

REVISED MARCH 2019

PARTNERS IN DYAD READING



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State Superintendent
of Public Instruction

<https://schools.utah.gov/curr/dyad>



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Partners in DYAD READING

March 2019

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2019 Utah State Board of Education

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Table of Contents

Preface

- 2019 Utah State Board of Education 3
- Partners in Dyad Reading Tutoring Program Overview 7
- Partners in Dyad Reading Glossary of Terms. 13
- Partners in Dyad Reading Teacher Recommendation Form 15
- Lexile Conversion Chart. 16
- Legal Responsibilities 17
- Suggested Materials List 19
- Suggested Materials List for General Use 20

Partners in Dyad Reading Tutoring

- Welcome to the Partners in Dyad Reading Tutoring Program!. 22
- Partners in Dyad Reading Tutoring Program Lesson Plan and
Literacy Supplemental Lesson Plan 24
- Partners in Dyad Reading and Literacy Supplemental Lesson Plan Chart . . . 25
 - 1. Revisit book or portion of text read. 26–27
 - 2. New Book Introduction 28–29
 - 3. Read new book/chapter and monitor comprehension. 30–31
- Story Face Chart 32
- Informational Comprehension Questions 33

Literacy Supplemental Lesson Section

- High Frequency Words 35–36
 - 4. High Frequency Word Lesson 37
 - Fry’s First 100 High Frequency Words (Levels A–I).. 38
 - Fry’s Second 100 High Frequency Words (Levels J–M). 39
 - Fry’s Third 100 High Frequency Words (Levels N–P). 40
 - Fry’s Fourth 100 High Frequency Words (Levels Q–S). 41
- Fluency 43
 - 5. Fluency Lesson. 44–45

Oral Reading Words Per Minute 10 WCPM to 56 WCPM	46
Oral Reading Words Per Minute 40 WCPM to 86 WCPM	47
Oral Reading Words Per Minute 60 WCPM to 106 WCPM	48
Oral Reading Words Per Minute 80 WCPM to 126 WCPM	49
Oral Reading Words Per Minute 120 WCPM to 166 WCPM	50
Word Study	51
Phonemic Awareness.	52
Phonics Rationale	53
6.0 Word Study.	54
6.0–6.4 Word Study.	55
6.1 Word Sort	55–57
6.2 Fast Pencil.	58–59
6.3 Memory Game.	60–61
6.4 Spelling	62–63
Letter to Tutor	65

Appendices

Detailed Partners in Dyad Reading and Literacy Supplemental Lesson Plan	69–71
Individual Letter/Sound Score Sheet.	72
Vowel Patterns and Related Vowel Phonemes.	73
UURC Vowel, Blend and Digraph Keywords	74
University of Utah Reading Clinic: Early Steps (Grades K–1) Word Study Inventory, Sequence and Kit Organization	75–77
Early Steps Word Study Check, Grades K–1	78
University of Utah Reading Clinic: Next Steps (Grades 2–3) Word Study Inventory, Sequence and Kit Organization	79–81
Next Steps: Word Study Sequence	82
Next Steps: Word Study Check, Grades 2–3	83
References	84–85
Copyright Notice and Contact Information.	86

Partners in Dyad Reading Tutoring Program Overview

Current research indicates that a structured reading tutorial program provides achievement gains for students needing extra reading practice and instruction beyond what they receive in their regular classroom. With this understanding, the USBE has produced a reading tutorial program called **Partners in Dyad Reading**. The **Partners in Dyad Reading** Program supports the Utah Elementary Language Arts Core Standards.

The purpose of **Partners in Dyad Reading** is to provide primary grade students reading below grade level with additional reading practice. Students participating in Partners in Dyad Reading meet with an adult volunteer or paraprofessional who is trained to provide them with a series of targeted lessons. The lessons enhance primary reading instruction offered by classroom teachers and support the following research-based components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components are reinforced as students receive scaffolded reading in appropriately challenging text. For Partners in Dyad Reading students in first grade, the text should be at their current reading level within a range of 50 Lexiles above and 100 Lexiles below. For Partners in Dyad Reading students in grade 2 and up, the text should be two to three years above their current reading level. Research has shown that when students in second grade and up are put into challenging text and provided scaffolding, their reading performance grows more rapidly than when placed in instructional level text.

Students benefit from increased reading time, improved reading performance, and rewarding reading experiences. Elements of the **The Partners in Dyad Reading** Program that serve the student include the following:

- ▶ Pairing students with a trained volunteer tutor
- ▶ Providing students with additional practice reading appropriately challenging text
- ▶ Providing students with research-based lessons that support their regular classroom instruction
- ▶ Providing students with rewarding reading experiences

Responsibilities of Partners in Dyad Reading Program Participants

Partners in Dyad Reading supports students who are reading below grade level by involving an entire “team,” including the USBE, local school districts, elementary school principals, classroom teachers, trained volunteer tutors, school support staff, and parents.

Responsibilities of the Utah State Board of Education:

- ▶ Provide professional development, including materials.
- ▶ Technical assistance for Partners in Dyad Reading implementation as requested by participating sites.

Responsibilities of District Literacy Specialists:

- ▶ Attend Partners in Dyad Reading professional development provided by the USBE.
- ▶ Train staff to implement Partners in Dyad Reading in local schools.

Responsibilities of the School Principal:

- ▶ Appoint a Partners in Dyad Reading Coordinator (it is recommended that this be a paid member of the school staff, for example, a teacher, literacy coach, AmeriCorps member, or paraprofessional).
- ▶ Designate a tutor center within the school building.
- ▶ Be knowledgeable about the students who receive Partners in Dyad Reading services.

Responsibilities of the School Partners in Dyad Reading Coordinator:

- ▶ Attend initial Partners in Dyad Reading training provided by the Utah State Board of Education.
- ▶ Conduct a Partners in Dyad Reading Program overview for school faculty and staff.
- ▶ Secure and manage tutoring materials.
- ▶ Recruit and oversee volunteer tutors.
- ▶ Train volunteer tutors.
- ▶ Coordinate Partners in Dyad Reading services among classroom teachers, tutors, and students, including pairing students with tutors and scheduling tutoring times.

- ▶ Review each student's lesson plans and progress on a weekly basis.
 - ▶ Provide the Utah State Board of Education with a year-end data summary of **Partners in Dyad Reading** participants.
-

Responsibilities of the Partners in Dyad Reading Tutor:

- ▶ Meet all volunteer requirements of the local school district.
- ▶ Commit to volunteering at least two hours each week, for one school year.
- ▶ Attend initial and ongoing Partners in Dyad Reading training.
- ▶ Use the USBE Partners in Dyad Reading Lesson Plan for each tutoring session.
- ▶ Document each lesson and keep accurate records of all tutoring sessions.
- ▶ Maintain confidentiality. Never meet with a student alone. All tutoring should be conducted in the school tutor center, with the door open, during the scheduled tutoring time.
- ▶ Avoid physical contact with the student.
- ▶ Never touch a bleeding student. Only school personnel should handle bleeding or ill children. Notify the student's teacher or office personnel for any medical concerns.
- ▶ Be dependable and attend all scheduled tutoring sessions. Call the school to report a conflict or emergency.
- ▶ Follow the specific legal responsibilities associated with report allegations of or suspected child abuse.
- ▶ Have a positive attitude.
- ▶ Provide the student with sincere and specific praise.

Initiating the Partners in Dyad Reading Program

Inform the Faculty and School Staff

The Partners in Dyad Reading Coordinator initiates Partners in Dyad Reading by introducing it to the faculty, school staff, PTA, and community council. Through a brief presentation of the program's purpose and design, all participants are informed about the benefits and responsibilities of being involved with Partners in Dyad Reading. They can help recruit volunteers, provide financial assistance, or organize materials and paperwork.

Acquire and Organize Quality Materials

The Tutor Center is designated within the school building by the principal. In order for tutors and students to work most effectively, this place should be inviting and organized. It should contain general use materials, student files, and leveled books.

General Materials

One of the most important elements of a successful tutoring program is communication and collaboration among volunteer tutors and classroom teachers. The tutoring center serves as an ideal location for comments, questions, and scheduling issues to be shared. Provide a bulletin board with a calendar of school events such as holidays, assemblies, and early-release days. Post a specific tutor schedule, including time, tutor, student, and classroom teacher.

In a general use area, provide a variety of paper, notebooks, pencils, scissors, sticky notes, index cards, and other desk supplies. Provide teachers and tutors with easy access to student work by determining a filing system. Use a file cabinet, bins, or baskets to organize student folders. Books should be clearly labeled, placed in bins, and organized by level.

Recruit Dependable and Consistent Volunteer Tutors

Partners in Dyad Reading Coordinators have the responsibility to:

- ▶ Follow district guidelines when recruiting tutoring volunteers.
- ▶ Use district guidelines for background and fingerprint information on volunteers.
- ▶ Prepare a written statement about the purpose of the Partners in Dyad Reading Program and a detailed list of tutor responsibilities (included in this manual).
- ▶ Recruit tutors from the following groups:
 - Para-educators and classroom aides
 - PTA, including parents and grandparents
 - Community clubs
 - Church groups

- Senior citizen centers
 - AmeriCorps volunteers
 - United Way
 - Foster grandparents
 - Local high schools, universities, and colleges (work-study and service learning students)
 - Business partners
-

Provide Training for Volunteer Tutors

- ▶ The key to successful volunteer tutoring is most likely the training and close supervision given to the tutors.
 - ▶ The Partners in Dyad Reading Coordinator, who has attended a state-sponsored training, is certified to train volunteer tutors. The District Literacy Specialist should be certified as well.
 - ▶ Schedule a meeting room and all necessary equipment.
 - ▶ Use the district or school printing services for any printing needs.
 - ▶ Organize the training. Prepare the following things: a list of tutor responsibilities (see website), a training agenda, samples of all tutoring materials, and a school orientation packet.
 - ▶ Ongoing training is necessary. The Partners in Dyad Reading Coordinator should provide modeling and feedback.
-

Identify Students

- ▶ Student selection is based on assessments and determined by the classroom teacher.
- ▶ Students who may most benefit from receiving Partners in Dyad Reading tutoring are usually at least one year below grade level in reading.
- ▶ Once a student is identified as needing tutoring services, the classroom teacher completes the Teacher Recommendation Form (see manual and Partners in Dyad Reading website) and returns it to the Partners in Dyad Reading Coordinator.
- ▶ Prior to scheduling tutoring sessions, the classroom teacher or Partners in Dyad Reading Coordinator sends home a permission slip/information letter with each student participating in the Partners in Dyad Reading

Program (see Partners in Dyad Reading website for letter).

- ▶ Once the letter has been signed and returned, it is kept in the student's folder.
- ▶ Partners in Dyad Reading is intended for students who need additional reading practice to support their growth in reading. The Partners in Dyad Reading Program is not considered an intervention program, but a program that provides **additional practice** and support for classroom instruction.

Schedule Tutoring Sessions

- ▶ Research has determined that **two times** per week is the minimum number of tutoring sessions that will produce gains in reading achievement.
- ▶ Each Partners in Dyad Reading lesson is 15 minutes in length. The optional literacy supplemental lesson is an additional 15 minutes in length.
- ▶ Students should never be tutored during their core instruction in reading or mathematics.
- ▶ Tutors should commit to two hours per week, but flexibility is important.
- ▶ Determine tutor schedules and match students to tutors by looking at the Teacher Recommendation Form (see manual and Partners in Dyad Reading website).
- ▶ Post a tutor schedule in the tutor center. Include teacher name, student name, and tutor name.
- ▶ Provide the school principal, secretary, classroom teacher, and volunteer coordinator with a copy of the master schedule.

