Does this sound familiar?

Jan,
I do a whole class phonics program my school wants everyone to follow. But the activities are too hard for some of my students and too easy for others. Plus I don't see many of the students using what I have taught to decode or spell words they don't know. What should I do?

- Bethany
Sense of Urgency
The one-third of entering kindergartners who don’t know all their letter names are likely to become struggling readers.

Tracing Alphabet Book
Pre A Lesson
Pre-A Lesson Framework
- Work w/ Letters & Names
- Work with Sounds
- Work with Books
- Interactive Writing

What is taught in the Pre-A Lesson?
- Alphabet knowledge
- Letter formation
- Letter-sound links
- Visual scanning
- Visual memory
- Phonemic awareness
- Concepts of print
- Oral language

What is taught in the Pre-A Lesson?
1. Work with letters & names
2. Work with sounds
3. Work with books
4. Interactive writing

If a student knows less than 40 letters...

Title 1 School: 107 K students - 103 ESL

June Reading Levels
Next Step Lesson Framework

Day 1
• Sight Word Review
• Read Text, Discuss, and Teach
  • Word Study

Day 2
• Sight Word Review
• Reread Text, Discuss, and Teach
  • Guided Writing

Why Teach Sight Words?
• Automaticity with reading and writing words
• Visual scanning
• Provide anchors in the text
• Can help decode new words

Sight Word Review
• Review three words at the beginning of every lesson.
• Keep a record.
• Continue to teach sight words through level I.
Teaching Sight Words
4 steps

- What’s missing?
- Mix and Fix
- Table Writing
- Write and Retrieve

Tips for Teaching Sight Words

- Select an appropriate sight word.
- Follow ALL 4 steps Day 1 and Day 2.
- Include new sight word in guided writing.
- Repeat same word until it is known.
- Collaborate with intervention teachers.

Word Study Materials
(Levels A-C)

Target Skills A-C

<table>
<thead>
<tr>
<th>Level</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (1)</td>
<td>Initial consonants</td>
</tr>
<tr>
<td>B (2)</td>
<td>Initial and final consonants short vowels (a and o)</td>
</tr>
<tr>
<td>C (3-4)</td>
<td>Short vowels (all) hear and record CVC sounds in sequence</td>
</tr>
</tbody>
</table>

Word Study Options

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture sorts</td>
<td>Learn sounds</td>
</tr>
<tr>
<td>Making words</td>
<td>Apply skills in reading</td>
</tr>
<tr>
<td>Sound boxes</td>
<td>Apply skills in writing</td>
</tr>
</tbody>
</table>
Picture Sorts

Goal: Learn “sound to letter” links
- Use visual information to solve new words
- Hear and record sounds in words

Making Words

Goals: Visual Scanning, Synchrony
- Monitor for visual information
- Take words apart in reading

Sound Boxes

Goal: Hear and record sounds in words
- Write unknown words through sound analysis

Early Lessons Levels

What do early readers need to learn about letters, words and sounds? How can I teach them to use what they know?
Continue to Teach Sight Words

| Sight Word Chart for Monitoring Progress—Levels G, H, and I
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Student 2</td>
<td>Student 3</td>
<td>Student 4</td>
<td>Student 5</td>
<td>Student 6</td>
</tr>
<tr>
<td>didn't</td>
<td>don't</td>
<td>eat</td>
<td>from</td>
<td>give</td>
<td>good</td>
</tr>
<tr>
<td>make</td>
<td>of</td>
<td>out</td>
<td>saw</td>
<td>were</td>
<td>when</td>
</tr>
</tbody>
</table>

Target Skills D-I

<table>
<thead>
<tr>
<th>Level</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>D (5-6)</td>
<td>Digraphs</td>
</tr>
<tr>
<td>E-F (7-10)</td>
<td>Initial and final blends</td>
</tr>
<tr>
<td>G-I (11-16)</td>
<td>Silent e and Vowel teams Taking apart words (onset/ rime and two syllable)</td>
</tr>
</tbody>
</table>

Word Study Options

- Picture Sorts
- Making Words
- Sound Boxes
- Analogy Charts

Analogy Charts

- Make the **students** say the word slowly!
- Have them check the word with their finger.

Analogy Charts

- Notice patterns in sounds (rimes)
- Change onset and retain the rime
- Add endings

Use what they know to solve unfamiliar words
Transitional Lesson

What do Transitional readers need to learn about letters, words and sounds? How can I teach them to use what they know?

Target Skills J - P

<table>
<thead>
<tr>
<th>Level</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - L</td>
<td>Vowel teams</td>
</tr>
<tr>
<td>J - P</td>
<td>Multisyllabic words</td>
</tr>
<tr>
<td>L - P</td>
<td>Inflectional endings</td>
</tr>
<tr>
<td>M - P</td>
<td>Suffixes and prefixes</td>
</tr>
</tbody>
</table>

Who has better processing? What’s your evidence?
Word Study Options

- Analogy Charts
- Making Big Words
- Breaking Big Words
- Writing Big Words

Inflectional Endings

- **dangerous**
- **hiking**
- **bake**
- **choke**
- **baking**
- **choking**
- **hopping**
- **hop**
- **hop**
- **stop**
- **stopping**
- **spit**
- **spitting**
- **flap**
- **flapping**

Make a Big Word

<table>
<thead>
<tr>
<th>Goal</th>
<th>Reading/Writing Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>See and hear syllable breaks</td>
<td>- Take words apart in reading</td>
</tr>
<tr>
<td></td>
<td>- Write multi-syllable words</td>
</tr>
</tbody>
</table>

Breaking Big Words

1. Write a word on the easel.
2. Student makes the word.
3. Students breaks & says the parts and then the word.
4. Change onset (repeat steps).
5. Write two different words with the same rime but different onset and ending.

Writing Big Words

- Select a big word from the book.
- Clap the syllables.
- Students write the word.
- Students write other words with the same feature.

From conference to classroom . . . Moving Forward!

- Teach for visual memory EARLY.
- Establish visual scanning routines EARLY.
- Teach developmentally-appropriate skills.
- Follow the Next Step procedures.
- Create “echoes” across the lesson.