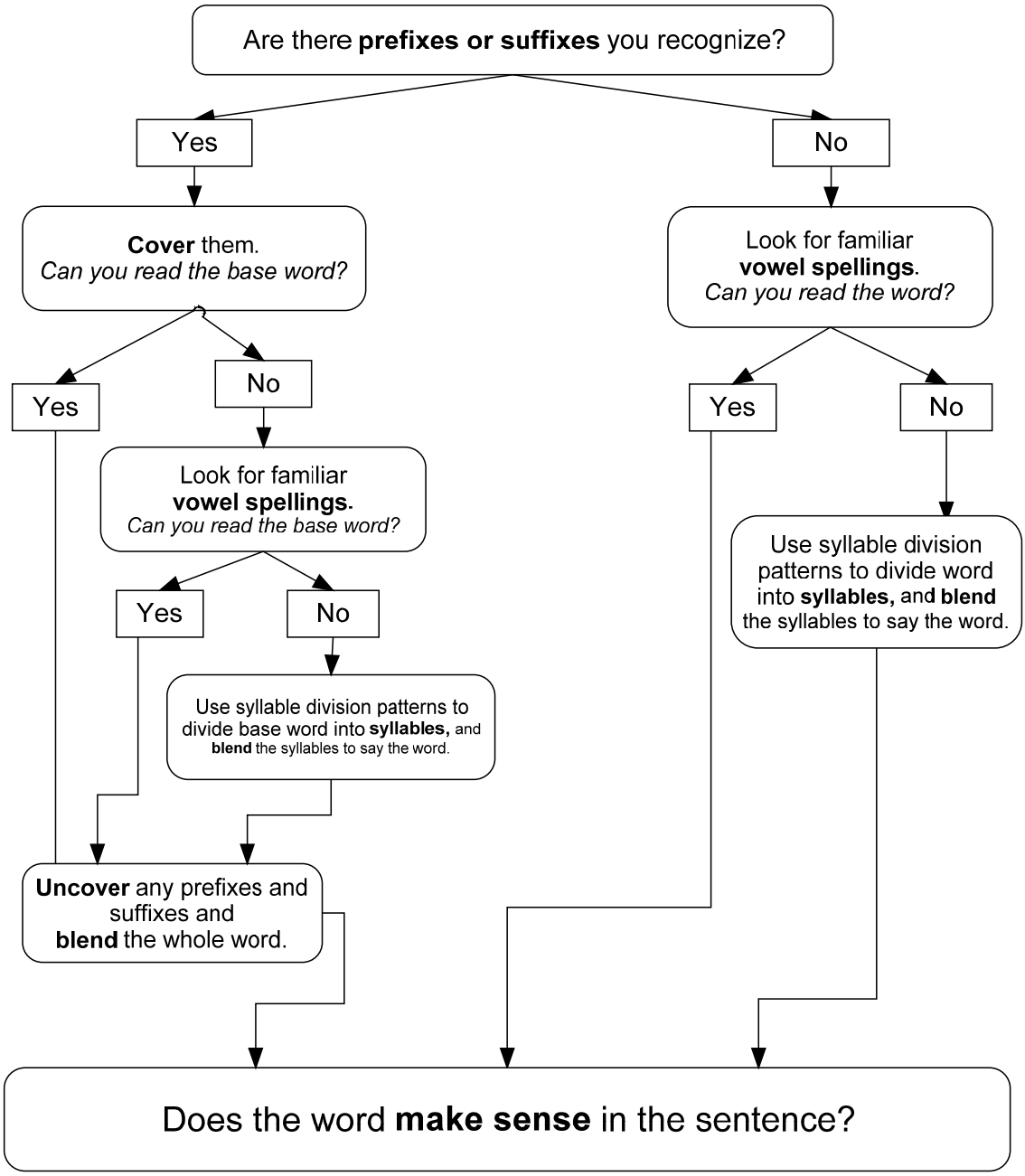
Card #16 Side B Phonics/Decoding Strategy
(for use with Grades 2-6)



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Card # 17 Side A
Vocabulary—Word-Learning Strategy Instruction

Use the strategies below to guide your word-learning strategy instruction. Remember that not all strategies are useful in figuring out the meaning of all words. We model their use anyway to show students how to be flexible with their strategy use. If one strategy doesn't work, they should try another. We want to create students who do not skip big words, but attack them with the confidence that they have multiple ways to figure out their meaning.

1. **Word Structure**
   Morphemes (prefixes, suffixes, base words, and root words) combine to contribute to the meaning of a word. Recognizing these units of meaning help you figure out what the word means.