Sustaining the Program

Facilitate Collaboration

- ▶ The Partners in Dyad Reading Coordinator is responsible for facilitating and encouraging a collaborative environment among those involved with Partners in Dyad Reading.
- ▶ The classroom teacher and the Partners in Dyad Reading Coordinator should review each student's lesson plans and progress frequently.
- ▶ The Partners in Dyad Reading Coordinator has the responsibility to help volunteers feel accepted, appreciated, and valued.

PARTNERS IN DYAD READING

Glossary of Terms

Component	Definition	Instructional Outcomes
Assessment	The process of gathering data in order to better understand student strengths and weaknesses.	Developing instructional strategies based on students' needs, identifying gaps in learning, isolating sources of confusion, and assessing the effectiveness of instruction.
Comprehension	Ability to understand what has been read. Readers make sense of the text.	Students understand what they read, remember what they read, and communicate to others what they have read.
Fluency	The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension.	The reader groups words at an adequate rate to support meaning. Reading sounds naturally, as if he/she is speaking with expression.
Independent Reading	Voluntary or leisure reading for pleasure, not to develop skills. Reading with no assistance and minimal errors.	Increased fluency and expression, independent use of skills and strategies, exploring interest and building confidence, using knowledge of decoding words in reading and encoding words in writing.
Onset and Rime (Chunks)	Units smaller than words, but making a word when combined. The onset is the part that precedes the vowel (for example, <i>bl</i> in the word <i>black</i>). The rime is the part including the vowel and any consonants that follow (for example, <i>ack</i> in the word <i>black</i>).	The knowledge of rimes can help children decode words at the point of difficulty.
Phonemic Awareness	The ability to hear, identify, and manipulate individual sounds and phonemes in spoken words; individual knowledge that every spoken word is made up of a series of phonemes that can be represented by letters of the alphabet.	The ability to notice, think about, and work with the individual sounds in spoken words.

(Continued)

Component	Definition	Instructional Outcomes
Phonics	Phonics teaches relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.	Phonics instruction helps children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds. This will help children recognize familiar words accurately and automatically to decode new words.
High Frequency Words	A list of words most frequently encountered as students read.	The automatic use of these words increases the reader’s fluency rate.
Leveled Reading	The teacher leads a small group reading lessons at a level appropriate for success and challenge.	Individual reading instruction in strategy use, problem solving, comprehension, and phonics instruction.
Vocabulary	Words students know, recognize or use in print.	Reading words students need to know to understand what they read.

PARTNERS IN DYAD READING

Teacher Recommendation Form

Student's Name:	Date:
Classroom Teacher's Name:	Grade Level:

- All letter names of the alphabet are known.
Letters unknown:
- All sounds of the letters are known.
Sounds unknown:
- Uses vowel patterns when decoding words:
 Never Often Sometimes Always

COMPREHENSION

- Minimal recall Partial recall Excellent recall

Student's Lexile Level: _____

Classroom teacher's signature: _____

Description of student:

Lexile Conversion Chart



GRADE LEVEL	LEXILE	GUIDED READING	DRA	DIBELS ORF
KINDERGARTEN	BR-220	A	A	N/A
		B	1	
		C	2	
			3	
GRADE 1	220-500		4	0
		D	6	23
		E	8	47
		F	10	
		G	12	
GRADE 2	450-660	H	14	52
		I	16	72
		J	18	87
		K	20	
GRADE 3	610-790	L	24	70
		M	28	86
		N	30	100
GRADE 4	770-910	O	34	90
		P	38	103
		Q	40	115
GRADE 5	860-980	R		111
		S		120
		T	50	130
GRADE 6	955-1060	U		107
		V		109
		W	60	120
GRADE 7	1010-1100	X		121
		Y	70	134
		Z		155
GRADE 8	1050-1155		80	128
				136
				158

DIBELS:

- Beginning
- Middle
- End of Year

Legal Responsibilities

Tutors are required to be aware of the following rules and regulations:

1. ACCIDENTS

- Do not treat a child if he/she has an accident. Do not try to stop bleeding in non-emergency situations.
- Report the accident to the teacher, who has been trained and has the equipment to deal with such situations.
- Volunteers are not trained to deal with AIDS, HIV, or other communicable diseases.

2. ATTITUDE

- Maintain a professional attitude while tutoring.
- Never initiate a physically close situation. If a child hugs you, be sure to respond, but only if the child initiates the action and you are in an open area observed by others.

3. CHILD ABUSE

- Contact the principal if you suspect a child is being physically abused or sexually molested. The person who suspects the abuse does the reporting. **It is a federal law to report child abuse. If you do not report, you are considered as guilty as the perpetrator and will be so treated.**

- Utah Child Abuse Hotline: 1-855-323-3237.

4. CONFIDENTIALITY

- Keep confidential all information about personal or family issues that the child volunteers. Do not repeat private family matters.
- Share the student's progress only with the child's teacher and parents, and do so with your student's knowledge. Be certain that sharing information is a positive experience.

5. TUTORING SITE AND INSURANCE COVERAGE

- All tutoring is to be conducted during school under the direction of the Partners in Dyad Reading Coordinator, classroom teachers, and school administrator. By following this regulation, tutors are covered by school insurance.
- Never tutor in a closed area. Keep doors open; tutor in open spaces such as the designated Tutor Center. Keep all actions public and open to observation.

Suggested Materials List



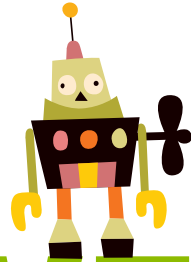
1. Leveled books
2. Double-pocket folder for each student
3. Magnetic letters, letter tiles, or letter cards
4. Beginning sound card
5. Timer
6. White boards and dry erase markers
7. 3" x 5" index cards
8. Notebook (spelling)
9. Desk supplies: paper, highlighter pens, pencils, markers, scissors, sticky notes, paper clips, stapler, rubber bands, etc.

Partners in Dyad Reading Tutoring website: <https://schools.utah.gov/curr/dyad>

Suggested Materials List for General Use



1. Volunteer sign-in sheet
2. Visitor name badges
3. File cabinet or storage bins for student folders
4. Bulletin board
5. Tutoring master schedule
6. School calendar
7. Communication box—an area for notes to tutors or teachers
8. Lexiled books inventory/tracking form
9. Extra lesson plan forms
10. Desk supplies: markers, pencils, scissors, sticky notes, a variety of paper, paper clips, stapler, etc.



WELCOME

to the Partners
in Dyad Reading
Lesson Plan

Welcome to the Partners in Dyad Reading Tutoring Program!

Dear Student,

Your tutor will help you to become a better reader.

You can:

- Be ready to learn.
- Be respectful.
- Follow directions.
- Be positive.
- Thank your tutor.
- Do your best and have fun!



Welcome to the Partners in Dyad Reading Tutoring Program!

Dear Tutor,

We are excited that you have the opportunity to work with students to help them improve their reading skills. We hope it will be a very rewarding experience, both for you and for the students you tutor.

You might be wondering:

What will it take to become a great tutor?

- Be positive, and make a personal commitment to the students you are tutoring.
- Help your students feel confident, learn to trust you, and experience success every day.
- Have fun reading!

Partners in Dyad Reading Tutoring Program Lesson Plan

(15 minutes)

1. Revisit book or portion of the text read (1–2 minutes).
2. New book introduction (1–2 minutes). Skip if it is a chapter book.
3. Read new book/chapter and monitor comprehension (11–14 minutes).

Literacy Supplemental Lesson Plan

(15 minutes)

1. High frequency words lesson (2–3 minutes)
2. Fluency (2–3 minutes) Eliminate this section if the student is reading below a 220 Lexile.
3. Early Steps (K–1) or Next Steps (grades 2–3) Word Study (8–10 minutes).
 - Word Sort
 - Fast Pencil
 - Memory Game
 - Spelling

Note: A detailed Literacy Supplemental Lesson Plan is available in the **appendix** or on the Partners in Dyad Reading Tutoring website at:

<https://schools.utah.gov/curr/dyad>

Partners in Dyad Reading & Literacy Supplemental Lesson Plan (15–30 minutes)

Student's Name:					
		Date:	Date:	Date:	Date:
DYAD	1. Revisit book or portion of text read (1–2 minutes)				
	2. New book introduction (1–2 minutes) Skip if chapter book				
	3. Read new book/chapter book and monitor comprehension (11–14 minutes)				
LITERACY SUPPLEMENTAL	4. High Frequency Words (2–3 minutes)				
	5. Fluency (2–3 minutes)				
	6.0 Word Study (8–10 minutes total for 4 activities)				
	6.1 Word Sort (3–4 minutes)				
	6.2 Fast Pencil (30 seconds)				
	6.3 Memory Game (3–4 minutes)				
	6.4 Spelling Words 4 to 5 words (2 minutes)				
Notes:					

1. Revisit book or portion of text read

**Practice
helps me to
be a better
reader.**

Hurrah!!



1. Revisit book or portion of text read

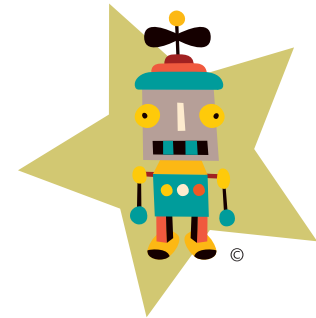
1-2 minutes

MATERIALS:

Book from previous session, **Partners in Dyad Reading** lesson plan

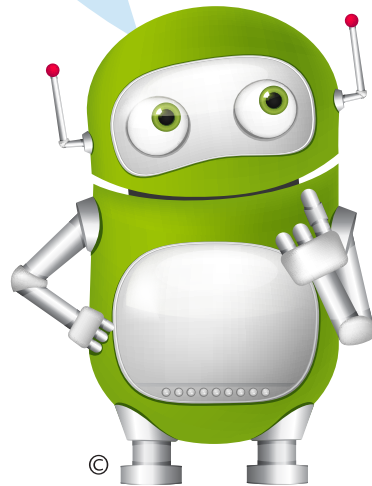
ACTIVITY:

1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



2. New Book Introduction

I wonder
what this
book will
be about?



2. New Book Introduction

1–2 minutes—Skip introduction if the student is reading a chapter book.

MATERIALS:

New book with appropriate level of challenge for the student, **Partners in Dyad**
Reading lesson plan

ACTIVITY:

1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

TIP:

Tutor gives the student an opportunity to share what he/she knows about the subject.

RECORD:

Tutor checks off *New Book Introduction* on the **Partners in Dyad**
Reading lesson plan.



3. Read new book/chapter and monitor comprehension.

I can read new books!



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3. Read new book/chapter and monitor comprehension.

