

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

Word Study Goal	Sort	Random Check	Memory	Spelling	Phonics Text	Bump Up	Notes
<b>Alphabet</b> use 2 known letters & 1 trouble letter	<ul style="list-style-type: none"> <li>- no sort</li> <li>- instead, do Rainbow Match</li> <li>- always choral</li> </ul>	N/A	<ul style="list-style-type: none"> <li>- day 1, S. play against T. as team</li> <li>- day 2+, S. play as pairs</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>- delete from lesson when 3 of 4 S. are firm</li> <li>- finish in spelling</li> </ul>	<ul style="list-style-type: none"> <li>- S. must say letter name &amp; sound</li> </ul>
<b>Onset-Vowels (•)</b>	<ul style="list-style-type: none"> <li>- "where does it go?" "my turn; your turn."</li> <li>- may start w/2x1</li> <li>- build to 3x4</li> <li>- <b>no tapping</b></li> <li>- always choral</li> </ul>	<ul style="list-style-type: none"> <li>- teach tapping w/o words, then use choral tapping</li> <li>- diminish tapping over time, but use when S. struggle</li> <li>- always choral</li> </ul>	<ul style="list-style-type: none"> <li>- day 1, S. play against T. as team</li> <li>- day 2+, S. play as pairs when ready</li> <li>- no justification for match needed</li> </ul>	<ul style="list-style-type: none"> <li>- 4 words</li> <li>1 to each; say, match &amp; check, then pass</li> </ul>	<ul style="list-style-type: none"> <li>- text matches phonics patterns in sort</li> <li>- T. reads comprehension support pages (no pointing)</li> <li>- S. point &amp; read all other pages</li> </ul>	<ul style="list-style-type: none"> <li>- Memory</li> <li>- low S. mostly accurate</li> <li>- tap as needed</li> </ul>	<ul style="list-style-type: none"> <li>- for sort, model down column with voice &amp; pencil slide, then touch last sound &amp; emphasize w/voice</li> </ul>
<b>Mixed Short Vowels (••)</b>  <b>Any S. in 7 text must move here, even if still in O-V's.</b>	<ul style="list-style-type: none"> <li>- "where does it go?"</li> <li>- build to 3x4</li> <li><i>*Option: struggling? reduce to 2x4</i></li> <li>- day 1, choral; then pairs ASAP</li> <li>- tap as needed</li> <li>- vowel pattern/sound</li> <li>- closed syllable</li> </ul>	<ul style="list-style-type: none"> <li>- day 1, choral; then in pairs when ready</li> <li>- tap as needed</li> </ul>	<ul style="list-style-type: none"> <li>- day 1, S. play against T. as team</li> <li>- day 2+, pairs when ready</li> <li>- justify match: vowel pattern &amp; sound while pointing (e.g., i con says /i/)</li> </ul>	- see above	<ul style="list-style-type: none"> <li>- text matches phonics patterns in sort</li> <li>- S. point &amp; read all pages</li> </ul>	<ul style="list-style-type: none"> <li>- Untimed WS v</li> <li>- flash cards for 5 seconds/card</li> <li>- 32/40 or 80%</li> <li>- reasonable speed</li> <li>- tap as needed</li> <li>- other S. read familiar books</li> </ul>	<ul style="list-style-type: none"> <li>- only intro blends &amp; digraphs when CVCs are quite firm</li> <li>- when S. struggle in sort, see above</li> </ul>
<b>Vowel Patterns (•••)</b>	<ul style="list-style-type: none"> <li>- "where does it go?"</li> <li>- build to 2x6</li> <li><i>*Option: struggling? reduce to 2x4</i></li> <li>- day 1, choral; then pairs ASAP</li> <li>- tap as needed</li> <li>- vowel pattern/sound</li> <li>- closed, vowel consonant-e, r-controlled syllables</li> </ul>	<ul style="list-style-type: none"> <li>- day 1, teach ortho tapping;</li> <li>- work in pairs when ready</li> <li>- tap as needed</li> </ul>	<ul style="list-style-type: none"> <li>- day 1, S. play against T. as team</li> <li>- day 2+, S. pairs when ready</li> <li>- justify match: vowel pattern &amp; sound while pointing (e.g., ir says /r/)</li> </ul>	- see above	<ul style="list-style-type: none"> <li>- text matches phonics patterns in sort</li> <li>- S. point &amp; read all pages</li> </ul>	<ul style="list-style-type: none"> <li>- Untimed WS v</li> <li>- flash cards for 5 seconds/card</li> <li>- 32/40 or 80%</li> <li>- reasonable speed</li> <li>- tap as needed</li> <li>- other S. read familiar book</li> </ul>	<ul style="list-style-type: none"> <li>- only intro blends &amp; digraphs when CVCs are quite firm</li> <li>- when S. struggle in sort, see above</li> </ul>