2. **Syntactic Clues**
   How a word is used in a sentence (the part of speech) can give you clues to its meaning.

3. **Context Clues**
   Words, phrases, or sentences surrounding an unknown word can give you hints about its meaning.
   - Apposition
   - Restatements
   - Examples
   - Definitions
   - Similes
   - Metaphors
   - Clue words or phrases
   - Synonyms
   - Antonyms/negative examples
   - Lists

Note: Always use the procedure for strategy instruction (Card #15) listed below to guide word-learning strategy instruction.

- **Explain/Direct Definition** (Directly define what strategy you are about to use and why)
- **Model** (Model using the strategy without involving the students, simply show them your thought processes by thinking aloud)
- **Guided practice** (After at least two models, ask students to apply the same strategy with a partner or table group)
- **Feedback** (Ask partners to share what they did in their guided practice and provide feedback that encourages good strategy use)
- **Application** (Remind students to use word learning strategies every time they read)

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Card # 17 Side B
Vocabulary—Procedures for Specific Word Instruction

Specific word instruction includes, but is not limited to, the below opportunities for **multiple exposures.**

1. Direct Definitions

- If a thing is *fabulous* it means it is *wonderful* or *marvelous.*

2. Use Synonyms and Antonyms

- Which word is the same as *fabulous - o.k.* or *super?* Why does *super* go with *fabulous?*
- Is it *fabulous* if you fall and scrape your knee? What would it be?
- The boy had a *fabulous* time at the park. Did he have a *great* time or a *terrible* time?
- The concert was the best he had ever heard. Every note seemed perfect. Am I talking about *fabulous* or *discover?*

3. Make Up a Novel Sentence

Student makes up novel sentence:

- How could a family have a *fabulous* time?
- Why is a diamond necklace *fabulous?* A diamond necklace is *fabulous* because…

Teacher makes up novel sentence:

- Maria thought her car was *fabulous* because it was hot pink.

4. Classify With Other Words

- Name some things that are *fabulous*. Name some things that are not *fabulous*.
- The boy had a *fabulous* time at the park. Did he have a *great* time or a *terrible* time?
- The concert was the best he had ever heard. Every note seemed perfect. Am I talking about *fabulous* or *discover?*

5. Relate the Definition to One's Own Experiences

- Describe a time that something *fabulous* happened to you.
- I know you had a *fabulous* time on the fieldtrip. Describe it.
- Name a time that your family had a *fabulous* time.
- What could happen that would cause you to have a *fabulous* time?

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Appendix

For all Templates except 4, 5, and 6:

When prompting individual turns use the focus (*Word?, Sound?,* etc.) for all students. Then call an individual student's name just before you give the signal for student response (tap, slide, etc.). This way, all students are participating, or figuring out the answer in their heads, instead of only one student.

Card #11 Template for Reading Predecodable and Decodable Text Instruction—Introductory

Template 11 assumes that students have had sufficient practice reading regular and irregular words in word list exercises from the Lesson Maps on days prior to introduction of the story so that they will be able to read all words in the story with no more than 3-4 seconds to figure out the word. If you have students in your group who have not had sufficient practice, you may have to preteach. Waiting for these children to figure out a response would cause the majority of the students to wait excessively. Preteaching consists of presenting the story in a smaller group with those students who need the extra time prior to presenting the story in the larger group. During the small group session, allow more time to figure out the words on the first reading of the story, then repeat the story with just a 3-4 second pause for each word.

Card #12 Template for Reading Decodable Text Instruction—Intermediate

Template 12 assumes that students have had sufficient practice reading regular and irregular words in word list exercises from the Lesson Maps on days prior to introduction of the story so that they will be able to read all words in the story with no more than 3 seconds to figure out the word. If you have students in your group who have not had sufficient practice, you may have to preteach. Waiting for these children to figure out a response would cause the majority of the students to wait excessively. Preteaching consists of presenting the story in a smaller group with those students who need the extra time prior to presenting the story in the larger group. During the small group session, allow more time to figure out the words on the first reading of the story, then repeat the story with just a 3 second pause for each word.

Card #13 Template for Reading Decodable Text —Transitional

Template 13 assumes that students have had sufficient practice reading regular and irregular words in word list exercises from the Lesson Maps over days prior to introduction of story so that they will be able to read all words in the story with no more than 2 seconds to figure out the word. If you have students in your group who have not had sufficient practice, you may have to preteach. Waiting for these children to figure out a response would cause the majority of the students to wait excessively. Preteaching consists of presenting the story in a smaller group with those students who need the extra time prior to presenting the story in the larger group. During the small group, allow more time to figure out the words on the first reading of the story, then repeat story with just a 2 second pause for each word.
If you have students who make multiple errors, call on them for sentences that contain easier words. Have these students reread the decodable text again later in small groups.