11–14 minutes

MATERIALS:

New book (or next portion of chapter book), Partners in Dyad Reading lesson plan, Story Face Chart for narrative text

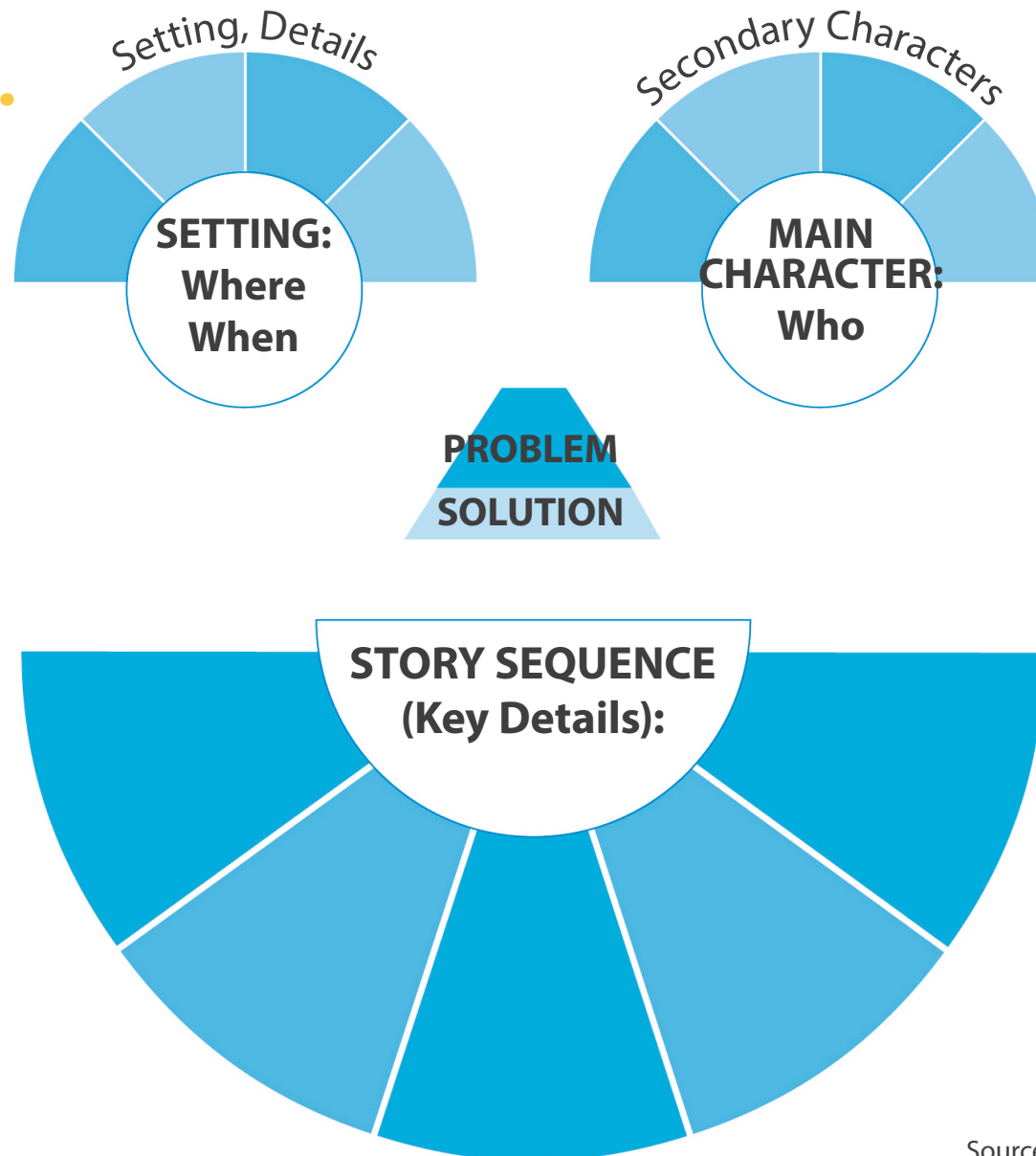
ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading lesson plan.

DYAD READING RULES:

1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

Story Face Chart

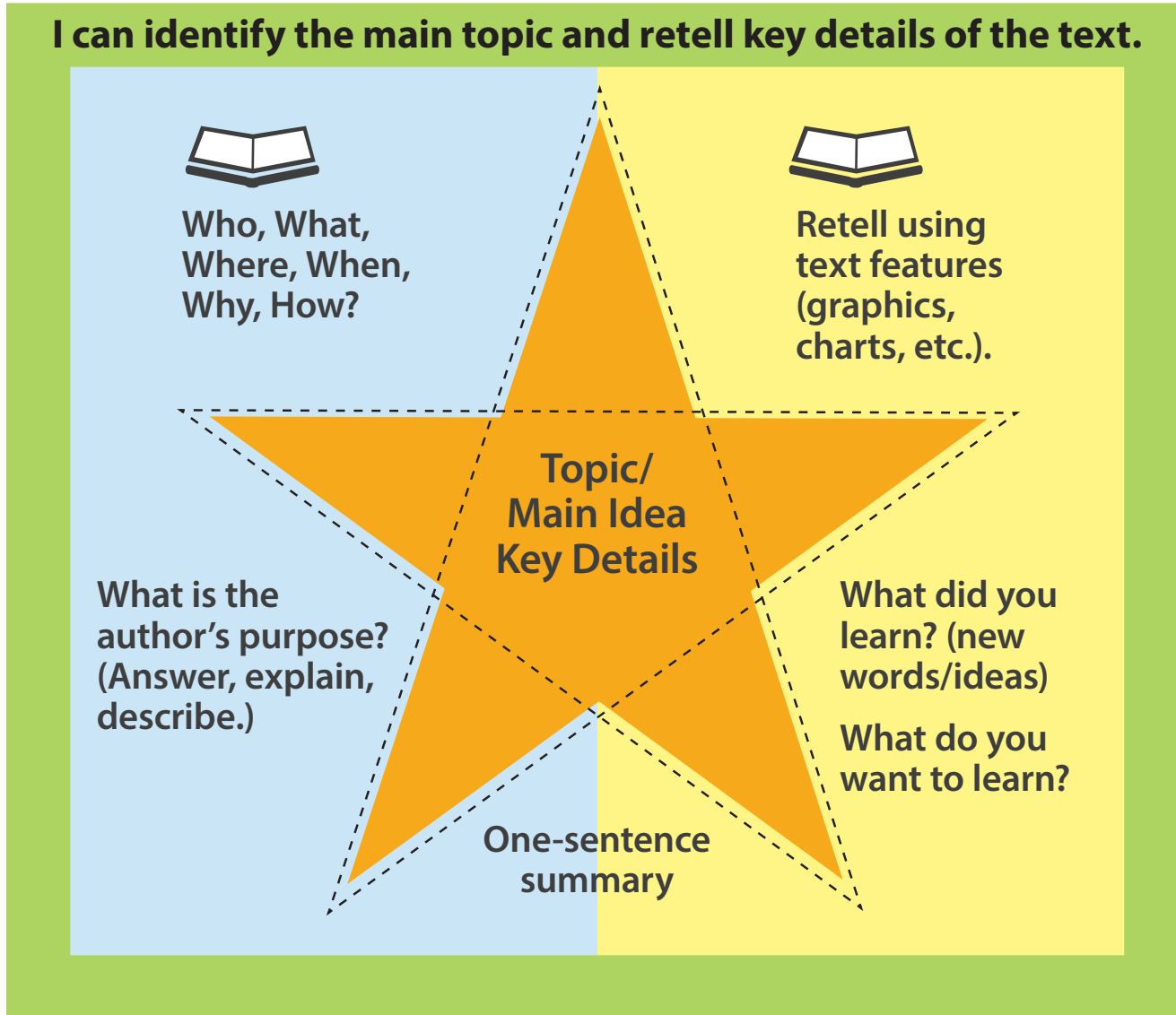


Perspective:
Who's telling the story?

What does the author want us to understand?

Source: *The Reading Teacher*, Vol. 54, No. 1, September 2000.

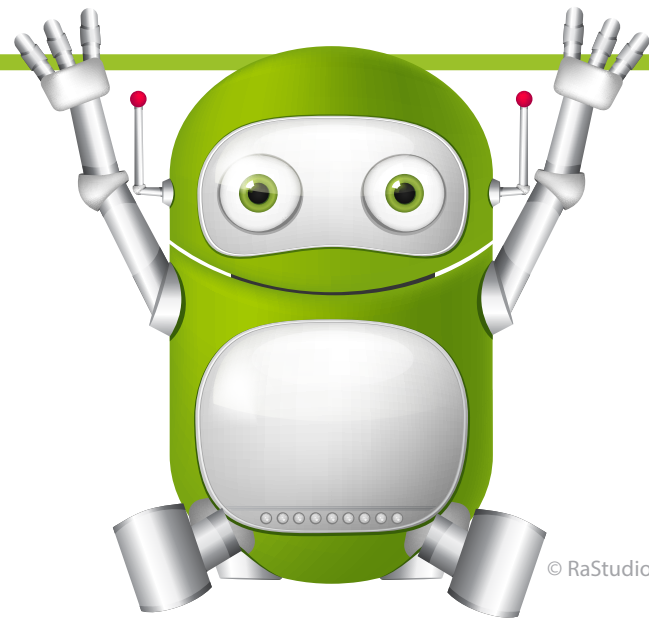
Informational Comprehension Questions



TIP:

Tutor asks the student to use the text to talk about the key details.

Literacy Supplemental Lesson Section



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HIGH FREQUENCY WORDS

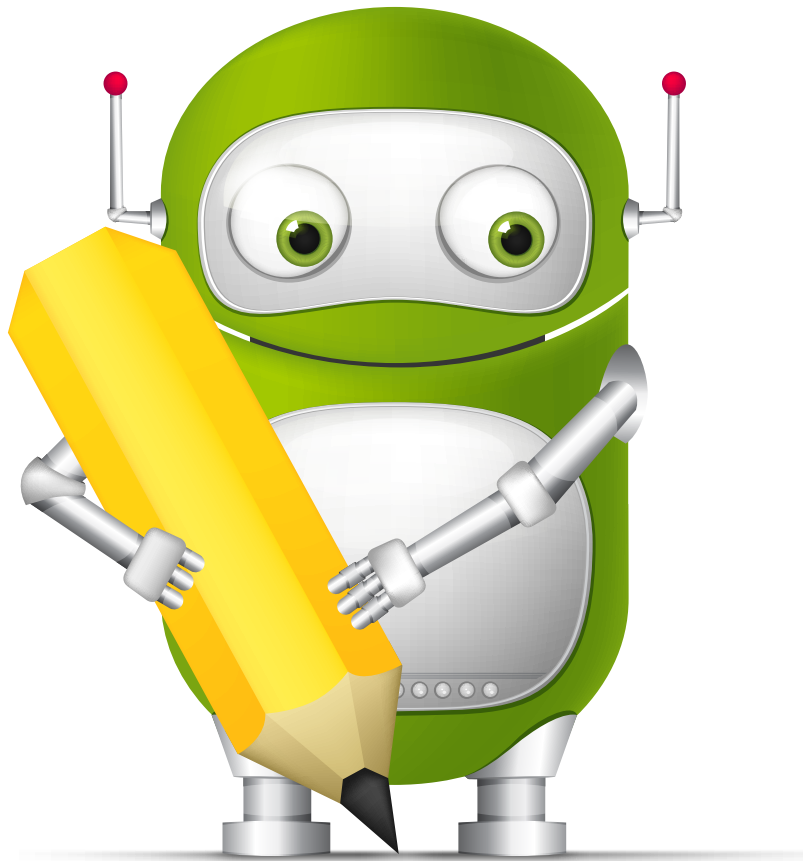
HIGH FREQUENCY WORD RECOGNITION RATIONALE

Vocabulary instruction should contain three levels of words. Level one words are high frequency words, and they are the words most frequently encountered as students read.

