



Enhanced Core
Reading
Instruction™

moving **up!**™

Enhanced Core Reading Instruction™ Curriculum Sampler

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have	help	do	down
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Irregular Word Reading

 *Signal for *say-it, spell-it, say-it*

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].
2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.
3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.
4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

 *Correcting Student Errors*


- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

have	help	do	down
help	make	have	she
have	down	help	do
I	you	what	like


Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

 Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

3 (jab)

4 (skill)

3 (with)

4 (flick)

4 (west)

4 (wink)

4 (test)

4 (drug)

Phoneme Blending

Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

 *Signal for each word

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.



Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Larry Lion

Willy Worm


Umbrie Umbrella

Keely Kangaroo

Sound-Spelling Card Introduction and Practice


Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

 *Signal to introduce a new sound-spelling card

1. Touch to the side of the picture.
The card is [card name]. Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture.
The sound is [sound]. Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling.
The spelling is [spelling]. Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

 **Signal to practice the sound-spelling card

1. Touch to the side of the picture.
Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture.
Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling.
Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

 **Correcting Student Errors**


1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

I	w	U	O
e	x	l	w
w	l	u	h
u	j	l	w


Letter Name Review

You're going to practice saying letter names.
When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

- 1. My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
- 3. Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

 *Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

 Correcting Student Errors


- 1. My turn.** Re-present the missed letter name.
- 2. Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

I	w	U	O
e	x	l	w
w	l	u	h
u	j	l	w


Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

- My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
- Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
- Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

 *Signal for each sound-spelling

- Touch to the left of the sound-spelling.
- Sound?**
- Wait 2 seconds for students to think.
- For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

 Correcting Student Errors


- My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- Back up two sound-spellings and continue presenting the sounds on the chart.

let	log	wet	lit
-----	-----	-----	-----

Continuous Blending

You're going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don't stop between sounds. I'll show you how to blend and read the first two words.

- My turn.** Use the signal for each word.* Model until students are successful with the routine.
- Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

- Words beginning with continuous sounds: Touch to the left of the word. **Blend.**
- Words beginning with stop sounds: Touch under the first letter.

Blend.

- Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop sounds.
- Touch again to the left of the word. **Word?**
- Slide finger under the word.



Correcting Student Errors

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Continue presenting the words on the chart.
- **Blending Error: My turn. Watch me blend this word. Blend.** Loop finger from letter to letter. **Let's start over.** Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Continue presenting the words on the chart.

Ken

run

sit


up

Sound-by-Sound Blending


Materials: White board, marker, and eraser

You're going to practice blending sounds to read words. I'll show you how to blend and read the first word.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; every one will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

- **Sound spellings:** Write spelling. **Sound?** Tap under spellings.
- **Blend (each time a sound is added):** Touch to the left of the first spelling. **Blend?** Loop finger under spellings.
- **Word Reading:** Touch to the left of the word. **Word?** Slide finger under the word.

 **Correcting Student Errors**


- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Blending Error: My turn. Watch me blend this word.** Demonstrate blending. **Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. Let's start over. Use the signal for each word* and re-present the word. Continue presenting the words on the chart.

let	log	wet	lit
Ken	run	sit	up

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word. * Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch to the left of the word.
2. Wait 2 seconds for students to think.
3. Slide finger under the word.




Correcting Student Errors

- 1. My turn.** Re-present the missed word.
- 2. Your turn.** Re-present the missed word.
- 3. Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

For use with: Bug and Cat

Decodable Text Reading 1: Introductory

 Signal for each word and sentence.



Correcting Student Errors

Materials: Copy of decodable text listed for each student.

You're going to practice reading a story. I'll show you how you will read each sentence.

- 1. My turn.** Use the signal for each word and sentence.* Model reading the decodable text one or two times when first introducing the decodable text routine. The model instructions are on the Decodable Text Routine page found in the appendix.
- 2. Your turn.** Hand out a decodable book to each student. Use the signal for each word and sentence* to guide students through the first read of the text.

- 1. Touch under the first word. Think.** Wait 3-plus seconds for students to think.
- 2. Word?** Tap for students to read the word.
- 3. Touch under the next word. Think.** Wait 3-plus seconds for students to think.
- 4. Word?** Tap for students to read the word.
- Repeat steps 1 through 4 for each word in the sentence.
- At the end of the sentence, the teacher re-reads the sentence in a natural, fluent voice.
- Repeat steps 1 through 6 for each sentence of the text.

- 1. My turn. This word is [word].**
- 2. Your turn. Word?** Tap.
- 3. Start at the beginning of the sentence and read this sentence without making any errors.** Follow the signal for each word and sentence* steps 1 through 6.

For use with: Bug and Cat

Decodable Text Fluency Practice

Materials: Copy of decodable text listed for each student.

You will whisper read to yourself the story that we just read. Your job is to read without making any errors. I will listen to some students read while everyone continues whisper reading. If you get to the end of the story, start the story over and continue whisper reading until I say stop. I'll show you what it looks and sounds like to whisper read.

- 1. My turn.** Model what whisper reading to yourself looks and sounds like.
- 2. Your turn.** Hand out decodable texts and have students whisper read and then provide some additional fluency practice.

Practice for students only:

- Students will individually whisper read the text again two to three times.
- Listen to individual students read and check for accuracy and fluency. If an individual student makes an error, use the correcting student errors procedure.

Additional Fluency Practice:

At least two more times, use one of the following options to have students reread the story.

- **Individual Reading:** Provide more time for students to whisper read while the teacher monitors and checks accuracy and fluency of individuals.
- **Partner Reading:** Students read with a partner while the teacher monitors and checks accuracy and fluency of individuals.



Correcting Student Errors

- 1. My turn. This word is [word].**
- 2. Your turn. Word?** Tap.
- 3. Start at the beginning of the sentence and read this sentence without making any errors.**

4 (swim)

3 (jam)

4 (flag)

4 (nest)

Phoneme Segmentation

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. I'll show you how to say the sounds in the first word.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns.** I'm going to call one student's name and only that student will say each sound in the word out loud. Call on two to three students.



*Signal for each word

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).



Correcting Student Errors

- 1. My turn.** Use the signal for each word* and re-present the missed word.
- 2. Your turn.** Use the signal for each word* and re-present the missed word.
- 3. Back up two words** and use the signal for each word* to continue presenting the words from the list.

rug

sun

cut


pup

Dictation 1: Introductory

Materials: paper and pencil, or small white board, and marker and eraser for each student

You're going to practice writing words.

Your turn. Use the routine for each word.*


 *Routine for each word

1. **Pencils down. The word is [word].**
What's the word? Tap.
2. Tell the students a sentence using the word. **[Sentence]**
3. Have students repeat the word.
- What's the word?** Tap.
4. Hold up a closed fist.
Say the sounds in [word]. Every second hold up one finger for each sound in the word.
5. **Pick up your pencil. Write the word.**
Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

have	help	do	down
------	------	----	------

Irregular Word Reading

 *Signal for *say-it, spell-it, say-it*

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].
2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.
3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.
4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

 *Correcting Student Errors*

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

have	help	do	down
help	make	have	she
have	down	help	do
I	you	what	like

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

3 (jab)

4 (skill)

3 (with)

4 (flick)

4 (west)

4 (wink)

4 (test)


4 (drug)

Phoneme Blending


Materials: Chains of two, three, and four cubes or similar types of manipulatives

You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.** Call on two to three students.