PRACTICE TO BUILD FLUENCY

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Use one of the following options to have students reread the story at least two more times:
1. Provide extra choral reading practice using the signaling procedure associated with this template.
2. Provide extra individual turn reading practice using the procedure associated with this template.
3. Partner Read – Students read with a partner following the procedure below.

Say: ***You're going to practice reading a story with a partner. When you are the listener, touch under each word your partner is reading and read along silently to yourself. If the reader makes a mistake, say the correct word. When you are the reader and your partner corrects you, repeat the correct word. Then go back to the beginning of the sentence and read the sentence again. Take turns reading pages with your partner***.
During partner reading, each student should have their own copy of the decodable book. Teacher moves from pair to pair listening and monitoring.

Card #14 Template for Reading Text—Advanced

Example
(Page 1) Dad and I walk to the park. We take large steps that lead to the grass.
(Page 2) We see dogs. These dogs jump and bark. We see them catch balls and roll over.
(Page 3) A baby wakes up from its nap. Her mother picks her up.
Say: ***Touch under the first word of the page.*** Monitor. ***Read the page to yourself.*** Pause for an appropriate length of time.
After students have read to themselves, say: ***Stop. Go back to the top of the page. Touch under the first word.*** Pause. ***Read*** (tap).
Repeat the procedure until all text has been read.

Template 14 assumes that students have had sufficient practice reading regular and irregular words in word list exercises from the Lesson Maps on days prior to introduction of the story so that they will be able to read all words in the story with no more than 1 second to figure out the words. If you have students in your group who have not had sufficient practice, you may have to preteach. Waiting for these children to figure out a response would cause the majority of the students to wait excessively. Preteaching consists of presenting the story in a smaller group with those students who need the extra time prior to presenting the story in the larger group. During the small group, allow more time to figure out the words on the first reading of the story, then repeat the story with just a 1 second pause for each word.

If you have students who make multiple errors, call on them for sentences that contain easier words. Have these students reread the decodable again later in small groups.

PRACTICE TO BUILD FLUENCY

Use one of the following options to have students reread the story at least two more times:
1. Provide extra choral reading practice using the signaling procedure associated with this template.
2. Provide extra individual turn reading practice using the procedure associated with this template.
3. Partner Read – Students read with a partner following the procedure below.

Say: ***You're going to practice reading a story with a partner. When you are the listener, touch under each word your partner is reading and read along silently to yourself. If the reader makes a mistake, say the correct word. When you are the reader and your partner corrects you, repeat the correct word. Then go back to the beginning of the sentence and read the sentence again. Take turns reading pages with your partner***.
During partner reading, each student should have their own copy of the decodable book. Teacher moves from pair to pair listening and monitoring.

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Word Reading—Spelling Focused for Multisyllabic or Affixed Words

Example 1 – Two syllable words (with no affixes)
char/coal

1. Cover the second syllable *coal*.
2. Use the signaling procedure to focus students on the potentially difficult spelling in the first syllable *ar* and say, **"*Sound?*"**
3. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *char*.
4. Uncover the second syllable and cover the first syllable *char*.
5. Use the signaling procedure to focus students on the potentially difficult spelling *oa* and say, **"*Sound?*"**
6. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *coal*.
7. Uncover the first syllable to reveal the whole word.
8. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under each syllable.
9. Use the signaling procedure and say, **"*Word?*"** Slide hand under entire word.
10. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Set #1	**Set #2**	**Set #3**
1. vol/ume	1. po/lite	1. suc/ceed
2. per/haps	2. cen/ter	2. va/cant
3. rain/coat	3. pea/nut	3. day/dream

Note: For all words, the slashes (/) are included for your syllabication knowledge only. Do not write them on the board when presenting words to students.