Research shows:

- The best strategy for developing reading fluency and comprehension is to provide students with many opportunities to read the same passages orally.
- To aid in comprehension, students must group words within a sentence into meaningful phrases.
- Automatic word recognition requires instruction and practice to become effortless.
- The practice of orally rereading text that contains mostly words they know helps students become fluent readers.
- Helping students develop a large high frequency word vocabulary is important to achieving reading success.

4. High Frequency Word Lesson



© RaStudio

Say it, write it, spell it aloud.

4. High Frequency Word Lesson

2–3 minutes

MATERIALS:

High frequency word lists, 3" x 5" index cards, highlighter, marker, timer, notebook and pencil, or dry erase board/marker, magnetic letters/tiles/cards, **Literacy Supplemental Lesson Plan**

ACTIVITIES:

1. Student reads the words in the first column on list #_____. Tutor marks missed words. Goal: 95% accuracy, one-minute timing (no more than five words missed in 100).
2. Tutor writes one or two missed high frequency words on 3" x 5" index cards and practices them with the student. Tutor keeps the high frequency word cards with the Word Bank cards in the student's folder.
3. Tutor chooses **one** of the following high frequency word activities daily (time permitting):
 - Tutor picks one or two of the missed high frequency words from the column. Tutor asks the student to read each word, write it, and spell it aloud five times.
 - Student mixes up letter tiles and practices spelling one or two missed word(s) five times.
 - Tutor asks the student to write and say the missed word(s) correctly as many times as possible in one minute.

TIP: High frequency words are words we can't sound out, or that we use so frequently we learn them by sight.

RECORD: Tutor marks the missed words on the student's copy and records the list number on the **Literacy Supplemental Lesson Plan**.

Fry's First 100 High Frequency Words

1-Minute Timing

Name: _____ Date: _____ Score: ____/100

GOAL: 95% Accuracy

- | | | | | |
|--------------|---------------|---------------|----------------|----------------|
| 1. ___ the | 21. ___ at | 41. ___ there | 61. ___ some | 81. ___ my |
| 2. ___ of | 22. ___ be | 42. ___ use | 62. ___ her | 82. ___ than |
| 3. ___ and | 23. ___ this | 43. ___ an | 63. ___ would | 83. ___ first |
| 4. ___ a | 24. ___ have | 44. ___ each | 64. ___ make | 84. ___ water |
| 5. ___ to | 25. ___ from | 45. ___ which | 65. ___ like | 85. ___ been |
| 6. ___ in | 26. ___ or | 46. ___ she | 66. ___ him | 86. ___ called |
| 7. ___ is | 27. ___ one | 47. ___ do | 67. ___ into | 87. ___ who |
| 8. ___ you | 28. ___ had | 48. ___ how | 68. ___ time | 88. ___ am |
| 9. ___ that | 29. ___ by | 49. ___ their | 69. ___ has | 89. ___ its |
| 10. ___ it | 30. ___ words | 50. ___ if | 70. ___ look | 90. ___ now |
| 11. ___ he | 31. ___ but | 51. ___ will | 71. ___ two | 91. ___ find |
| 12. ___ was | 32. ___ not | 52. ___ up | 72. ___ more | 92. ___ long |
| 13. ___ for | 33. ___ what | 53. ___ other | 73. ___ write | 93. ___ down |
| 14. ___ on | 34. ___ all | 54. ___ about | 74. ___ go | 94. ___ day |
| 15. ___ are | 35. ___ were | 55. ___ out | 75. ___ see | 95. ___ did |
| 16. ___ as | 36. ___ we | 56. ___ many | 76. ___ number | 96. ___ get |
| 17. ___ with | 37. ___ when | 57. ___ then | 77. ___ no | 97. ___ come |
| 18. ___ his | 38. ___ your | 58. ___ them | 78. ___ way | 98. ___ made |
| 19. ___ they | 39. ___ can | 59. ___ these | 79. ___ could | 99. ___ may |
| 20. ___ I | 40. ___ said | 60. ___ so | 80. ___ people | 100. ___ part |

Fry's Second 100 High Frequency Words

1-Minute Timing

Name: _____ Date: _____ Score: ____/100

GOAL: 95% Accuracy

- | | | | | |
|-----------------|-------------------|--------------------|--------------------|------------------|
| 101. ___ over | 121. ___ name | 141. ___ boy | 161. ___ such | 181. ___ change |
| 102. ___ new | 122. ___ good | 142. ___ following | 162. ___ because | 182. ___ off |
| 103. ___ sound | 123. ___ sentence | 143. ___ came | 163. ___ turn | 183. ___ play |
| 104. ___ take | 124. ___ man | 144. ___ want | 164. ___ here | 184. ___ spell |
| 105. ___ only | 125. ___ think | 145. ___ show | 165. ___ why | 185. ___ air |
| 106. ___ little | 126. ___ say | 146. ___ also | 166. ___ asked | 186. ___ away |
| 107. ___ work | 127. ___ great | 147. ___ ground | 167. ___ went | 187. ___ animals |
| 108. ___ know | 128. ___ where | 148. ___ farm | 168. ___ men | 188. ___ house |
| 109. ___ place | 129. ___ help | 149. ___ three | 169. ___ read | 189. ___ point |
| 110. ___ years | 130. ___ through | 150. ___ small | 170. ___ need | 190. ___ page |
| 111. ___ live | 131. ___ much | 151. ___ set | 171. ___ land | 191. ___ letters |
| 112. ___ me | 132. ___ before | 152. ___ put | 172. ___ different | 192. ___ mother |
| 113. ___ back | 133. ___ line | 153. ___ end | 173. ___ home | 193. ___ answer |
| 114. ___ give | 134. ___ right | 154. ___ does | 174. ___ us | 194. ___ found |
| 115. ___ most | 135. ___ too | 155. ___ another | 175. ___ move | 195. ___ study |
| 116. ___ very | 136. ___ means | 156. ___ well | 176. ___ try | 196. ___ still |
| 117. ___ after | 137. ___ old | 157. ___ large | 177. ___ kind | 197. ___ learn |
| 118. ___ thing | 138. ___ any | 158. ___ must | 178. ___ hand | 198. ___ should |
| 119. ___ our | 139. ___ same | 159. ___ big | 179. ___ picture | 199. ___ America |
| 120. ___ just | 140. ___ tell | 160. ___ even | 180. ___ again | 200. ___ world |

Fry's Third 100 High Frequency Words

1-Minute Timing

Name: _____ Date: _____ Score: ____/100

GOAL: 95% Accuracy

- | | | | | |
|------------------|--------------------|--------------------|------------------|--------------------|
| 201. ___ high | 221. ___ light | 241. ___ life | 261. ___ sea | 281. ___ watch |
| 202. ___ every | 222. ___ thought | 242. ___ always | 262. ___ began | 282. ___ far |
| 203. ___ near | 223. ___ head | 243. ___ those | 263. ___ grow | 283. ___ Indians |
| 204. ___ add | 224. ___ under | 244. ___ both | 264. ___ took | 284. ___ really |
| 205. ___ food | 225. ___ story | 245. ___ paper | 265. ___ river | 285. ___ almost |
| 206. ___ between | 226. ___ saw | 246. ___ together | 266. ___ four | 286. ___ let |
| 207. ___ own | 227. ___ left | 247. ___ got | 267. ___ carry | 287. ___ above |
| 208. ___ below | 228. ___ don't | 248. ___ group | 268. ___ state | 288. ___ girl |
| 209. ___ country | 229. ___ few | 249. ___ often | 269. ___ once | 289. ___ sometimes |
| 210. ___ plants | 230. ___ while | 250. ___ run | 270. ___ book | 290. ___ mountains |
| 211. ___ last | 231. ___ along | 251. ___ important | 271. ___ hear | 291. ___ cut |
| 212. ___ school | 232. ___ might | 252. ___ until | 272. ___ stop | 292. ___ young |
| 213. ___ father | 233. ___ close | 253. ___ children | 273. ___ without | 293. ___ talk |
| 214. ___ keep | 234. ___ something | 254. ___ side | 274. ___ second | 294. ___ soon |
| 215. ___ trees | 235. ___ seemed | 255. ___ feet | 275. ___ later | 295. ___ list |
| 216. ___ never | 236. ___ next | 256. ___ car | 276. ___ miss | 296. ___ song |
| 217. ___ started | 237. ___ hard | 257. ___ miles | 277. ___ idea | 297. ___ being |
| 218. ___ city | 238. ___ open | 258. ___ night | 278. ___ enough | 298. ___ leave |
| 219. ___ earth | 239. ___ example | 259. ___ walked | 279. ___ eat | 299. ___ family |
| 220. ___ eyes | 240. ___ beginning | 260. ___ white | 280. ___ face | 300. ___ it's |

Fry's Fourth 100 High Frequency Words

1-Minute Timing

Name: _____ Date: _____ Score: ____/100

GOAL: 95% Accuracy

- | | | | | |
|--------------------|------------------|-------------------|------------------|------------------|
| 301. ___ body | 321. ___ usually | 341. ___ hours | 361. ___ five | 381. ___ cold |
| 302. ___ music | 322. ___ didn't | 342. ___ black | 362. ___ step | 382. ___ cried |
| 303. ___ color | 323. ___ friends | 343. ___ products | 363. ___ morning | 383. ___ plan |
| 304. ___ stand | 324. ___ easy | 344. ___ happened | 364. ___ passed | 384. ___ notice |
| 305. ___ sun | 325. ___ heard | 345. ___ whole | 365. ___ vowel | 385. ___ south |
| 306. ___ questions | 326. ___ order | 346. ___ measure | 366. ___ true | 386. ___ sing |
| 307. ___ fish | 327. ___ red | 347. ___ remember | 367. ___ hundred | 387. ___ war |
| 308. ___ area | 328. ___ door | 348. ___ early | 368. ___ against | 388. ___ ground |
| 309. ___ mark | 329. ___ sure | 349. ___ waves | 369. ___ pattern | 389. ___ fall |
| 310. ___ dog | 330. ___ become | 350. ___ reached | 370. ___ numeral | 390. ___ king |
| 311. ___ horse | 331. ___ top | 351. ___ listen | 371. ___ table | 391. ___ town |
| 312. ___ birds | 332. ___ ship | 352. ___ wind | 372. ___ north | 392. ___ I'll |
| 313. ___ problem | 333. ___ across | 353. ___ rock | 373. ___ slowly | 393. ___ unit |
| 314. ___ complete | 334. ___ today | 354. ___ space | 374. ___ money | 394. ___ figure |
| 315. ___ room | 335. ___ during | 355. ___ covered | 375. ___ map | 395. ___ certain |
| 316. ___ knew | 336. ___ short | 356. ___ fast | 376. ___ busy | 396. ___ field |
| 317. ___ since | 337. ___ better | 357. ___ several | 377. ___ pulled | 397. ___ travel |
| 318. ___ ever | 338. ___ best | 358. ___ hold | 378. ___ draw | 398. ___ wood |
| 319. ___ piece | 339. ___ however | 359. ___ himself | 379. ___ voice | 399. ___ fire |
| 320. ___ told | 340. ___ low | 360. ___ toward | 380. ___ seen | 400. ___ upon |

FLUENCY

ORAL READING FLUENCY RATIONALE

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

Research shows:

- Researchers have found several effective techniques related to repeated oral reading:
 - Students read and reread a text a certain number of times or until a certain level of fluency is reached. Four rereadings are sufficient for most students.
 - Oral reading practice can be increased through the use of audiotapes, tutors, peer guidance, or other means.
- Reading fluency can be developed gradually over time and through substantial practice. Fluency can be developed by modeling fluent reading and by having a student engage in repeated oral reading.