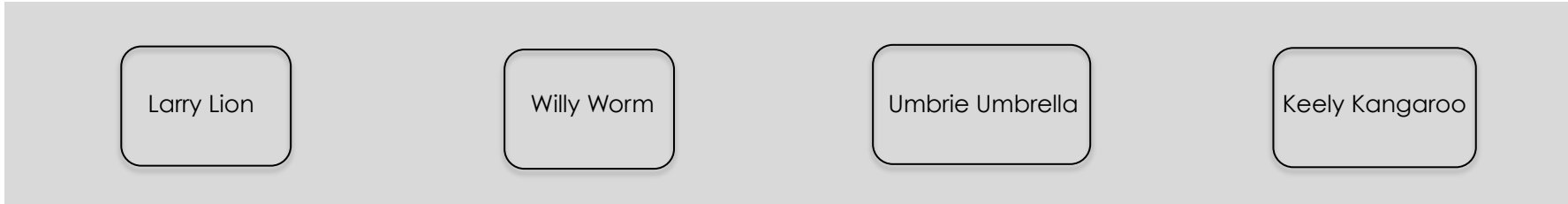
 *Signal for each word

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

 *Correcting Student Errors*

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4



Sound-Spelling Card Introduction and Practice


Materials: Sound-spelling cards from your core reading program.

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.


 *Signal to introduce a new sound-spelling card

1. Touch to the side of the picture.
The card is [card name]. Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture.
The sound is [sound]. Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling.
The spelling is [spelling]. Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Now you're going to practice the new sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

 **Signal to practice the sound-spelling card

1. Touch to the side of the picture.
Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture.
Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling.
Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

 **Correcting Student Errors**

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

I	w	U	O
e	x	l	w
w	l	u	h
u	j	l	w


Letter Name Review

You're going to practice saying letter names.
When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

- 1. My turn.** Use the signal for each letter name.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first letter on the chart. Use the signal for each letter name.*
- 3. Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.** Call on two to three students.

 *Signal for each letter name

1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

 Correcting Student Errors

- 1. My turn.** Re-present the missed letter name.
- 2. Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

I	w	U	O
e	x	l	w
w	l	u	h
u	j	l	w

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

- My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
- Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
- Let's do some individual turns.** I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Call on two to three students.

 *Signal for each sound-spelling

- Touch to the left of the sound-spelling.
- Wait 2 seconds for students to think.
- For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.



Correcting Student Errors

- My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- Back up two sound-spellings and continue presenting the sounds on the chart.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

let	log	wet	lit
-----	-----	-----	-----

Continuous Blending

You're going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don't stop between sounds. I'll show you how to blend and read the first two words.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the chart. Use the signal for each word.*
3. **Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Words beginning with continuous sounds: Touch to the left of the word. **Blend.**
1. Words beginning with stop sounds: Touch under the first letter.
 - Blend.**
 - 2. Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop sounds.
 - 3. Touch again to the left of the word. **Word?**
 - 4. Slide finger under the word.



Correcting Student Errors

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Continue presenting the words on the chart.
- **Blending Error: My turn. Watch me blend this word. Blend.** Loop finger from letter to letter. **Let's start over.** Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4


Ken run sit up

Sound-by-Sound Blending

Materials: White board, marker, and eraser

You're going to practice blending sounds to read words. I'll show you how to blend and read the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

- Sound spellings: Write spelling. **Sound?** Tap under spellings.
- Blending (each time a sound is added): Touch to the left of the first spelling. **Blend?** Loop finger under spellings.
- Word Reading: Touch to the left of the word. **Word?** Slide finger under the word.

 *Correcting Student Errors*

- Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- Blending Error: **My turn. Watch me blend this word.** Demonstrate blending. **Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. Let's start over. Use the signal for each word* and re-present the word. Continue presenting the words on the chart.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

let	log	wet	lit
Ken	run	sit	up

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word. *Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch to the left of the word.
2. Wait 2 seconds for students to think.
3. Slide finger under the word.




Correcting Student Errors

- 1. My turn.** Re-present the missed word.
- 2. Your turn.** Re-present the missed word.
- 3. Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
- 4.** Back up two words and continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

For use with: Bug and Cat

Decodable Text Reading 1: Introductory

 Signal for each word and sentence.


Correcting Student Errors

Materials: Copy of decodable text listed for each student.

You're going to practice reading a story. I'll show you how you will read each sentence.

1. **My turn.** Use the signal for each word and sentence.* Model reading the decodable text one or two times when first introducing the decodable text routine. The model instructions are on the Decodable Text Routine page found in the appendix.
2. **Your turn.** Hand out a decodable book to each student. Use the signal for each word and sentence* to guide students through the first read of the text.

1. **Touch under the first word. Think.** Wait 3-plus seconds for students to think.
2. **Word?** Tap for students to read the word.
3. **Touch under the next word. Think.** Wait 3-plus seconds for students to think.
4. **Word?** Tap for students to read the word.
5. Repeat steps 1 through 4 for each word in the sentence.
6. At the end of the sentence, the teacher re-reads the sentence in a natural, fluent voice.
7. Repeat steps 1 through 6 for each sentence of the text.

1. **My turn. This word is [word].**
2. **Your turn. Word?** Tap.
3. **Start at the beginning of the sentence and read this sentence without making any errors.** Follow the signal for each word and sentence* steps 1 through 6.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

For use with: Bug and Cat

Decodable Text Fluency Practice

Materials: Copy of decodable text listed for each student.

You will whisper read to yourself the story that we just read. Your job is to read without making any errors. I will listen to some students read while everyone continues whisper reading. If you get to the end of the story, start the story over and continue whisper reading until I say stop. I'll show you what it looks and sounds like to whisper read.

1. **My turn.** Model what whisper reading to yourself looks and sounds like.
2. **Your turn.** Hand out decodable texts and have students whisper read and then provide some additional fluency practice.

Practice for students only:

- Students will individually whisper read the text again two to three times.
- Listen to individual students read and check for accuracy and fluency. If an individual student makes an error, use the correcting student errors procedure.

Additional Fluency Practice:

At least two more times, use one of the following options to have students reread the story.

- **Individual Reading:** Provide more time for students to whisper read while the teacher monitors and checks accuracy and fluency of individuals.
- **Partner Reading:** Students read with a partner while the teacher monitors and checks accuracy and fluency of individuals.



Correcting Student Errors

1. **My turn. This word is [word].**
2. **Your turn. Word?** Tap.
3. **Start at the beginning of the sentence and read this sentence without making any errors.**

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

4 (swim)

3 (jam)


4 (flag)

4 (nest)


Phoneme Segmentation

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. I'll show you how to say the sounds in the first word.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns.** I'm going to call one student's name and only that student will say each sound in the word out loud. Call on two to three students.