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Word Reading—Spelling Focused for Multisyllabic or Affixed Words (continued)

Example 2 – Two syllable words (with the inflectional ending *-ed*) *paint/ed*

1. Cover the second syllable *ed* (inflectional ending).
2. Use the signaling procedure to focus students on the potentially difficult spelling in the first syllable *ai* and say, **"*Sound?*"**
3. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *paint*.
4. Uncover the second syllable and cover the first syllable *paint*.
5. Focus students on the inflectional ending *ed* and tell students, **"*Say /ed/.*"** Slide finger under *ed*.
6. Uncover the first syllable to reveal the whole word.
7. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under each syllable.
8. Use the signaling procedure and say, **"*Word?*"** Slide hand under entire word.
9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Note on point 5: The teacher tells students to say the correct pronunciation of the *ed* ending because *ed* as an inflectional ending can represent one of three different sounds: /ed/ as in *painted,* /d/ as in *hummed* and /t/ as in *stopped*. The teacher does not have to tell students to say other endings such as *ing* and *er.*

Set #1	**Set #2**	**Set #3**
1. nest/ed	1. land/ed	1. start/ed
2. last/ed	2. blast/ed	2. bloat/ed
3. hoard/ed	3. board/ed	3. raid/ed
4. add/ed	4. roast/ed	4. float/ed

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Word Reading—Spelling Focused for Multisyllabic or Affixed Words (continued)

Example 3 – Two syllable words (with a prefix)
dis/like

1. Cover the second syllable *like*.

2. **Option #1 -** If you have taught *dis* as a prefix:
   Use the signaling procedure to focus students on *dis* and say, ***"Prefix?"*** Slide finger under *dis*.

   Option #2 - If students have not learned the prefix *dis*:
   Use the signaling procedure to focus students on the potentially difficult spelling *i* and say, **"*Sound?*"**
   Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *dis*.

3. Uncover the second syllable and cover the first syllable *dis*.

4. Use the signaling procedure to focus students on the potentially difficult spelling *i_e* and say, **"*Sound?*"**

5. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *like*.

6. Uncover the first syllable to reveal the whole word.

7. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under each syllable.

8. Use the signaling procedure and say, **"*Word?*"** Slide hand under entire word.

9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Set #1	**Set #2**	**Set #3**
1. dis/trust	1. re/turn	1. un/tie
2. pre/cut	2. pre/heat	2. pre/pay
3. re/fill	3. un/tuck	3. mis/place

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Word Reading—Spelling Focused for Multisyllabic or Affixed Words (continued)

Example 4 – Two syllable words (with a suffix)
weak/ness

1. Cover the second syllable *ness*.

2. Use the signaling procedure to focus students on the potentially difficult spelling *ea* and say, **"*Sound?*"**

3. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *weak*.

4. Uncover the second syllable and cover the first syllable *weak*.

5. **Option #1 -** If you have taught *ness* as a suffix:
   Use the signaling procedure to focus students on *ness* and say, **"*Suffix?*"** and slide finger under *ness*.

   Option #2 - If students have not learned the suffix *ness*:
   Use the signaling procedure to focus students on the potentially difficult spelling *e* and say, **"*Sound?*"**
   Use the signaling procedure and say, **"Blend."** Sweep finger under *ness*.

6. Uncover the first syllable to reveal the whole word.

7. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under each syllable.

8. Use the signaling procedure and say, **"*Word?*"** Slide hand under entire word.

9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Set #1	**Set #2**	**Set #3**
1. fear/ful	1. price/less	1. reck/less
2. clean/est	2. cost/ly	2. proud/ly
3. bak/ing (see A last page)	3. hik/ing (see A last page)	3. rid/ing (see A last page)
4. sad/dest (see B last page)	4. hit/ter (see B last page)	4. hot/test (see B last page)

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Word Reading—Spelling Focused for Multisyllabic or Affixed Words (continued)

Example 5 – One syllable words (with the inflectional ending *-ed*) *hugg(ed)*

1. Cover the inflectional ending *ed* and the doubled consonant (if there is one) to show just the base word.

2. Use the signaling procedure to focus students on the potentially difficult spelling in the base word *u* and say, **"*Sound?*"**

3. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *hug*.

4. Uncover the inflectional ending and cover the base word *hug* and the doubled consonant (if there is one).

5. Focus students on the inflectional ending *ed* and tell students, **"*Say /d/.*"** Slide finger under *ed*.

6. Uncover the base word to reveal the whole word.

7. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under the whole word.

8. Use the signaling procedure and say, **"*Word?*"** Slide hand under entire word.

9. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

Note on point 5: The teacher tells students to say the correct pronunciation of the *ed* ending because *ed* as an inflectional ending may represent one of three different sounds: /ed/ as in *painted*, /d/ as in *hummed* and /t/ as in *stopped*.