5. Fluency

**I can read
with expression,
accuracy, rate,
and smoothness
(EARS).**



5. Fluency

2–3 minutes (Middle of first grade)

MATERIALS:

New book/chapter book, grade level passage, timer, pencil, colored pencils or markers, Movin' On Up Chart, fluency record sheet, **Literacy Supplemental Lesson Plan**

ACTIVITIES:

1. Tutor models fluent reading of difficult sentence(s) in the new book, and the student rereads the same sentences using expression, accuracy, rate, and smoothness (EARS).
2. Student reads the daily grade level passage (one-minute timing). Tutor should ask the student to read from the new book if no passage is available.
3. Student retells key points of the passage. (This is important comprehension work!)
4. Student colors in total WCPM on the Oral Reading Chart by subtracting errors from total words read.

RECORD:

Tutor records WCPM on the **Literacy Supplemental Lesson Plan** and fluency chart.

Words read	70
Minus errors	-3
<hr/>	
Total WCPM	67

Student Name:

ORAL READING WORDS PER MINUTE 10 WCPM to 56 WCPM

Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then rotate chart and have student color in squares from the red baseline up to the words correct per minute read.

Example

Date	Passage	Level	WCPM	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	
8/1/2014	1	G	22	shaded	shaded	shaded	shaded	shaded	shaded	shaded																		

46
Have student color from baseline up to WCPM

Student Name: _____

ORAL READING WORDS PER MINUTE 40 WCPM to 86 WCPM



Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then rotate chart and have student color in squares from the red baseline up to the words correct per minute read.

Date	Passage	Level	WCPM	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	72	74	76	78	80	82	84	86

Have student color from baseline up to WCPM →

Student Name:

ORAL READING WORDS PER MINUTE 60 WCPM to 106 WCPM

Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then rotate chart and have student color in squares from the red baseline up to the words correct per minute read.

Date	Passage	Level	WCPM	60	62	64	66	68	70	72	74	76	78	80	82	84	86	88	90	92	94	96	98	100	102	104	106

48 Have student color from baseline up to WCPM →

Student Name:

ORAL READING WORDS PER MINUTE 80 WCPM to 126 WCPM

Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then rotate chart and have student color in squares from the red baseline up to the words correct per minute read.

	80	82	84	86	88	90	92	94	96	98	100	102	104	106	108	110	112	114	116	118	120	122	124	126
Date																								
Passage																								
Level																								
WCPM																								

Have student color from baseline up to WCPM

Student Name: _____

ORAL READING WORDS PER MINUTE 120 WPM to 166 WPM

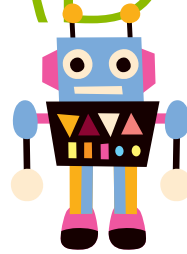
Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then rotate chart and have student color in squares from the red baseline up to the words correct per minute read.

Date	Passage	Level	WCPM	120	122	124	126	128	130	132	134	136	138	140	142	144	146	148	150	152	154	156	158	160	162	164	166	

50

Have student color from baseline up to WCPM →

WORD STUDY



PHONEMIC AWARENESS

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

Although phonemic awareness is a widely used term in reading, it is often misunderstood. One misunderstanding is that phonemic awareness and phonics are the same thing. Phonemic awareness is not phonics.

Research shows:

- Effective phonemic awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language.
- Phonemic awareness is important in learning to read languages that are based on an alphabet (Wagner, Torgesen & Rashotte, 1994).
- Teaching phonemic awareness to young children significantly increases their later reading achievement (Cunningham, 1989; Foorman, Francis Fletcher, Schatschneider & Mehta, 1998; Lundberg, Frost & Peterson, 1988).
- Phonemic awareness is an essential part of learning to read and a strong predictor of reading success. Thus, phonemic awareness is a concept every reading teacher should understand and be able to teach proficiently (Adams, Foorman, Lundberg & Beeler, 1998).

PHONICS RATIONALE

Phonics is the relationship between letters and letter combinations and individual speech sounds.

Research shows:

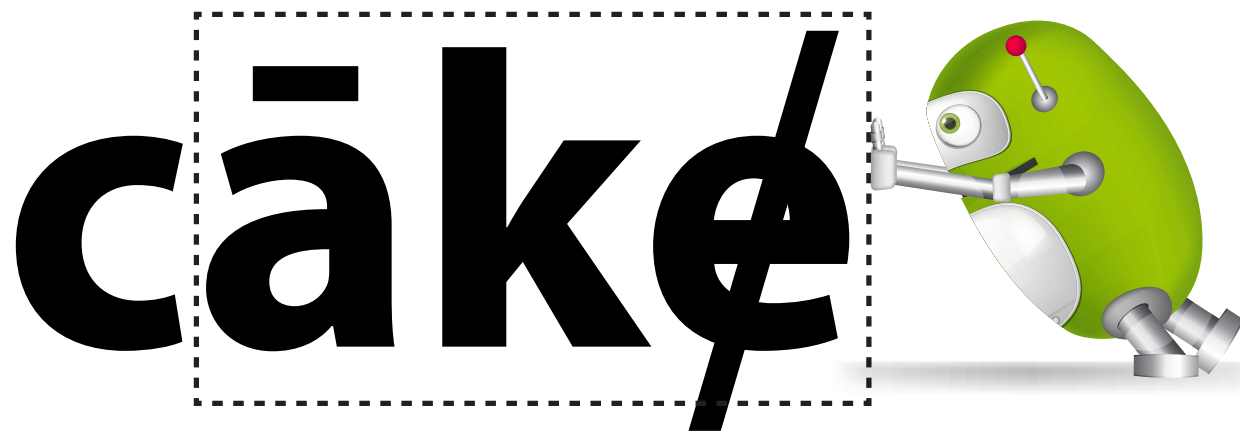
- Phonics instruction needs to be presented in a systematic way.
- Phonics instruction needs to be explicit.
- Phonics instruction should consist of:
 1. Sounding out words by matching sounds to letters.
 2. Blending letter sounds to form words.
 3. Teaching students to detect and blend word parts, such as onsets and rimes.
- Systematic phonics instruction improves comprehension.
- Phonics instruction is not a total reading program, and should never become the dominant component in a reading program.

It is with this research in mind that we have developed the phonics instruction for the **Literacy Supplemental Lesson**. This phonics instruction is designed to be taught explicitly, systematically, and sequentially to help produce stronger reading achievement in our young readers.

6. Word Study



**Vowel patterns are the keys
to unlocking new words.**



6.0–6.4 Word Study

8–10 minutes total

EARLY STEPS (ES), Grades K–1 OR NEXT STEPS (NS), Grades 2–3

MATERIALS:

Current word sort and literacy supplemental lesson plan—see word study videos on the website: <https://schools.utah.gov/curr/dyad>. **NOTE: Letter names and sounds should be known before beginning this section. (See Early Steps Alphabet, etc.)**

6.1 Word Sort

5 minutes

ACTIVITIES:

Tutor guides the student through the current word sort.

1. Tutor places the **bold anchor words** from the sort in the correct order (see the inventory/sequence chart in the appendix).
2. Tutor tells the student the vowel pattern/vowel sound in each anchor word.
3. Tutor hands the student a card and asks the student, **“Where does it go?”** Student places the card under the column with the matching vowel pattern.
4. Tutor asks the student to **“Point to the words in each column and read them.”** Student points to each word and reads down that column every time a new word is added.

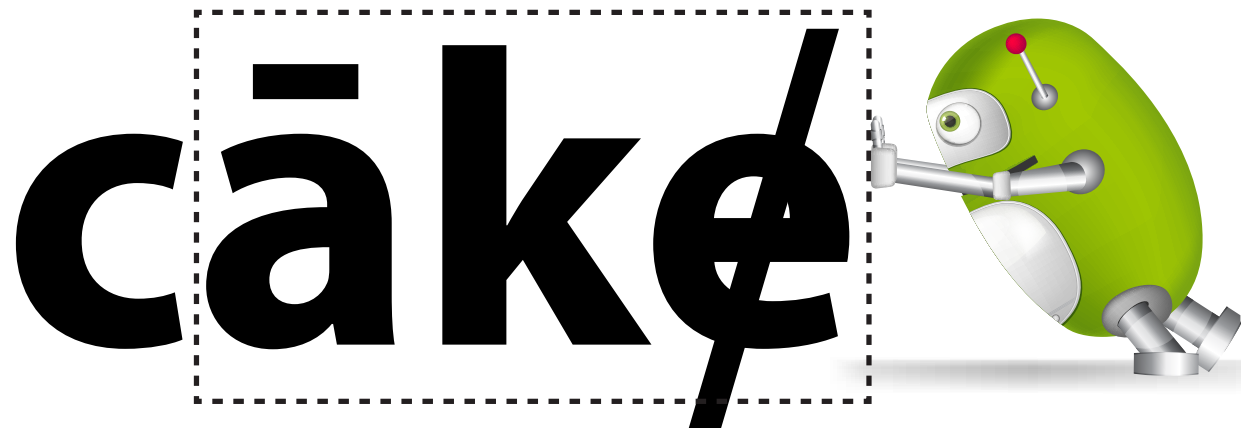
Note: When the matrix is complete (ES 3 x 4 = 12 cards; NS 4 x 4 = 16 cards):

5. Tutor asks the student, **“What is the vowel pattern?”** Student points to each vowel pattern and reads down the columns (example: a–consonant—as in **hat**).
6. Tutor asks the student, **“What is the vowel sound?”** Student points to each vowel sound and reads down the columns (example: /ă/ hăť).

6.1 Word Sort



**Vowel patterns are the keys
to unlocking new words.**



6.1 Word Sort (Continued)

Matrix examples:

EARLY STEPS, Grades K–1

man	sad	cat

12-card matrix

NEXT STEPS, Grades 2–3

hat	pig	mom	red

16-card matrix

6.2 Fast Pencil

**I think I can
read the word
as fast as my
tutor can point
to it!**

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6.2 Fast Pencil



30 seconds

MATERIALS:

Word sort, pencil or pen, **Literacy Supplemental Lesson Plan**

ACTIVITY:

Tutor points to four or five words in the matrix with a pencil and asks the student to read each word aloud.

TIP:

Tutor points to some easy and some difficult words.

RECORD:

Tutor checks off *Fast Pencil* on the **Literacy Supplemental Lesson Plan**.

6.3 Memory Game

**I love
games!**



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6.3 Memory Game (Other approved games are available.)

3–4 minutes

MATERIALS:

Current word sort cards built into a 12-card matrix (Early Steps, K–1) or a 16-card matrix (Next Steps, 2–3); **Literacy Supplemental Lesson Plan**

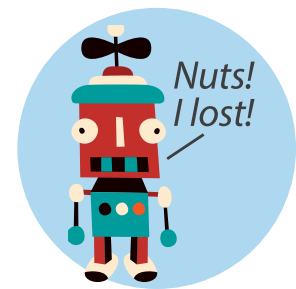
ACTIVITIES:

Memory Game: Tutor and student use the matrix that is already set up.

1. Student places the cards face down, mixes them up, and forms a matrix. If time is short, use only four or eight matching cards.
2. Student and tutor take turns turning over two cards to see whether the vowel patterns match. If the vowel patterns match, say to the student, “**Justify that please.**”
3. Student reads the cards while pointing to and saying the vowel pattern and vowel sound. Tutor should try to lose convincingly.

RECORD:

Tutor checks off *Memory Game* on the **Literacy Supplemental Lesson Plan**.