 *Signal for each word

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

 **Correcting Student Errors**

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 4

rug

sun

cut


pup

Dictation 1: Introductory

Materials: paper and pencil, or small white board, and marker and eraser for each student

You're going to practice writing words.

Your turn. Use the routine for each word.*


 *Routine for each word

1. **Pencils down. The word is [word].**
What's the word? Tap.
2. Tell the students a sentence using the word. **[Sentence]**
3. Have students repeat the word.
- What's the word?** Tap.
4. Hold up a closed fist.
Say the sounds in [word]. Every second hold up one finger for each sound in the word.
5. **Pick up your pencil. Write the word.**
Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.

teacher	pushed	surprised	studied
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Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.

 *Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].
2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.
3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.
4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

 *Correcting Student Errors*

- Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

teacher	pushed	surprised	studied
please	bear	above	even
studied	earth	pushed	toward
ready	teacher	country	surprised

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.



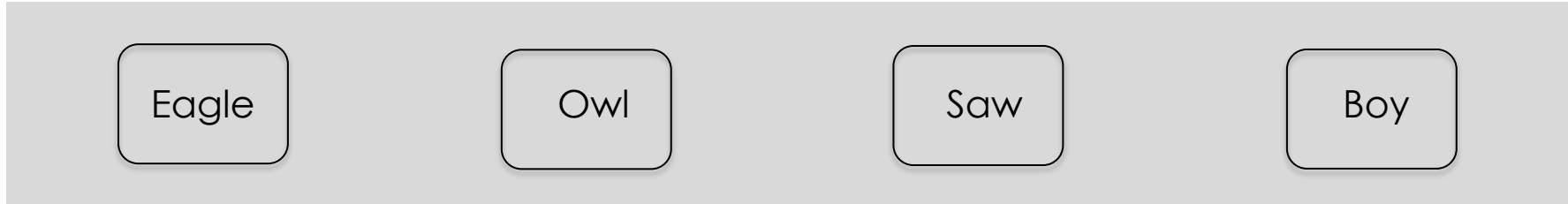
*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors


1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.



Sound-Spelling Card Practice

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound, or spelling. Your turn.

 ****Signal to practice the sound-spelling card**

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.



Correcting Student Errors

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and represent the missed card.
6. Continue presenting the sound-spelling cards.

ie	y	er	ur
ue	oi	ie	y
oi	ie	oy	ir
oy	y	ar	aw

Sound-Spelling Review: Advanced

You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

- 1. My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
- 3. Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.



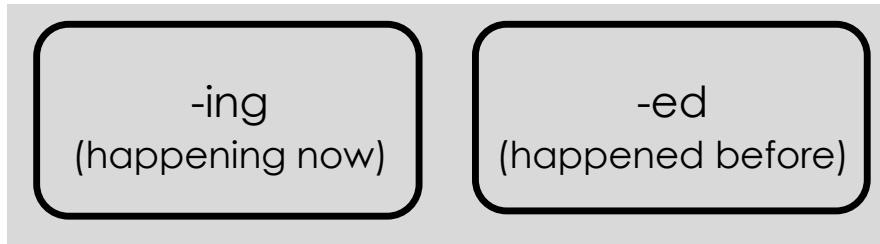
*Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors


- 1. My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 2. Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.



Affix Card Introduction and Practice


Materials: Affix cards

You're going to learn a new affix. When I tap the card you'll repeat the affix and the meaning.


 *Signal to introduce a new affix card

1. Touch to the side of the affix. **The affix is [affix]. Affix?** (pause) Tap to the side of the affix.
2. Touch again to the side of the affix. **The meaning is [meaning]. Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the new affix cards.

Now you're going to practice the new affix card(s). When I tap the card you'll say the affix and the meaning. Your turn.

 **Signal to practice an affix card.

1. Touch to the side of the affix. **Affix?** (pause) Tap to the side of the affix.
2. Touch to the side of the affix. **Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the affix cards.

 **Correcting Student Errors**


1. **Let's practice this one together.**
2. Follow the signal to introduce a new affix card* steps 1 and 2.
3. Practice two other affix cards.
4. Re-present the missed card following the signal to practice an affix card** steps 1 and 2.
5. Continue presenting the affix cards.

-ed	-ing	-ed	-ing
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Affix Review

You're going to practice reading and saying the meaning of affixes. When I slide my finger, read the affix out loud. When I slide my finger again, say the meaning out loud. I'll show you how to read and say the meaning for the first two affixes.

- My turn.** Use the signal for each affix.* Model until students are successful with the routine.
- Your turn.** Go back to the first affix on the chart. Use the signal for each affix.*
- Let's do some individual turns.** I will touch next to an affix; everyone will say the affix and meaning in their head. I will call one student's name and only that student will say the affix and meaning out loud. Call on two to three students.

 Signal for each affix

- Prefix:** Touch to the left of the prefix.
- Suffix:** Touch to the left of the suffix.
- Wait 1 second for students to think.
- Slide finger under the affix.
- Touch again to the left of the affix.
- Wait 2 seconds for the students to think.
- Slide finger under the affix.



Correcting Student Errors

- My turn.** Follow the signal for each affix and re-present the missed affix.
- Your turn.** Follow the signal for each affix* and re-present the missed affix.
- Back up two affixes and continue presenting the sounds on the chart.

getting	shining	bobbing	nodded
begged	shaking	tagged	smiled

Spelling-Focused Blending

You're going to practice reading words. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch finger(s) under the focus spelling (e.g., vowel spellings).
Sound? Wait 1 second for students to think. Tap finger(s) under spelling.
2. Touch to the left of the word.
Word? Wait 2 seconds for students to think. Slide finger under the word.



Correcting Student Errors

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Back up two words and continue presenting the words on the chart.

getting	shining	bobbing	nodded
begged	shaking	tagged	smiled
easy	sunny	bragged	napping
sleepy	really	jogged	smiling

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

 *Signal for each word

1. Touch to the left of the word.
Word?
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

- 1. My turn.** Re-present the missed word.
- 2. Your turn.** Re-present the missed word.
- 3. Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

For use with Henry and Dad Go Camping

Decodable Text Reading 3: Advanced

Materials: Copy of decodable text listed for each student.

You're going to practice reading a story. I'll show you what it will look like when we practice reading together.

- 1. My turn.** Use the signal for each word and page.* Model reading the decodable text one or two times when first introducing the decodable text routine. The model instructions are on the Decodable Text Routine 3 page found in the appendix.
- 2. Your turn.** Hand out a decodable book to each student. Use the signal for each word and page* to guide students through the first read of the text.

 *Signal for each word and page

- 1. Touch under the first word on the page. Whisper read the page.** Monitor students and allow sufficient time for most of the students to read the page.
- 2. Stop. Go back to the top of the page. Touch under the first word (pause). Lead.** Tap for students to read the word.
- Continue to tap every 1 to 2 seconds for each word on the page.
- Repeat steps 1 through 3 for each page of the text.



