

<b>Level &amp; Goal</b>	<b>Sort</b>	<b>Random Check</b>	<b>Memory</b>	<b>Spelling</b>	<b>Bump Up</b>	<b>Notes</b>
<b>Alphabet</b> use 2 known letters & 1 trouble letter	- no sort - instead, do Rainbow Match	N/A	- S. must say letter name & sound	N/A	- delete from lesson when S. is firm - finish in spelling	- independent of picture sorts - S. must say letter name & sound
<b>Picture Sorts</b>	- “what’s this?” “where does it go?” - build to 3x4	- S. name picture, then 1 <sup>st</sup> sound OR may say 1 <sup>st</sup> sound, then name picture	- always say picture name, regardless if match If match, say 1 <sup>st</sup> sound	- <b>only 1<sup>st</sup> sound</b> - <b>do NOT spell word</b>	- when S. is mostly accurate during Memory	- independent of alphabet - use pictures in S. oral language
<b>Onset-Vowels (•)</b>	- “where does it go?” -may start w/2x1 -build to 3x4 “my turn; your turn.” - <b>no tapping</b>	- teach tapping w/o words, then use w/words  - diminish tapping over time, but use when S. struggles	- no justification for match needed	- 4 words  - say it, match it & check it	- when S. is mostly accurate during Memory  - tapping ok	- for sort, model down column with voice & pencil slide, then touch last sound & emphasize w/voice - drop modeling when S. are firm
<b>Mixed Short Vowels (••)</b> Any S. in level 7 text must move here, even if still in O-Vs.	- “where does it go?”  - build to 3x4 - tap as needed	- tap as needed	- justify match: vowel pattern & sound while pointing w/pencil tip (e.g., i con says /i/)	- see above	- Untimed WS ✓ - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tapping ok	- only intro blends & digraphs when CVCs are quite firm
<b>Vowel Patterns (•••)</b>	- “where does it go?” - build to 2x6  - tap as needed	- day 1, teach ortho tapping;  - tap as needed	- justify match: vowel pattern & sound while pointing (e.g., ir says /ər/)	- see above	- Untimed WS ✓ - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tapping ok	- only intro blends & digraphs when simpler words are quite firm

## Early Steps 1:1 Word Study Features & Procedures for Tier 2 Intervention