6.4 Spelling

**Vowel
patterns
help me
spell words.**



6.4 Spelling

2 minutes

MATERIALS:

Current word sort, notebook, pencil, or dry erase board/marker; **Literacy Supplemental Lesson Plan**

ACTIVITIES:

1. Tutor selects four or five words from the current word sort. Tutor states the word, uses it in a sentence, and asks the student to repeat the word and then write the word.
2. Student writes the word. Tutor helps the student correct errors immediately by pointing to the anchor word or asking the student to tap the sounds/phonemes.
3. **“Say it, match it, check it.”** Tutor gives the student the four or five spelling cards one at a time, and asks the student to say the word, match the card to the spelling word the student wrote, and check the spelling by pointing to each letter and saying the letter names aloud. Student puts a check by the correct words.

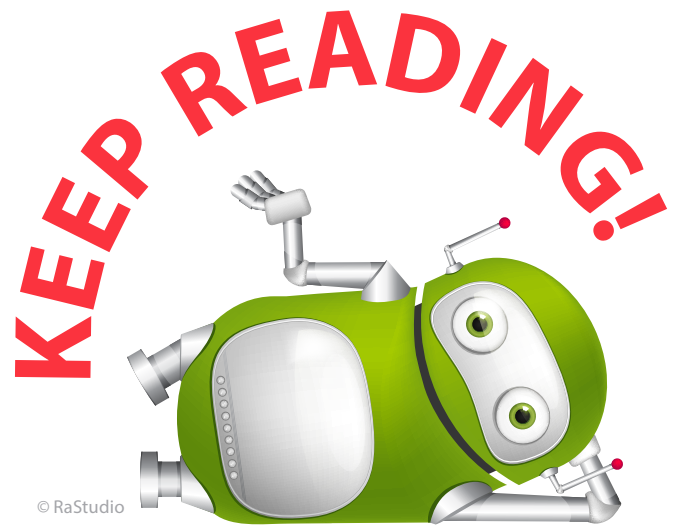
TIP:

Tutor uses a word from each vowel pattern of the word sort for spelling.

RECORD:

Tutor checks off *Spelling* on the **Literacy Supplemental Lesson Plan**.

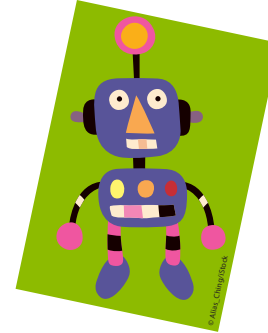
Note: See Word Study Check in the Appendix to move the student to the next Word Sort.



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Dear Tutor,

Thank you for making a difference in a child's life today! You are greatly appreciated!



Warmest regards,
The Utah State Board of Education

APPENDICES



Detailed Partners in Dyad Reading and Literacy Supplemental Lesson Plan	69–71
Individual Letter/Sound Score Sheet	72
Vowel Patterns and Related Vowel Phonemes	73
UURC Vowel, Blend, and Digraph Keywords.	74
University of Utah Reading Clinic: Early Steps (K–1)	
Word Study Inventory, Sequence and Kit Organization . . .	75–77
Early Steps Word Study Check, Grades K–1	78
University of Utah Reading Clinic: Next Steps (Grades 2–3)	
Word Study Inventory, Sequence, and Kit Organization. . .	79–81
Next Steps: Word Study Sequence.	82
Next Steps: Word Study Check, Grades 2–3	83
References	84–85
Contact Information and Copyright Notice	86

Partners in Dyad Reading and Literacy Supplemental Lesson Plan (30 minutes)

Student's Name _____ Date _____

Partners in Dyad Reading

1. Revisit book or portion of text read (1–2 minutes)

- Tutor and student revisit previously read text discussing things they remember, found interesting, or other things of note.

2. New Book Introduction (skip introduction if the student is reading a chapter book)

- Tutor introduces the new book by reading the title, the author/illustrators, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
- Tutor asks the students to make some predictions about the text.

3. Read new book/chapter and monitor comprehension.

- The tutor and student read the new book aloud and using the Dyad Reading Rules.
- During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
- The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading lesson plan.

Literacy Supplemental

4. High frequency Words (2–3 minutes)

- Student reads the words in the first column on list #_____. Tutor marks any missed words.
Goal: 95% accuracy, 1-minute timing (no more than 5 words missed in 100).
- Tutor writes one or two missed high frequency words on 3" x 5" index cards and practices them with the student. Keep the high frequency word cards with the Word Bank cards in the student's folder.
- Tutor chooses **one** of the following high frequency word activities daily (time permitting):
 - Tutor picks one or two of the missed high frequency words from the column. Tutor asks the student to read each word, write it, and spell it aloud five times.
 - Student mixes up letter tiles and practices spelling one or two missed word(s) five times.
 - Tutor asks the student to write and say the missed word(s) correctly as many times as possible in one minute.

5. Fluency (2–3 minutes). This section does not apply to students before the middle of first grade.

- Tutor models fluent reading of difficult sentence(s) in the new book and student rereads the same sentences using **e**xpression, **a**ccuracy, **r**ate, and **s**moothness (EARS).
- Student reads the daily grade level fluency passage (1-min. timing).
Note: Tutor should use the student’s new book for the day if no passage is available.
- Student retells key points of the passage.
- Student colors in total WCPM on Oral Reading Chart by subtracting errors from total words read.

Words read	70
Minus errors	-3
Total WCPM	67

6. Word Study (8–10 minutes)

Note: Letter names and sounds should be known before beginning this section. (See Early Steps Alphabet, etc.)

- a. Word Sort Title _____ Anchor Words 1 _____ 2 _____ 3 _____ 4 _____
- Tutor places the **bold anchor words** from the sort in the correct order (see the inventory/sequence chart in the appendix)
 - Tutor tells the student the vowel pattern/vowel sound in each anchor word.
 - Tutor hands the student a card and asks the student, “**Where does it go?**” Student places the card under the column with the matching vowel pattern.
 - Tutor asks the student to: “**Point to the words in each column and read them.**” Student points to each word and reads down the column every time a new card is added.
Note: When the matrix is complete (ES 3 x 4 = 12 cards; NS 4 x 4 = 16 cards):
 - Tutor asks the student, “**What is the vowel pattern?**” Student points to each vowel pattern and reads down the columns aloud (Ex. a-consonant—as in hat).
 - Tutor asks the student, “**What is the vowel sound?**” Student points to each vowel pattern and reads down the columns aloud (Ex. /ă/ hăt).
- b. **Fast Pencil.**
- Tutor points to four or five words in the matrix with a pencil and asks the student to read each word aloud.
- c. **Memory Game.** Use the matrix that is already set up.
- Tutor asks the student to: “Turn the cards face down, mix them up, and arrange the cards in the same matrix pattern. If the time is short, play with only 4 or 8 matching cards.
 - Tutor and student each take turns flipping over two cards to look for matching vowel patterns. Student reads each card as it is turned over, including the tutor’s cards. When the student finds a match, the tutor asks the student to, “Justify that please.”

- Student reads the cards while pointing to and saying the vowel pattern and vowel sound. Tutor should try to lose convincingly.

d. Spelling.

- Tutor selects four or five words from the current word sort. Tutor states the word, uses it in a sentence, asks the student to repeat the word, and then to write it.
- Student writes the word, saying each letter aloud. Tutor helps the student correct errors immediately by pointing to the anchor word or asking the student to tap the sounds/phonemes.
- **“Say it, match it, check it.”** Tutor gives the student the four or five spelling cards one at a time and asks the student to **say** the word, **match** the card to the spelling word the student wrote, and **check** the spelling by pointing to each letter and saying the letter names aloud. Student puts a **check** by the correct words.

Individual Letter/Sound Score Sheet

Recognition: Student points to and names letters as arranged.

UPPER-CASE NAME RECOGNITION	<p>A F P W K Z B C H O J U Y M</p> <p>D L Q N S X I G R E V T</p>	NUMBER CORRECT: _____/26
LOWER-CASE NAME RECOGNITION	<p>a f p w k z b c h o j u y m</p> <p>d l q n s x i g r e v t</p>	NUMBER CORRECT: _____/26
LOWER-CASE SOUND RECOGNITION	<p>m y u j o h c b z k w p f a</p> <p>t v e r g i x s n q l d</p>	NUMBER CORRECT: _____/26

Vowel Patterns and Related Vowel Phonemes

A

Core A Patterns:

a–consonant says /ă/
Examples: hat, map

a–consonant–e says /ā/
Examples: name, lake

a–r says /r/
Examples: jar, farm

a–i says /ā/
Examples: rain, tail

I

Core I Patterns:

i–consonant says /i/
Examples: pig, lip

i–consonant–e says /ī/
Examples: bike, five

i–r says /ur/
Examples: girl, dirt

i–g–h says /ī/
Examples: night, light

O

Core O Patterns:

o–consonant says /ō/
Examples: mom, pot

o–consonant–e says /ō/
Examples: rope, nose

o–r says /or/
Examples: horn, fork

o–a says /ō/
Examples: soap, road

E

Core E Patterns:

e–consonant says /ĕ/
Examples: web, bell

e–consonant–e says /ē/
Examples: feet, seed

e–r says /ur/
Examples: her, germ

e–a says /ē/
Examples: leaf, heat

U

Core U Patterns:

u–consonant says /ū/
Examples: sun, cup

u–consonant–e says /ū/
 or /oo/
Examples: cute, dude

u–r says /ur/
Examples: fur, burn

u–e says /oo/
Examples: glue, true

UURC Vowel, Blend, and Digraph Keywords

1 Word examples below:

Short Vowels:

a—apple—/ă/
 i—itch—/ĭ/
 o—octopus—/ŏ/
 e—ed—/ĕ/
 u—up—/ŭ/

Long Vowels:

a—cake—/ā/
 i—bike—/ī/
 o—rope—/ō/
 e—feet—/ē/
 u—cute—/ū/
 u—dude—/ü/
 y—my—/ī/
 y—pony—/ē/

2 Include digraphs and blends in word bank only if necessary:

Digraphs: Keyword:

wh whistle
 th thumb

Blend: Keyword:

bl block
 br bread
 cl clock
 cr crab
 dr dress
 fl flag
 fr frog
 gl glove

Digraphs: Keyword:

sh ship
 ck sock

Blend: Keyword:

gr grape
 ng sing
 pl plane
 pr prize
 qu queen
 sc scarf
 sk skate
 sl slide

Digraphs: Keyword:

ch chin
 ph phone

Blend: Keyword:

sm smile
 sn snake
 sp spoon
 st star
 sw swing
 tr train
 tw twin



Instructions: Copy word sort cards onto cardstock (preferably white). Laminate and cut out cards. Word cards can be sorted into library pockets or snack size zip-lock baggies. Label each library pocket or zip-lock baggie with the printed labels. Place word cards into the corresponding library pocket or baggie. We suggest you separate each word sort section using tabbed dividers of colored cardstock. Organize pockets behind appropriate section divider & place in a container. Stick pre-printed labels on library pockets. Place word cards into the corresponding library pocket. Organize pockets behind appropriate section divider & place in a container.

Early Steps (K-1) Word Study Inventory, Sequence & Kit Organization

Section 1 Divider: Alphabet	Section 2 Divider: Beginning Consonants <small>(Pix Sorts)</small>
Aa, Bb, Cc, Dd,, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz	B, M, R, S, T, G, N, P, C, H, F, D, L, K, J, W, Y, Z V, Q

Anchor Words =

Student must pass an untimed Word Study Check on each section before proceeding to the next section.