Correcting Student Errors

- 1. My turn. This word is [word].**
- 2. Your turn. Word?** Tap.
- 3. Start at the beginning of the sentence and read this sentence without making any errors.** Follow the signal for each word and page* steps 1 through 3.

For use with Henry and Dad Go Camping

Decodable Text Fluency Practice

Materials: Copy of decodable text listed for each student.

You will whisper read to yourself the story that we just read. Your job is to read without making any errors. I will listen to some students read while everyone continues whisper reading. If you get to the end of the story, start the story over and continue whisper reading until I say stop. I'll show you what it looks and sounds like to whisper read.

1. **My turn.** Model what whisper reading to yourself looks and sounds like.
2. **Your turn.** Hand out decodable texts and have students whisper read and then provide some additional fluency practice.

Practice for students only:

- Students will individually whisper read the text again two to three times.
- Listen to individual students read and check for accuracy and fluency. If an individual student makes an error, use the correcting student errors procedure.

Additional Fluency Practice:

At least two more times, use one of the following options to have students reread the story.

- Individual Reading: Provide more time for students to whisper read while the teacher monitors and checks accuracy and fluency of individuals.
- Partner Reading: Students read with a partner while the teacher monitors and checks accuracy and fluency of individuals.



Correcting Student Errors

1. **My turn. This word is [word].**
2. **Your turn. Word? Tap.**
3. **Start at the beginning of the sentence and read this sentence without making any errors.**

easy

sunny

bragged


napping

Dictation 2: Advanced

Materials: paper and pencil, or small white board, and marker and eraser for each student

You're going to practice writing words.

Your turn. Use the routine for each word.*


 *Routine for each word

1. **Pencils down. The word is [word].**
What's the word? Tap.
2. Tell the students a sentence using the word. **[Sentence]**
3. Have students repeat the word.
What's the word? Tap.
4. **Say the sounds in [word] in your head.**
5. **Pick up your pencil. Write the word.**
Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

teacher	pushed	surprised	studied
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Irregular Word Reading

 *Signal for *say-it, spell-it, say-it*

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].
2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.
3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.
4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

 *Correcting Student Errors*

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

teacher	pushed	surprised	studied
please	bear	above	even
studied	earth	pushed	toward
ready	teacher	country	surprised

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I 'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

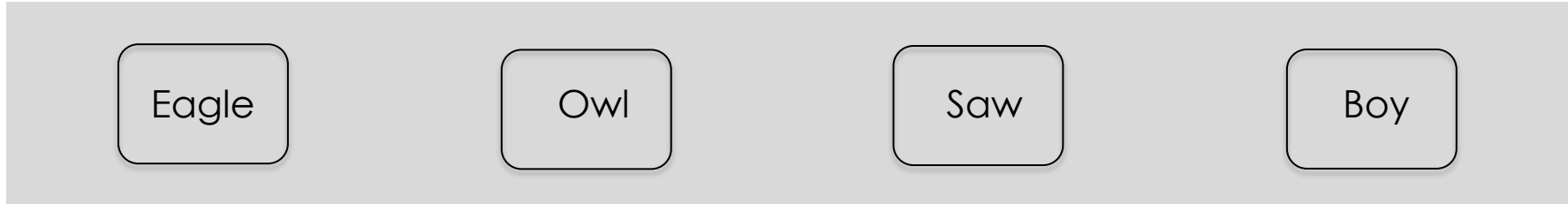
1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3



Sound-Spelling Card Practice

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound, or spelling. Your turn.

 ****Signal to practice the sound-spelling card**

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.



Correcting Student Errors

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

ie	y	er	ur
ue	oi	ie	y
oi	ie	oy	ir
oy	y	ar	aw


Sound-Spelling Review: Advanced

You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

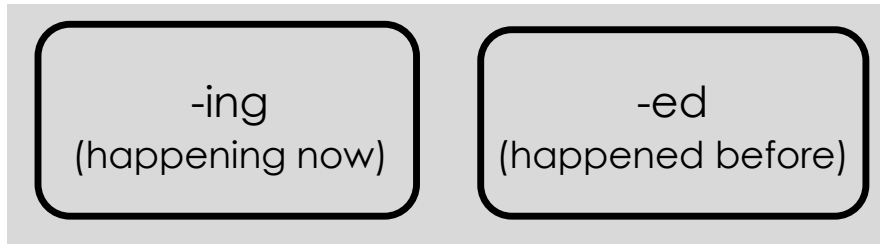
- 1. My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
- 3. Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.

 *Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).

 Correcting Student Errors


- 1. My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 2. Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.



Affix Card Introduction and Practice


Materials: Affix cards

You're going to learn a new affix. When I tap the card you'll repeat the affix and the meaning.


 *Signal to introduce a new affix card

1. Touch to the side of the affix. **The affix is [affix]. Affix?** (pause) Tap to the side of the affix.
2. Touch again to the side of the affix. **The meaning is [meaning]. Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the new affix cards.

Now you're going to practice the new affix card(s). When I tap the card you'll say the affix and the meaning. Your turn.

 **Signal to practice an affix card.

1. Touch to the side of the affix. **Affix?** (pause) Tap to the side of the affix.
2. Touch to the side of the affix. **Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the affix cards.

 **Correcting Student Errors**


1. **Let's practice this one together.**
2. Follow the signal to introduce a new affix card* steps 1 and 2.
3. Practice two other affix cards.
4. Re-present the missed card following the signal to practice an affix card** steps 1 and 2.
5. Continue presenting the affix cards.

-ed	-ing	-ed	-ing
-----	------	-----	------

Affix Review

You're going to practice reading and saying the meaning of affixes. When I slide my finger, read the affix out loud. When I slide my finger again, say the meaning out loud. I'll show you how to read and say the meaning for the first two affixes.

- My turn.** Use the signal for each affix.* Model until students are successful with the routine.
- Your turn.** Go back to the first affix on the chart. Use the signal for each affix.*
- Let's do some individual turns.** I will touch next to an affix; everyone will say the affix and meaning in their head. I will call one student's name and only that student will say the affix and meaning out loud. Call on two to three students.

 Signal for each affix

- Prefix:** Touch to the left of the prefix.
Prefix?
- Suffix:** Touch to the left of the suffix.
Suffix?
- Wait 1 second for students to think.
- Slide finger under the affix.
- Touch again to the left of the affix.
Meaning?
- Wait 2 seconds for the students to think.
- Slide finger under the affix.



Correcting Student Errors

- My turn.** Follow the signal for each affix and re-present the missed affix.
- Your turn.** Follow the signal for each affix* and re-present the missed affix.
- Back up two affixes and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

getting	shining	bobbing	nodded
begged	shaking	tagged	smiled

Spelling-Focused Blending

You're going to practice reading words. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch finger(s) under the focus spelling (e.g., vowel spellings).
Sound? Wait 1 second for students to think. Tap finger(s) under spelling.
2. Touch to the left of the word.
Word? Wait 2 seconds for students to think. Slide finger under the word.



