

Level & Goal	Text Type	Preview	Echo	Re-Reads	Comp.	Bump Up	Notes
Texts 1– 3 Concept of Word 3 rereads + 1 new	- strong refrain - minimal cold text	“Find the word ____.” S. points in T. or S.book. “What word?”	T. borrows book: “Watch my finger. My turn.” Returns book. “Fingers under ____ . Voices together.”	- all choral	- vocab for unique words - ITTM = I think that means....	-yesterday’s new book -low S. mostly accurate	Sloppy pointing? - model - re-do page until correct or up to 3x.
Texts 4 – 6 High Freq. Word Rec., Decoding, Comprehension 3 rereads + 1 new	- some refrain - some cold text	“Find the word ____.” S. points in own book. “What word?” S. says word.	S. have own books. “Fingers under ____ . My turn.” “Fingers under ____ . Voices together.”	- all choral - teach leader voice	- narrative focus = plot - expository focus = main idea - model & practice complete sentences	-yesterday’s new book -low S. mostly accurate w/ leader voice 2x in hard books	For choral reading, T. reads first few words, then fades. Comes back in as needed to keep them in ‘one voice.’
Texts 7 – 8 continue as above with higher expectations 2 re-reads + 1 new	- minimal or no refrain - mostly cold text	continue as above with higher expectations	continue as above with higher expectations	continue as above with higher expectations	continue as above with higher expectations	-yesterday’s new book -low S. 2x acc. solo in hard books while other S. choral from p. 1	- 50 words - errors x2 - 93% acc. - no rate
Texts 9 – 12 (transition lesson) continue as above with higher expectations 1 new + 1 re-read	- pre-1987 basals=more support - minimal or no refrain - mostly cold text	continue as above with higher expectations	continue as above with higher expectations	- re-read a section or text 3x as above with higher expectations	continue as above with higher expectations	-new book -low S. 2x acc/rate solo while other S. choral from p. 1	- 50 words - 93% acc. - use 50 word chart G1March rate = 30 wpm G1End rate = 40 wpm

Early Steps Quads: Text Features & Procedures for Tier 2 Intervention