Section 3 Divider: Onset +Vowel (• one dot words)		
Divider: Onset + Vowel Short A	Divider: Onset + Vowel Short I	Divider: Onset + Vowel Short O
-ma [ma] map, mat, mad, Max -sa [sa] sat, sag, sap, Sam -ca [ca] cap, can, cab -pa [pa] pat, Pam, pass -ba [ba] bat, bad, ban -ra [ra] rag, rap, ran, ram	-si [si] sip, six, sis -li [li] lid, lit, Liz -fi [fi] fig, fit, fix, fib -ki [ki] kit, Kim, kiss -hi [hi] him, hit, hid, hip -pi [pi] pit, pin, pill	-mo [mo] mop, mob, moss -ro [ro] rod, rot, Ron -do [do] dot, doc, doll

	Divider: Onset + Vowel Short U		
-be [bed] bell, bet, Ben	-ru [rug] run, rub, rut		
-we [web] wet, Wes, well	-bu [bus] bun, bud, bug, buzz		
-pe [pen] pet, peg, Pez	-gu [gum] gut, gun, Gus		
Section 4 Divider: Mixed Short Vowels (•• two dot words)			
[hat] cat, ran, map, mad, back, had, has, snack, clap, glad	[pig] win, hit, lip, kid, his, sick, this, ship, with	[red] bed, let, pet, web, tell, sled, less, sell, step, bend, then, when	[cup] nut, but, fun, bus, luck, shut, that, truck, must, hush
Section 5 Divider: Core Vowel Patterns of A (••• three dot words)			
Vowel Patterns a_ (••• three dot words)	Vowel Patterns a_e three dot words)	Vowel Patterns ar (••• three dot words)	
[hat] cat dad ran had nap jam map bat fan mad bag ham cap band trap bath that glad fast flat cast hand last clap math snap back flag	[cake] lake tape name make gave made take same page gate bake face fake safe rake late base brave shake chase skate shape state flame trade snake grape space	[farm] jar far car tar art barn card hard dart part star park yard dark cart mark harm bark tart yarn arm start sharp march shark spark smart starch	
Section 6 Divider: Core Vowel Patterns of I (••• three dot words)			
Vowel Patterns i_ (••• three dot words)	Vowel Patterns i_e three dot words)	Vowel Patterns ir (••• three dot words)	
[pig] pin lip hit win big hid fit mix fin him fix hill lid hip rib kick gift trip grin twin flip slim, lick shin list print swim sick	[bike] five dime dive ride wife side nice mine wide wipe lime bite hide hike kite like time life spine smile gripe bride glide shine grime white drive slide	[girl] dirt bird sir fir first birth shirt third flirt skirt firm chirp sir birch thirst mirth twirl shirk swirl whirl whir smirk	
Section 7 Divider: Core Vowel Patterns of O (••• three dot words)			
Vowel Patterns o_ (••• three dot words)	Vowel Patterns o_e (••• three dot words)	Vowel Patterns or (••• three dot words)	
[mom] top job pot jog dot pop fog mob dog nod hot log doll trot drop stop lock clock floss shock frog soft flock chop shop cloth lost chomp	[rope] bone note hole poke hope woke nose joke mope mole robe pole home choke spoke stone froze close broke drove stroke those probe	[fork] horn torn pork born corn fort morn cork form cord port sort storm thorn sport north stork short porch force torch	
Section 8 Divider: Core Vowel Patterns of E (••• three dot words)			
Vowel Patterns e_ (••• three dot words)	Vowel Patterns ee ••• three dot words)	Vowel Patterns er (••• three dot words)	
[red] web ten beg get bed wed bet fed bell led let men when blend left sled test wept neck bend spend chest bench desk shed deck fled best	[feet] seed beef jeep meet deep feel beet bee teen beep deed see weed tree green queen sheet sweet speed cheek free wheel teeth great tweed sweep	[herk] her per fern herd perk verb term perm pet germ nerd perch stern clerk	
Section 9 Divider: Core Vowel Patterns of U (••• three dot words)			
Vowel Patterns u_ (••• three dot words)	Vowel Patterns u_e (••• three dot words)	Vowel Patterns ur (••• three dot words)	
[cup] sun bus mud tub puff sum hut cub gum run pup rug cut duck drum thud jump plug hunt strut plus club fund crust bump luck shut crush	[dude] use tune mule rude June cute dune rule huge fuse dupe duke mute truce prune brute crude fluke spruce	[turn] fur curb burn hurt curl surf hurl burp turf curt blur burst church churn spurt	

Early Steps Word Study Sequence
Kindergarten – First Grades (updated 1/31/2014)

<p>1. Alphabet Work Match 1 unknown and 2 known upper and lower case letters in a 2x3 matrix. (video) ES Alphabet Memory Arrange letters face down in a 3x2 matrix. (video)</p>	<p>⇒ Starting At Mixed Short Vowels, students must pass WORD STUDY ✓ where indicated to move on.</p> <p>4. ●● Mixed Short Vowels (video)</p> <p>●●AIO ●●IOE ●●OEU (WORD STUDY ✓ using all 5 vowels)</p> <p>5. ●●● Vowel Patterns (video)</p> <p>a. Start with a 2 x 6 sort:</p> <p>●●●a__ a_e (WORD STUDY ✓) ●●●i__ i_e (WORD STUDY ✓) ●●●o__ o_e (WORD STUDY ✓) ●●●e__ ee (WORD STUDY ✓) ●●●u__ u_e (WORD STUDY ✓)</p> <p>b. Next do a 3 x 4 sort including “r” controlled patterns:</p> <p>●●●a__ a_e, ar (WORD STUDY ✓) ●●●i__ i_e, ir (WORD STUDY ✓) ●●●o__ o_e, or (WORD STUDY ✓) ●●●e__ ee, er (WORD STUDY ✓) ●●●u__ u_e, ur (WORD STUDY ✓)</p>	<p>Review #1 Review by combining “a” & “i” patterns as needed. Examples: ●●●a__ i__ a_e ●●●a__ ar, ir ●●●i__ i_e a_e</p> <p>Review #2 Review by combining “i” & “o” patterns as needed. Examples: ●●●i__ o__ i_e ●●●o__ o_e i_e ●●●i__ or, ir</p> <p>Review #3 Review by combining “o” & “e” patterns as needed. Examples: ●●●o__ e__ ee ●●●e__ ee o_e ●●●o__ er, or</p> <p>Review #4 Review by combining “u” & “e” patterns as needed. Examples: ●●●e__ u__ ee ●●●u__ u_e ee ●●●u__ ur, er</p>
<p>2. Beginning Consonant Picture Sorts (video)</p> <p>♣B M R ♣S T G ♣N P C ♣H F D ♣L K J ♣W Y Z ♣V Q</p> <p>⇒ Starting At Onset + Vowel, (cv+c) - Teach tapping with random ✓ and memory.</p> <p>3. ● Onset +Vowel * Begin with a 2 x 1 sort. Add more cards to the columns ASAP. (video)</p> <p>●ma__ sa__ ●ma__ sa__ ca__ ●pa__ ba__ ra__</p> <p>***** ●si__ li__ fi__ ●ki__ hi__ pi__</p> <p>***** ●mo__ ro__ do__</p> <p>***** ●be__ we__ pe__</p> <p>***** ●ru__ bu__ gu__</p>	<p>NO WORD STUDY ✓ <i>done after a REVIEW</i></p>	

Early Steps Word Study Check, Grades K–1

Untimed

Note: Use this only to determine whether a student is ready to move on to the next word sort.

MATERIALS:

Current word sort, **Partners in Dyad Reading lesson plan**

ACTIVITIES:

1. Select 40 random word cards from the current word sort.
2. Flash the cards from the deck to the student.
3. The student needs to get eight or fewer errors to proceed to the next word sort.
4. This is not timed in grades K–1.

TIP:

Don't do word sort, fast pencil, memory game, or spelling on the day you do a Word Study Check.

RECORD:

Record the word sort title, the number of words correct, and the number of errors on the **Partners in Dyad Reading lesson plan**.

Instructions: Copy word sort cards onto cardstock (preferably white). Laminiate and cut out cards. Word cards can be sorted into library pockets or snack size zip-lock baggies. Label each library pocket or zip-lock baggie with the printed labels. Place word cards into the corresponding library pocket or baggie. We suggest you separate each word sort section using tabbed dividers of colored cardstock. Organize pockets behind appropriate section divider & place in a container. Stick pre-printed labels on library pockets. Place word cards into the corresponding library pocket. Organize pockets behind appropriate section divider & place in a container.

Next Steps (Grades 2-3) Word Study Inventory, Sequence & Kit Organization

Anchor Words =

Student must pass a one minute timed Word Study Check on each section before proceeding to the next section.

Section 1 Divider: Mixed Short Vowels (●● two dot words)			
hat cat, ran, map, mad, back, had, has, snack, clap, glad	big win, hit, lip, kid, his, sick, this, ship, with	mom fox, job, hop, doll, lost, cost, rock, chop, stop drop	cup nut, but, fun, bus, bug, cut, dust, stub, luck, shut, that, truck, must, hush
Section 2 Divider: Core Vowel Patterns of A (●●● three dot words)			
Vowel Patterns a _ (●●● three dot words) hat cat dad ran had nap jam map bat fan mad bag ham cap band trap bath that glad fast flat cast hand last clap math snap back flag	Vowel Patterns a_e (●●● three dot words) cake lake tape name make gave made take same page gate bake face fake safe rake late base brave shake chase skate shape state flame trade snake grape space	Vowel Patterns ar (●●● three dot words) farm jar far car tar art bam card hard dart part star park yard dark cart mark harm bark tart yam arm start sharp march shark spark smart starch	Vowel Patterns ai (●●● three dot words) rain mail, wait, pain, tail, sail, paid, brain, train, paint, pail, braid, drain, stain
Section 3 Divider: Core Vowel Patterns of I (●●● three dot words)			
Vowel Patterns i _ (●●● three dot words) big pin lip hit win big hid fit mix fin him fix hill lid hip rib kick gift trip grin twin flip slim, lick shin list print swim sick	Vowel Patterns i_e (●●● three dot words) bike five dime dive ride wife side nice mine wide wipe lime bite hide hike kite like time life spine smile gripe bride glide shine grime white drive slide	Vowel Patterns ir (●●● three dot words) girl dirt bird sir fir first birth shirt third flirt skirt firm chip stir birch thirst mirth twirl shirk swirl whirl whir smirk	Vowel Patterns igh (●●● three dot words) right sigh, high, thigh, fight, sight, tight, might, right, light, flight, fright, bright
Section 4 Divider: Core Vowel Patterns of O (●●● three dot words)			
Vowel Patterns o _ (●●● three dot words) mom top job pot jog dot pop fog mob dog nod hot log doll trot drop stop lock clock floss shock frog soft flock chop shop cloth lost chomp	Vowel Patterns o_e (●●● three dot words) ropel bone note hole poke hope woke nose joke mope mole robe pole home choke spoke stone froze close broke drove stroke those probe	Vowel Patterns or (●●● three dot words) fork horn tom pork born corn fort morn cork form cord port sort storm thorn sport north stork short porch force torch	Vowel Patterns oa (●●● three dot words) coat goat, soap, loaf, soak, load, road, goal, toast, coach, croak, float, groan, throat
Section 5 Divider: Core Vowel Patterns of E (●●● three dot words)			
Vowel Patterns e _ (●●● three dot words)	Vowel Patterns ee (●●● three dot words)	Vowel Patterns er (●●● three dot words)	Vowel Patterns ea (●●● three dot words)