Correcting Student Errors

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Back up two words and continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

getting	shining	bobbing	nodded
begged	shaking	tagged	smiled
easy	sunny	bragged	napping
sleepy	really	jogged	smiling

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.



*Signal for each word

1. Touch to the left of the word.
Word?
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

- 1. My turn.** Re-present the missed word.
- 2. Your turn.** Re-present the missed word.
- 3. Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

For use with Henry and Dad Go Camping

Decodable Text Reading 3: Advanced

Materials: Copy of decodable text listed for each student.

You're going to practice reading a story. I'll show you what it will look like when we practice reading together.

- 1. My turn.** Use the signal for each word and page.* Model reading the decodable text one or two times when first introducing the decodable text routine. The model instructions are on the Decodable Text Routine 3 page found in the appendix.
- 2. Your turn.** Hand out a decodable book to each student. Use the signal for each word and page* to guide students through the first read of the text.

 *Signal for each word and page

- 1. Touch under the first word on the page. Whisper read the page.** Monitor students and allow sufficient time for most of the students to read the page.
- 2. Stop. Go back to the top of the page. Touch under the first word (pause). Lead.** Tap for students to read the word.
- Continue to tap every 1 to 2 seconds for each word on the page.
- Repeat steps 1 through 3 for each page of the text.



Correcting Student Errors

- 1. My turn. This word is [word].**
- 2. Your turn. Word?** Tap.
- 3. Start at the beginning of the sentence and read this sentence without making any errors.** Follow the signal for each word and page* steps 1 through 3.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

For use with Henry and Dad Go Camping

Decodable Text Fluency Practice

Materials: Copy of decodable text listed for each student.

You will whisper read to yourself the story that we just read. Your job is to read without making any errors. I will listen to some students read while everyone continues whisper reading. If you get to the end of the story, start the story over and continue whisper reading until I say stop. I'll show you what it looks and sounds like to whisper read.

1. **My turn.** Model what whisper reading to yourself looks and sounds like.
2. **Your turn.** Hand out decodable texts and have students whisper read and then provide some additional fluency practice.

Practice for students only:

- Students will individually whisper read the text again, two to three times.
- Listen to individual students read and check for accuracy and fluency. If an individual student makes an error, use the correcting student errors procedure.

Additional Fluency Practice:

- At least two more times, use one of the following options to have students reread the story.
- Individual Reading: Provide more time for students to whisper read while the teacher monitors and checks accuracy and fluency of individuals.
 - Partner Reading: Students read with a partner while the teacher monitors and checks accuracy and fluency of individuals.



Correcting Student Errors

1. **My turn. This word is [word].**
2. **Your turn. Word? Tap.**
3. **Start at the beginning of the sentence and read this sentence without making any errors.**

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 6, Lesson 26, Day 3

easy

sunny

bragged


napping

Dictation 2: Advanced

Materials: paper and pencil, or small white board, and marker and eraser for each student

You're going to practice writing words.

Your turn. Use the routine for each word.*

 *Routine for each word

1. **Pencils down. The word is [word].**
What's the word? Tap.
2. Tell the students a sentence using the word. **[Sentence]**
3. Have students repeat the word.
4. **What's the word?** Tap.
5. **Say the sounds in [word] in your head.**
5. **Pick up your pencil. Write the word.**
Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.

she	bear	work	most
-----	------	------	------

Irregular Word Reading



*Signal for *say-it, spell-it, say-it*

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].
2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.
3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.
4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors


- Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

she	bear	work	most
myself	she	second	sleep
three	work	most	work

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I 'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.



Sound-Spelling Card Practice



*Signal to practice the sound-spelling card



Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.


1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

ge	oa	ng	gi_
u	ng	i	o

Sound-Spelling Review: Advanced

You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

- 1. My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
- 3. Let's do some individual turns.** I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Call on two to three students.

 Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors

- 1. My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 2. Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 3.** Back up two sound-spellings and continue presenting the sounds on the chart.


un-
(not)

re-
(again)

Affix Card Introduction and Practice


Materials: Affix cards

You're going to learn a new affix. When I tap the card you'll repeat the affix and the meaning.


 *Signal to introduce a new affix card

1. Touch to the side of the affix. **The affix is [affix]. Affix?** (pause) Tap to the side of the affix.
2. Touch again to the side of the affix. **The meaning is [meaning]. Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the new affix cards.

Now you're going to practice the new affix card(s). When I tap the card you'll say the affix and the meaning. Your turn.

 **Signal to practice an affix card.

1. Touch to the side of the affix. **Affix?** (pause) Tap to the side of the affix.
2. Touch to the side of the affix. **Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the affix cards.

 **Correcting Student Errors**


1. **Let's practice this one together.**
2. Follow the signal to introduce a new affix card* steps 1 and 2.
3. Practice two other affix cards.
4. Re-present the missed card following the signal to practice an affix card** steps 1 and 2.
5. Continue presenting the affix cards.

-ed	re-	un-	-ing
re-	-ed	-ing	un-

Affix Review

You're going to practice reading and saying the meaning of affixes. When I slide my finger, read the affix out loud. When I slide my finger again, say the meaning out loud. I'll show you how to read and say the meaning for the first two affixes.

- 1. My turn.** Use the signal for each affix.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first affix on the chart. Use the signal for each affix.*
- 3. Let's do some individual turns. I will touch next to a prefix or suffix everyone will read and say the meaning in their head. I will call on a student's name and only that student will read and say the meaning out loud.** Call on two to three students.

 Signal for each affix

- Prefix:** Touch to the left of the prefix.
Meaning?
- Suffix:** Touch to the left of the suffix.
Suffix?
- Wait 1 second for students to think.
- Slide finger under the affix.
- Touch again to the left of the affix.
Meaning?
- Wait 2 seconds for the students to think.
- Slide finger under the affix.



Correcting Student Errors

- 1. My turn.** Follow the signal for each affix and re-present the missed affix.
- 2. Your turn.** Follow the signal for each affix* and re-present the missed affix.
- Back up two affixes and continue presenting the sounds on the chart.

sing

stand

long

stamp

Sound-by-Sound Blending

 *Signal for each word


Correcting Student Errors

Materials: White board, marker, and eraser

You're going to practice blending sounds to read words. I'll show you how to blend and read the first word.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

- **Sound-spellings:** Write spelling. **Sound?** Tap under spelling.
- **Blend (each time a sound is added):** Touch to the left of the first spelling. **Blend?** Loop finger under spellings.
- **Word Reading:** Touch to the left of the word. **Word?** Slide finger under the word.

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Blending Error: My turn. Watch me blend this word. Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.

Frank	ding	next	dong
un s ent	re t race	swim m er	raft i ng

Spelling-Focused and Multisyllabic Word Blending

Materials: blank card, card with e written on the left side (drop-e card), card with y written on the left side (drop-y card).