Set #1	**Set #2**	**Set #3**
1. shrugg(ed)	1. tun(ed)	1. plac(ed)
2. pric(ed)	2. pluck(ed)	2. hook(ed)
3. flam(ed)	3. turn(ed)	3. drain(ed)

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Word Reading—Spelling Focused for Multisyllabic or Affixed Words (continued)

Example 6 – Two syllable words (with two inflectional endings or suffixes) *play/er(s)*

1. Cover the second syllable *ers*.
2. Use the signaling procedure to focus students on the potentially difficult spelling *ay* and say, **"*Sound?*"**
3. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *play*.
4. Cover the first syllable *play* and place a dot between the two inflectional endings.
5. Focus students on *er* and say, **"*Suffix?*"** and slide finger under *er*.
6. Focus students on *s* and say, **"*Suffix?*"** and slide finger under *s*.
7. Uncover the first syllable to reveal the whole word.
8. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under each syllable.
9. Use the signaling procedure and say, **"*Word?*"** Slide hand under entire word.
10. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

*Practice words found on next page combined with Example 7.

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Word Reading—Spelling Focused for Multisyllabic or Affixed Words (continued)

Example 7 – Three syllable words
in/ter/nal

1. Place dots between the syllables (e.g., *in·ter·nal*).
2. Cover the second and third syllables.
3. Use the signaling procedure to focus students on the potentially difficult spelling *i* in the first syllable and say, **"*Sound?*"**
4. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under *in*.
5. Cover the last syllable *nal.*
6. Use the signaling procedure to focus students on the potentially difficult spelling *er* in the second syllable and say, **"*Sound?*"**
7. Use the signaling procedure and say, ***"Blend."*** Sweep finger under *ter*.
8. Uncover all syllables.
9. Use the signaling procedure to focus students on the potentially difficult spelling *a* and say, **"*Sound?*"**
10. Use the signaling procedure and say, ***"Blend."*** Sweep finger under *nal*.
11. Use the signaling procedure and say, **"*Blend.*"** Sweep finger under each syllable.
12. Use the signaling procedure and say, **"*Word?*"** Slide hand under entire word.
13. If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get them to adjust the pronunciation based on context and the structure of the sentence. If they still can't get the pronunciation, tell them the word.

For all of the words below, see letter C below.

Set #1	**Set #2**	**Set #3**
1. fear/ful/ly	1. re/turn/ing	1. im/por/tant
2. re/ap/pear	2. se/lec/tion	2. cor/rec/tion
3. up/sett/ing	3. im/ple/ment	3. per/son/al
4. read/er(s)	4. hik/er(s)	4. help/er(s)

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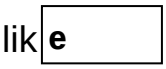
Additional Information About Multisyllabic Blending

A. Before blending a word with an e-drop (hike + ing = hiking), you must decide if showing the e-drop helps or hurts with pronunciation. It usually helps. If it helps, follow this procedure to show the e-drop to students:
   - Cover the second syllable with your e-drop index card
   - Show students there was an *e* dropped by writing *e* on the index card that is covering the second syllable. The e should be on the left hand side of the card so that it shows students where the *e* was in the base word, while the rest of the card works to cover the second syllable. For the word *liking,* the *e* card allows the teacher to prompt students to say the i_e sound. The *e* card is covering *ing.*



   If the e-ending word does not have a vowel with a long sound, show students the e-drop only after you read the word (showing it first would hinder pronunciation, e.g., *shelving*).

B. When you cover the first syllable in words like *saddest,* point out to students that the last consonant has been doubled. When you slide the index card over to cover the first syllable and uncover the last syllable, only show the suffix.

C. With words of three or more syllables or two syllable words that have an inflectional ending that do not create a new syllable, it may be helpful to place dots between meaningful units after the word has been written on the board. An index card can still be used to help show doubling or e-drop if applicable (play/er·s, in·for·ma·tion).

Important Considerations

1. If students don't give the correct pronunciation when asked for the word, ask them to adjust the pronunciation. If they can't adjust the pronunciation in isolation, give them the approximation of the word in context. If they still can't adjust the pronunciation, tell them the correct way to pronounce the word.

2. If students make an error during any step in the above word reading techniques, use what you have learned previously on Card 10 regarding how to effectively correct errors and teach to mastery.

3. Explain to students that you are sliding and not sweeping on word parts that you want them to recognize as meaningful units (for *joyous:* sweep under *joy*, slide under *ous*).

4. If students are not having difficulty with the vowel sound, you can transition them away from the *"Sound?"* step by just asking them to blend a syllable. Make sure students realize that spotting the vowel spellings is an important part of the strategy on Card 16.

5. If the word has an e-drop, consonant doubling, or a more complex spelling change, help students notice this after they have read the word.

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