fed web ten beg get bed wed bet fed bell led let men when blend left sted test wept neck bend spend chest bench desk shed deck fled best	feet seed beef jeep meet deep feel beet bee teen beep deed see weed tree green queen sheet sweet speed cheek free wheel teeth greet tweed sweep	ferk her per fern herd perk verb term perm pert germ nerd perch stern clerk	meal eat, leaf, heat, meal, hear, beak, team, wheat, dream, speak, clean, beach, cheap
Section 6 Divider: Core Vowel Patterns of U (●●● three dot words)			
Vowel Patterns u_ (●●● three dot words)	Vowel Patterns u_e (●●● three dot words)	Vowel Patterns ur (●●● three dot words)	Vowel Patterns uc (●●● three dot words)
cup sun bus mud tub puff sum hut cub gum run pup rug cut duck drum thud jump plug hunt sirut plus club fund crust bump luck shut crush	fluid use tune mule rude June cute dune rule huge fuse dupe duke mule truce prune brute crude fluke spruce	turn fur curb burn hurt curl surf hurt burp turf curt blur burst church churn spurt	blue sue, due, glue, true, clue
Section 7 Divider: -ed ending sorts (●●●● four dot words)			
Baseword + /ed/ test, tested, expect, expected, act, acted, invent, invented, list, listed, fold, folded, add added, rent, rented, need, needed, trade, traded, end, ended, hunt, hunted, count, counted, melt, melted, land, landed, sort, sorted, fade, faded, want, wanted, skate, skated, float, floated, hand, handed, twist, twisted	Baseword + /d/ rain, rained, obey, obeyed, study, studied, pray, played, play, played, yell, yelled, stay, stayed, move, moved, learn, learned, hug, hugged, copy, copied, carry, carried, try, tried, sneeze, sneezed, burn, burned, climb, climbed, cry, cried, live, lived, snow, snowed, worry, worried, smell, smelled, film, filmed	Baseword + /t/ look, looked, camp, camped, jump, jumped, hope, hoped, kick, kicked, lick, licked, help, helped, crash, crashed, trap, trapped, hop, hopped, wish, wished, like, liked, trick, tricked, ask, asked, walk, walked, miss, missed, place, placed, stop, stopped, push, pushed, touch, touched, laugh, laughed, blink, blinked	
Use additional vowel patterns only if student has passed a Word Study Check on previous sections.			
Section 8 Divider: Additional Vowel Patterns of A (●●● three dot words)			
Vowel Patterns ay (●●● three dot words)	Vowel Patterns all (●●● three dot words)	Vowel Patterns aw (●●● three dot words)	
day hay, say, pay, may, way, bay, ray, clay, tray, stray, spray, stay, play	fall ball, all, mall, call, tall, hall, wall, gall, stall, small	law paw, law, saw, raw, flaw, claw, draw, thaw, straw, hawk, lawn, yawn, bawl	
Section 9 Divider: Additional Vowel Patterns of I (●●● three dot words)			
Vowel Patterns ing (●●● three dot words)	Vowel Patterns Rule Breaking i (●●● three dot words)	Vowel Patterns y like /i/ (●●● three dot words)	
ing wing, sing, king, thing, bring, swing, sting, sling, fling	mind kind, mild, find, wild, bind, child, blind, grind, climb	my by, cry, fly, try, sky, fry, pry, sly, shy, why, spry	
Section 10 Divider: Additional Vowel Patterns of O (●●● three dot words)			
Vowel Patterns Rule Breaking o (●●● three dot words)	Vowel Patterns oi (●●● three dot words)	Vowel Patterns oo (●●● three dot words)	Vowel Patterns ow (●●● three dot words)
oid colt, old, cold, host, post, folk, sold, hold, jolt, mold, fold, ghost	coil oil, boil, foil, toil, join, soil, coil, spoil, joint, moist, point	boil moon, tool, roof, pool, room, hoop, boom, noon, broom, tooth, scoop, smooth, shoot	now bow, tow, row, low, own, flow, show, crow, throw, know, snow, grow, blow
Vowel Patterns oy (●●● three dot words)	Vowel Patterns oo (●●● three dot words)	Vowel Patterns ow (●●● three dot words)	Vowel Patterns ou (●●● three dot words)
oy boy, coy, Roy, soy, joy, play	book foot, hook, good, look, wood, hood, cook, shook, brook, stood	cow how, now, wow, owl, town down, gown, crowd, crown, brown, frown, clown, plow	loud out, found, ouch, count, shout, sound, proud, mouth, couch, south, round, cloud, scout

Section 11 Divider: Additional Vowel Patterns of E (●●● three dot words)			
Vowel Patterns ea (●●● three dot words) [head] dead, deaf, bread, sweat, meant, leapt, spread, breath, thread, dread, death, tread, threat	Vowel Patterns ear (●●● three dot words) [earth] pearl, eam, learn, heard, search, Earl	Vowel Patterns er_e (●●● three dot words) [verse] serve, merge, nerve, swerve	Vowel Patterns ew (●●● three dot words) [new] few, dew, knew, drew, blew, stew, chew, crew, flew, grew, screw, threw, news
Section 12 Divider: Additional Vowel Patterns of U (●●● three dot words)			
Vowel Patterns ur_e (●●● three dot words) [nurse] urge, curse, purse, curve, urge, surge, splurge			

Next Steps: Word Study Sequence

Note: You may spend one (1) or many days on a particular set of patterns.

Remember that students need to be able to verbalize “vowel pattern” and “vowel sound” as well as be able to meet or exceed word study check criteria before they move on to a new set of patterns.

<p>1. Mixed Short Vowels</p> <ul style="list-style-type: none"> ●●AIOE ●●IOEU (WORD STUDY ↴) <hr/> <p>2. Core Vowel Patterns</p> <ul style="list-style-type: none"> ●●●a_ a_e, ar, ai (WORD STUDY ↴) ●●●i_ i_e, ir, igh (WORD STUDY ↴) ●●●o_ o_e, or, oa (WORD STUDY ↴) ●●●e_ ee, er, ea (eat) (WORD STUDY ↴) ●●●u_ u_e, ur, & ue (WORD STUDY ↴) 	<p>4. Additional Vowel Patterns Always include the “vowel consonant” & “vowel-consonant-e” patterns in this section.</p> <p style="text-align: center;">- A -</p> <ul style="list-style-type: none"> ●●●a_ a_e, ai, ay ●●●a_ a_e, ay, all ●●●a_ a_e, all, aw (WORD STUDY ↴) <p style="text-align: center;">- I -</p> <ul style="list-style-type: none"> ●●●i_ i_e, igh, ing ●●●i_ i_e, ing, rule-breaking i ●●●i_ i_e, rule-breaking i, & y like i (WORD STUDY ↴) <p style="text-align: center;">- O -</p> <ul style="list-style-type: none"> ●●●o_ o_e, oa, & rule-breaking O ●●●o_ o_e, rule-breaking O & Oi ●●●o_ o_e, oi & oo(moon) ●●●o_ o_e, oo(moon), & ow (row) ●●●o_ o_e, ow (row) & oy ●●●o_ o_e, oy & oo (book) ●●●o_ o_e, oo(book) & ow (cow) ●●●o_ o_e, ow(cow) & ou (WORD STUDY ↴) <p style="text-align: center;">- E -</p> <ul style="list-style-type: none"> ●●●e_ ee, ear, ea (bread) ●●●e_ ee, ea (bread), er_e ●●●e_ ee, er_e, ew (WORD STUDY ↴) <p style="text-align: center;">- U -</p> <ul style="list-style-type: none"> ●●●u_ u_e, ue, ur_e (WORD STUDY ↴) 	<p>3. Additional Sorts (optional) Include only if needed.</p> <p>-ed Ending Sorts:</p> <ul style="list-style-type: none"> ●●●●Baseword + /ed/ (WORD STUDY ↴) ●●●●Baseword + /t/ (WORD STUDY ↴) ●●●●Baseword + /d/ (WORD STUDY ↴) ●●●●Combination /ed/, /t/, /d/ (WORD STUDY ↴) 	<p>5. Review of Vowel Patterns</p> <p>Review #1:</p> <ul style="list-style-type: none"> ●●●a_ i_ a_e, i_e ●●●a_ ar, i_e, ir, (WORD STUDY ↴) <p>Review #2:</p> <ul style="list-style-type: none"> ●●●i_ o_ i_e, o_e ●●●i_ i_e, ir, or, ●●●i_e, o_e, rule-breaking i, rule-breaking O ●●●i_e, o_e, igh, ow(row) (WORD STUDY ↴) <p>Review #3:</p> <ul style="list-style-type: none"> ●●●o_ e_ o_e, ee ●●●o_ e_ or, er ●●●o_e, ee, oa, ea(eat) (WORD STUDY ↴) <p>Review #4:</p> <ul style="list-style-type: none"> ●●●e_ u_ ee, u_e ●●●ee, u_e, er, ur ●●●ee, u_e, ea (eat), ur_e (WORD STUDY ↴) <p>Review #5: Review patterns that were particularly challenging to your student.</p> <p>Examples:</p> <table style="width: 100%; border: none;"> <tr> <td>a_e,</td> <td>i_e,</td> <td>o_e,</td> <td>u_e</td> </tr> <tr> <td>ai</td> <td>oa</td> <td>ea (eat)</td> <td>ue</td> </tr> <tr> <td>ar</td> <td>ir</td> <td>or</td> <td>ur</td> </tr> <tr> <td>ai</td> <td>oi</td> <td>ay</td> <td>oy</td> </tr> <tr> <td>ea (eat)</td> <td>ee</td> <td>oo(moon)</td> <td>oo(book)</td> </tr> <tr> <td>aw</td> <td>ew</td> <td>ow (cow)</td> <td>ow(row)</td> </tr> <tr> <td>oo(book)</td> <td>oo(moon)</td> <td>ow (cow)</td> <td>ow(row)</td> </tr> <tr> <td>ear</td> <td>er_e</td> <td>ea (eat)</td> <td>ea (bread)</td> </tr> </table> <p style="text-align: right;">(WORD STUDY ↴)</p>	a_e,	i_e,	o_e,	u_e	ai	oa	ea (eat)	ue	ar	ir	or	ur	ai	oi	ay	oy	ea (eat)	ee	oo(moon)	oo(book)	aw	ew	ow (cow)	ow(row)	oo(book)	oo(moon)	ow (cow)	ow(row)	ear	er_e	ea (eat)	ea (bread)
a_e,	i_e,	o_e,	u_e																																
ai	oa	ea (eat)	ue																																
ar	ir	or	ur																																
ai	oi	ay	oy																																
ea (eat)	ee	oo(moon)	oo(book)																																
aw	ew	ow (cow)	ow(row)																																
oo(book)	oo(moon)	ow (cow)	ow(row)																																
ear	er_e	ea (eat)	ea (bread)																																

Next Steps Word Study Check, Grades 2–3

1 minute

Note: Use this only to determine whether a student is ready to move on to the next word sort.

MATERIALS:

Current word sort, *Partners in Dyad Reading* lesson plan

ACTIVITIES:

1. Select 40 random word cards from the current word sort.
2. Flash the cards from the deck to the student.
3. The student needs to get 35 words correct with no more than three errors.
4. Time for one minute.

TIP:

Don't do word sort, fast pencil, memory game, or spelling on the day you do a Word Study Check.

RECORD:

Record the word sort title, number of words correct, and number of errors on the *Partners in Dyad Reading* lesson plan.

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