You're going to practice reading words. I'll show you how to read the first word.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

 *Signal for each word

1. Cover all of the syllables except for the first one.
2. Touch finger(s) under the focus spelling (e.g., vowel spellings) of the syllable.
Sound? Wait 1 second for students to think. Tap finger(s) under spelling.
3. Touch to the left of the word.
Blend. (pause) Loop finger under each of the syllable(s) that have been presented.
4. Uncover the next syllable continuing to move the card to the right until every syllable is revealed.
5. Repeat steps 2 and 3 for each syllable in the word.
6. Touch to the left of the word.
Word? Wait 2 seconds for students to think. Slide finger under the word.



Correcting Student Errors

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Blending Error: My turn. Listen to me blend.** Demonstrate blending. **Your turn. Blend?** Loop finger under the syllable. **Let's start over.** Use the signal for each word*, and re-present the word. Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Back up two words and continue presenting the words on the chart.

Multisyllabic Word Reading: Tips and Techniques

Doubled consonants (e.g., rabbit): The teacher will use the signal for each word* steps 1 through 5 to present each syllable. Only one letter of a double consonant is visible when presenting the syllables. When signaling to blend syllables with a double consonant, the teacher says, "Blend," and loops his or her finger past the double consonant.

Signal for affixes: The teacher slides his or her finger (not loops or taps) under the word parts that have meanings (affixes).

Prefixes (e.g., distrust): The teacher covers all of the syllables except for the prefix. The teacher touches to the left of the prefix syllable, says, "Prefix?" to indicate that it is a word part that has a meaning and slides his or her finger under the syllable to signal students to read the prefix. The teacher uses the signal for each word* and continues to present the word.

Suffix (e.g., reckless): The teacher uses the signal for each word* steps 1 through 5 for the first syllable(s). To present the suffix, the teacher touches to the left of the syllable, says, "Suffix?" to indicate that it is a word part that has a meaning and slides his or her finger under the syllable for students to read the suffix.

Drop e syllables (e.g., baking): The teacher uses a drop-e card to cover up the syllable after the drop-e syllable. The students see the base word of the syllable to help them identify the correct vowel sound. The teacher uses the signal for each word* and presents the syllable with the silent-e.

Drop y syllables (e.g., pennies): The teacher uses a drop-y card to cover up the syllable after the drop-y syllable. The students see the base word of the syllable to help them identify the correct vowel sound. The teacher uses the signal for each word* and presents the syllable with the dropped-y.

Inflectional ending -ed (e.g., started): The teacher uses the signal for each word* steps 1 through 5 for the first syllable(s). The teacher touches to the left of the inflectional ending -ed syllable and says, "Say /ĕd/". The teacher slides his or her finger under the '-ed' for the students to respond. The teacher continues presenting the word.

One syllable word with inflectional ending -ed (e.g., jumped or turned): The teacher covers the '-ed' with a blank index card and uses the signal for each word* steps 2 and 3 to present the base word. The teacher uncovers '-ed' and says, "Say [pronunciation of 'ed' for the word]." The teacher slides his or her finger under '-ed' to signal student response. The teacher touches to the left of the word, says, "Blend" and pauses. The teacher loops their finger under the entire one syllable word and continues presenting the word.

Two inflectional endings or suffixes (e.g., fearfully): The teacher covers the suffixes with a blank index card and uses the signal for each word* steps 1 through 5 for the first syllable(s). The teacher uncovers the first suffix, says, "Suffix?" and pauses. The teacher slides his or her finger under the suffix. The teacher touches to the left of the word, says, "Blend?" and pauses. The teacher loops his or her finger under each syllable to signal student response. The teacher uncovers the next suffix, says, "Suffix?" and pauses. The teacher slides their finger under the suffix. The teacher uses the signal for each word* to continue presenting the word.

Doubled consonants with a suffix (e.g., sitting): Before presenting the first syllable, point out that the consonant has been doubled. Use the signal for each word* steps 1 through 3 to present the base word without showing the doubled consonant. Uncover the suffix. Touch to the left of the suffix syllable. Suffix? Slide your finger under the suffix syllable. Continue presenting the word and remember after saying "blend" to loop your finger past the double consonant.

Irregular vowel sounds: For irregular vowel sounds (e.g., a vowel that is in an unstressed syllable that makes a schwa sound, like "uh" as in duh), the teacher asks students to adjust the pronunciation after word reading. The teacher uses the signal for each word* steps 1 through 7 to present the word. The teacher again touches to the left of the word and says, "Adjust," and pauses. The teacher slides their finger under the word to signal students to adjust the pronunciation. If students can't adjust the pronunciation, the teacher models the correct way to pronounce the word, and re-presents the word.

Frank	ding	next	dong
unsent	retrace	swimmer	rafting

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word. * Model until students are successful with this routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch to the left of the word.
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

- 1. My turn.** Re-present the missed word.
- 2. Your turn.** Re-present the missed word.
- 3. Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.


For use with 6A A Job for Bob

Decodable Text Reading 2: Intermediate

Materials: Copy of decodable text listed for each student.

You're going to practice reading a story. I'll show you what it will look like when we practice reading together.

- 1. My turn.** Use the signal for each word and sentence.* Model reading the decodable text one or two times when first introducing the decodable text routine. The model instructions are on the Decodable Text Routine 2 page found in the appendix.
- 2. Your turn.** Hand out a decodable book to each student. Use the signal for each word and sentence* to guide students through the first read of the text.

 Signal for each word and sentence.

1. Touch under the first word. **Think.** Wait 3-plus seconds for students to think.
2. **Read.** Tap for students to read the word.
3. Continue to tap every 3-plus seconds for each word in the sentence.
4. At the end of the sentence, the teacher re-reads the sentence in a natural, fluent voice.
5. Repeat steps 1 through 4 for each sentence of the text.



Correcting Student Errors

1. **My turn. This word is [word].**
2. **Your turn. Word?** Tap.
3. **Start at the beginning of the sentence and read this sentence without making any errors.** Follow the signal for each word or sentence* steps 1 through 4.

For use with 6A A Job for Bob

Decodable Text Fluency Practice

Materials: Copy of decodable text listed for each student.

You will whisper read to yourself the story that we just read. Your job is to read without making any errors. I will listen to some students read while everyone continues whisper reading. If you get to the end of the story, start the story over and continue whisper reading until I say stop. I'll show you what it looks and sounds like to whisper read.

1. **My turn.** Model what whisper reading to yourself looks and sounds like.
2. **Your turn.** Hand out decodable texts and have students whisper read and then provide some additional fluency practice.

Practice for students only:

- Students will individually whisper read the text again two to three times.
- Listen to individual students read and check for accuracy and fluency. If an individual student makes an error, use the correcting student errors procedure.

Additional Fluency Practice:

- At least two more times, use one of the following options to have students reread the story.
- Individual Reading: Provide more time for students to whisper read while the teacher monitors and checks accuracy and fluency of individuals.
 - Partner Reading: Students read with a partner while the teacher monitors and checks accuracy and fluency of individuals.



