

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

Word Study Goal	Sort	Random Check	Memory	Spelling	Phonics Text	Bump Up	Notes
Alphabet use 2 known letters & 1 trouble letter	- no sort - instead, do Rainbow Match - always choral	N/A	- day 1, S. play against T. as team - day 2+, S. play as pairs	N/A	N/A	- delete from lesson when 3 of 4 S. are firm - finish in spelling	- independent of picture sorts - S. must say letter name & sound
Beginning Consonants (Picture Sorts)	- "what's this?" "where does it go?" - 2x4, then 3x4 - always choral	- S. name picture, then 1 st sound OR may say 1 st sound, then name picture - always choral	- day 1, S. play against T. as team - day 2+, S. play as pairs	- only 1st sound - do NOT spell word	N/A	- Memory - low S. mostly accurate	- independent of alphabet - use pictures in S. oral language

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Onset-Vowels (•)	- "where does it go?" "my turn; your turn." - may start w/2x1 - build to 3x4 - no tapping - always choral	- teach tapping w/o words, then use choral tapping - diminish tapping over time, but use when S. struggle - always choral	- day 1, S. play against T. as team - day 2+, S. play as pairs when ready - no justification for match needed	- 4 words 1 to each; say, match & check, then pass	-text matches phonics patterns in sort -T. reads comprehension support pages (no pointing) -S. point & read all other pages	- Memory - low S. mostly accurate - tap as needed	- for sort, model down column with voice & pencil slide, then touch last sound & emphasize w/voice
Mixed Short Vowels (••) Any S. in 7 text must move here, even if still in O-V's.	- "where does it go?" - build to 3x4 *Option: struggling? reduce to 2x4 - day 1, choral; then pairs ASAP - tap as needed -vowel pattern/sound -closed syllable	- day 1, choral; then in pairs when ready - tap as needed	- day 1, S. play against T. as team - day 2+, pairs when ready - justify match: vowel pattern & sound while pointing (e.g., i con says /i/)	- see above	-text matches phonics patterns in sort -S. point & read all pages	- Untimed WS v - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tap as needed - other S. read familiar books	- only intro blends & digraphs when CVCs are quite firm - when S. struggle in sort, see above
Vowel Patterns (•••)	- "where does it go?" - build to 2x6 *Option: struggling? reduce to 2x4 - day 1, choral; then pairs ASAP - tap as needed -vowel pattern/sound -closed, vowel consonant-e, r-controlled syllables	- day 1, teach ortho tapping; - work in pairs when ready - tap as needed	- day 1, S. play against T. as team - day 2+, S. pairs when ready - justify match: vowel pattern & sound while pointing (e.g., ir says /r/)	- see above	-text matches phonics patterns in sort -S. point & read all pages	- Untimed WS v - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tap as needed - other S. read familiar book	- only intro blends & digraphs when CVCs are quite firm - when S. struggle in sort, see above