Correcting Student Errors

1. **My turn. This word is [word].**
2. **Your turn. Word?** Tap.
3. **Start at the beginning of the sentence and read this sentence without making any errors.**

left

next

sank

drink

Dictation 2: Advanced

Materials: paper and pencil, or small white board, and marker and eraser for each student

You're going to practice writing words.

Your turn. Use the routine for each word.*


 *Routine for each word

1. **Pencil down. The word is [word].**
What's the word? Tap.
2. Tell the students a sentence using the word. **[Sentence]**
3. Have students repeat the word.
What's the word? Tap.
4. **Say the sounds in [word] in your head.**
5. **Pick up your pencil. Write the word.**
Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

she	bear	work	most
-----	------	------	------

Irregular Word Reading

 *Signal for *say-it, spell-it, say-it*

You're going to learn to read new words using *say-it, spell-it, say-it*.

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].
2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.
3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.
4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.

 *Correcting Student Errors*

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

she	bear	work	most
myself	she	second	sleep
three	work	most	work

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I 'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

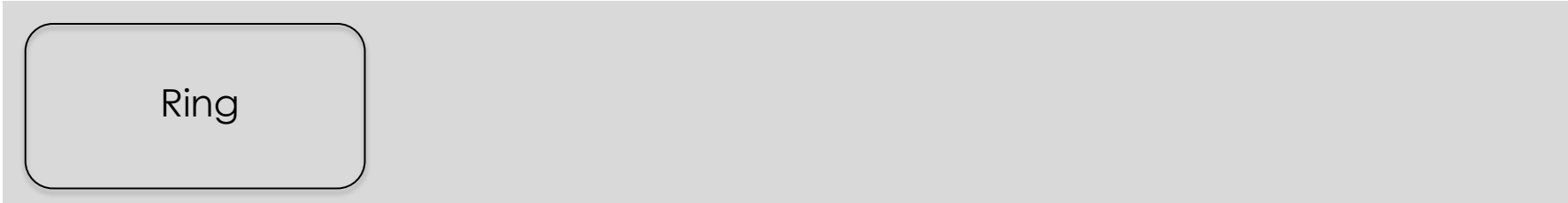
1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1



Sound-Spelling Card Practice



*Signal to practice the sound-spelling card



Correcting Student Errors

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

ge	oa	ng	gi_
u	ng	i	o

Sound-Spelling Review: Advanced

You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

- 1. My turn.** Use the signal for each sound-spelling.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
- 3. Let's do some individual turns.** I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Call on two to three students.

 Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors

- 1. My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 2. Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 3.** Back up two sound-spellings and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1


un-
(not)

re-
(again)

Affix Card Introduction and Practice


Materials: Affix cards

You're going to learn a new affix. When I tap the card you'll repeat the affix and the meaning.

 *Signal to introduce a new affix card

1. Touch to the side of the affix. **The affix is [affix]. Affix?** (pause) Tap to the side of the affix.
2. Touch again to the side of the affix. **The meaning is [meaning]. Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the new affix cards.

Now you're going to practice the new affix card(s). When I tap the card you'll say the affix and the meaning. Your turn.

 **Signal to practice an affix card.

1. Touch to the side of the affix. **Affix?** (pause) Tap to the side of the affix.
2. Touch to the side of the affix. **Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the affix cards.

 *Correcting Student Errors*

1. **Let's practice this one together.**
2. Follow the signal to introduce a new affix card* steps 1 and 2.
3. Practice two other affix cards.
4. Re-present the missed card following the signal to practice an affix card** steps 1 and 2.
5. Continue presenting the affix cards.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

-ed	re-	un-	-ing
re-	-ed	-ing	un-

Affix Review

You're going to practice reading and saying the meaning of affixes. When I slide my finger, read the affix out loud. When I slide my finger again, say the meaning out loud. I'll show you how to read and say the meaning for the first two affixes.

- 1. My turn.** Use the signal for each affix.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first affix on the chart. Use the signal for each affix.*
- 3. Let's do some individual turns. I will touch next to a prefix or suffix everyone will read and say the meaning in their head. I will call on a student's name and only that student will read and say the meaning out loud.** Call on two to three students.

 Signal for each affix

- Prefix:** Touch to the left of the prefix.
- Prefix?**
- Suffix:** Touch to the left of the suffix.
- Suffix?**
- Wait 1 second for students to think.
- Slide finger under the affix.
- Touch again to the left of the affix.
- Meaning?**
- Wait 2 seconds for the students to think.
- Slide finger under the affix.



Correcting Student Errors


- 1. My turn.** Follow the signal for each affix and re-present the missed affix.
- 2. Your turn.** Follow the signal for each affix* and re-present the missed affix.
- Back up two affixes and continue presenting the sounds on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

sing	stand	long	stamp
------	-------	------	-------

Sound-by-Sound Blending

 *Signal for each word

 **Correcting Student Errors**

Materials: White board, marker, and eraser

You're going to practice blending sounds to read words. I'll show you how to blend and read the first word.

1. **My turn.** Use the signal for each word.* Model until students are successful with the routine.
2. **Your turn.** Go back to the first word on the list. Use the signal for each word.*
3. **Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

- **Sound-spellings:** Write spelling. **Sound?** Tap under spelling.
- **Blend (each time a sound is added):** Touch to the left of the first spelling. **Blend?** Loop finger under spellings.
- **Word Reading:** Touch to the left of the word. **Word?** Slide finger under the word.

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Blending Error: My turn. Watch me blend this word. Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

Frank	ding	next	dong
un s ent	re t race	swim m er	raft i ng

Spelling-Focused and Multisyllabic Word Blending

Materials: blank card, card with e written on the left side (drop-e card), card with y written on the left side (drop-y card).

You're going to practice reading words. I'll show you how to read the first word.

- My turn.** Use the signal for each word.* Model until students are successful with the routine.
- Your turn.** Go back to the first word on the list. Use the signal for each word.*
- Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.

 *Signal for each word

- Cover all of the syllables except for the first one.
- Touch finger(s) under the focus spelling (e.g., vowel spellings) of the syllable.
Sound? Wait 1 second for students to think. Tap finger(s) under spelling.
- Touch to the left of the word.
Blend. (pause) Loop finger under each of the syllable(s) that have been presented.
- Uncover the next syllable continuing to move the card to the right until every syllable is revealed.
- Repeat steps 2 and 3 for each syllable in the word.
- Touch to the left of the word.
Word? Wait 2 seconds for students to think. Slide finger under the word.



Correcting Student Errors

- Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- Blending Error: My turn. Listen to me blend.** Demonstrate blending. **Your turn. Blend?** Loop finger under the syllable. **Let's start over.** Use the signal for each word*, and re-present the word. Continue presenting the words on the chart.
- Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Back up two words and continue presenting the words on the chart.

Multisyllabic Word Reading: Tips and Techniques

Doubled consonants (e.g., rabbit): The teacher will use the signal for each word* steps 1 through 5 to present each syllable. Only one letter of a double consonant is visible when presenting the syllables. When signaling to blend syllables with a double consonant, the teacher says, "Blend," and loops his or her finger past the double consonant.

Signal for affixes: The teacher slides his or her finger (not loops or taps) under the word parts that have meanings (affixes).

Prefixes (e.g., distrust): The teacher covers all of the syllables except for the prefix. The teacher touches to the left of the prefix syllable, says, "Prefix?" to indicate that it is a word part that has a meaning and slides his or her finger under the syllable to signal students to read the prefix. The teacher uses the signal for each word* and continues to present the word.

Suffix (e.g., reckless): The teacher uses the signal for each word* steps 1 through 5 for the first syllable(s). To present the suffix, the teacher touches to the left of the syllable, says, "Suffix?" to indicate that it is a word part that has a meaning and slides his or her finger under the syllable for students to read the suffix.

Drop e syllables (e.g., baking): The teacher uses a drop-e card to cover up the syllable after the drop-e syllable. The students see the base word of the syllable to help them identify the correct vowel sound. The teacher uses the signal for each word* and presents the syllable with the silent-e.

Drop y syllables (e.g., pennies): The teacher uses a drop-y card to cover up the syllable after the drop-y syllable. The students see the base word of the syllable to help them identify the correct vowel sound. The teacher uses the signal for each word* and presents the syllable with the dropped-y.

Inflectional ending -ed (e.g., started): The teacher uses the signal for each word* steps 1 through 5 for the first syllable(s). The teacher touches to the left of the inflectional ending -ed syllable and says, "Say /ĕd/". The teacher slides his or her finger under the '-ed' for the students to respond. The teacher continues presenting the word.

One syllable word with inflectional ending -ed (e.g., jumped or turned): The teacher covers the '-ed' with a blank index card and uses the signal for each word* steps 2 and 3 to present the base word. The teacher uncovers '-ed' and says, "Say [pronunciation of 'ed' for the word]." The teacher slides his or her finger under '-ed' to signal student response. The teacher touches to the left of the word, says, "Blend" and pauses. The teacher loops their finger under the entire one syllable word and continues presenting the word.

Two inflectional endings or suffixes (e.g., fearfully): The teacher covers the suffixes with a blank index card and uses the signal for each word* steps 1 through 5 for the first syllable(s). The teacher uncovers the first suffix, says, "Suffix?" and pauses. The teacher slides his or her finger under the suffix. The teacher touches to the left of the word, says, "Blend?" and pauses. The teacher loops his or her finger under each syllable to signal student response. The teacher uncovers the next suffix, says, "Suffix?" and pauses. The teacher slides their finger under the suffix. The teacher uses the signal for each word* to continue presenting the word.

Doubled consonants with a suffix (e.g., sitting): Before presenting the first syllable, point out that the consonant has been doubled. Use the signal for each word* steps 1 through 3 to present the base word without showing the doubled consonant. Uncover the suffix. Touch to the left of the suffix syllable. Suffix? Slide your finger under the suffix syllable. Continue presenting the word and remember after saying "blend" to loop your finger past the double consonant.

Irregular vowel sounds: For irregular vowel sounds (e.g., a vowel that is in an unstressed syllable that makes a schwa sound, like "uh" as in duh), the teacher asks students to adjust the pronunciation after word reading. The teacher uses the signal for each word* steps 1 through 7 to present the word. The teacher again touches to the left of the word and says, "Adjust," and pauses. The teacher slides their finger under the word to signal students to adjust the pronunciation. If students can't adjust the pronunciation, the teacher models the correct way to pronounce the word, and re-presents the word.


Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

Frank	ding	next	dong
unsent	retrace	swimmer	rafting

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word. * Model until students are successful with this routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

- Touch to the left of the word.
- Wait 2 seconds for students to think.
- Slide finger under the word.



Correcting Student Errors

- 1. My turn.** Re-present the missed word.
- 2. Your turn.** Re-present the missed word.
- 3. Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
- Back up two words and continue presenting the words on the chart.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1


For use with 6A A Job for Bob

Decodable Text Reading 2: Intermediate

Materials: Copy of decodable text listed for each student.

You're going to practice reading a story. I'll show you what it will look like when we practice reading together.

1. **My turn.** Use the signal for each word and sentence.* Model reading the decodable text one or two times when first introducing the decodable text routine. The model instructions are on the Decodable Text Routine 2 page found in the appendix.
2. **Your turn.** Hand out a decodable book to each student. Use the signal for each word and sentence* to guide students through the first read of the text.

 Signal for each word and sentence.

1. Touch under the first word. **Think.** Wait 3-plus seconds for students to think.
2. **Read.** Tap for students to read the word.
3. Continue to tap every 3-plus seconds for each word in the sentence.
4. At the end of the sentence, the teacher re-reads the sentence in a natural, fluent voice.
5. Repeat steps 1 through 4 for each sentence of the text.



Correcting Student Errors

1. **My turn. This word is [word].**
2. **Your turn. Word?** Tap.
3. **Start at the beginning of the sentence and read this sentence without making any errors.** Follow the signal for each word or sentence* steps 1 through 4.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

For use with 6A A Job for Bob

Decodable Text Fluency Practice

Materials: Copy of decodable text listed for each student.

You will whisper read to yourself the story that we just read. Your job is to read without making any errors. I will listen to some students read while everyone continues whisper reading. If you get to the end of the story, start the story over and continue whisper reading until I say stop. I'll show you what it looks and sounds like to whisper read.

1. **My turn.** Model what whisper reading to yourself looks and sounds like.
2. **Your turn.** Hand out decodable texts and have students whisper read and then provide some additional fluency practice.

Practice for students only:

- Students will individually whisper read the text again two to three times.
- Listen to individual students read and check for accuracy and fluency. If an individual student makes an error, use the correcting student errors procedure.

Additional Fluency Practice:

At least two more times, use one of the following options to have students reread the story.

- Individual Reading: Provide more time for students to whisper read while the teacher monitors and checks accuracy and fluency of individuals.
- Partner Reading: Students read with a partner while the teacher monitors and checks accuracy and fluency of individuals.

*Correcting Student Errors*

1. **My turn. This word is [word].**
2. **Your turn. Word?** Tap.
3. **Start at the beginning of the sentence and read this sentence without making any errors.**

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 2, Lesson 6, Day 1

left

next

sank

drink

Dictation 2: Advanced

Materials: paper and pencil, or small white board, and marker and eraser for each student

You're going to practice writing words.

Your turn. Use the routine for each word.*

 *Routine for each word

1. **Pencil down. The word is [word]. What's the word?** Tap.
2. Tell the students a sentence using the word. **[Sentence]**
3. Have students repeat the word. **What's the word?** Tap.
4. **Say the sounds in [word] in your head.**
5. **Pick up your pencil. Write the word.** Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.