

Next StepsSM Whole Class or Small Group

UURC Word Study Wisdom

1. Think of Word Study as musical scales or athletic drills for reading. Your students need to become automatic at identifying and spelling words, and you can help that happen by being well-prepared, succinct in your verbiage, consistent with your prompts, positive, and enthusiastic.
2. The Word Study Sequence targets your students' instructional levels and provides just the right amount of challenge. That in itself is motivating. And, if you keep your pacing brisk and enthusiastic, most students will respond in kind.
3. This is your students' time to be immersed in high-quality, research-based instruction designed to help him/her 'break the reading/spelling code.' There is an inverse relationship between the amount of time you talk and the amount of time the students read and spell words. Consciously reduce/limit the amount of 'teacher talk' you allow yourself.
4. Your Word Study prompts should be succinct and consistent to let your students know exactly where you want them to be (location) and what you want them to do (behavior).
 Example: **"Your turn. Voices together."**
 Example: **"Watch my pencil. The vowel pattern is..."**
5. Set high expectations for good manners and academic language by modeling both for your students. Ask your students to use both as often as possible.
 Example: **"Justify that, please!"**
 Example: **"Thank you for helping to make our matrix."**
6. Tapping is a very important word identification strategy. Again, your modeling, guidance, and enthusiasm can play a large part in helping your students to adopt this reliable method for successfully reading unfamiliar words.

Definitions

*a, e, i, o, and u are always **vowels** in written English. When ‘y’ begins a word or syllable, it is a consonant (e.g., **yellow**, **backyard**), but positioned at the end of a word, it is a vowel (e.g., ‘**happy**,’ ‘**cry**’).*

*All other English letters are **consonants**. The acronym CVC refers to a 3 letter word that begins with a consonant, has a vowel in the middle position, and ends with a consonant (e.g., **cup**, **sit**, **mom**).*

*A **phoneme** is the smallest sound in a language that can be spoken. For example /p/, /ch/, /m/, and /ā/ are phonemes used in spoken English. Backslashes surrounding a letter indicate sound, rather than letter name.*

*A **grapheme** or **letter** is a symbol for a phoneme (e.g., ‘p,’ ‘ch,’ ‘m,’ and ‘a,’ ‘ay,’ ‘ai’ are graphemes.*

*An **onset** comes before the vowel in a single syllable. For example, ‘s’ is the onset in ‘**sad**’ and ‘st’ is the onset in ‘**stop**.’ Not all syllables have an onset (e.g., ‘at,’ ‘is,’ ‘own’).*

*A **blend** refers to two consonants in sequential position with each consonant retaining its own sound (e.g., **flat**, **bend**). When tapping a blend, each sound receives its own finger tap.*

*A **digraph** refers to two letters in sequential position that combine to make only 1 sound (e.g., **chin**, **hush**, **soil**). A digraph receives only 1 finger tap.*

WORD STUDY BRIDGE

Early Steps/Next Steps



to Higher Steps

MIXED SHORT VOWELS ** (a, i, o, e, u)	=	CLOSED SYLLABLE	How many vowels do you see? (1) Are there one or more consonants closing the vowel in at the end? In a closed syllable the vowel sound is short .	<i>Example Words:</i> hat ship drop tell up
CORE VOWEL PATTERN vowel consonant *** (a, i, o, e, u)	=	CLOSED SYLLABLE	How many vowels do you see? (1) Are there one or more consonants closing the vowel in at the end? In a closed syllable the vowel sound is short .	<i>Example Words:</i> jam swim clock shed duck
CORE VOWEL PATTERN vowel consonant e *** (a, i, o, e, u)	=	VOWEL CONSONANT E SYLLABLE	When a word has a vowel followed by a consonant and then an 'e' on the end: • the 'e' is silent and does not make a sound. • The vowel says its name (long sound) In a vowel-consonant-e syllable 'e' jumps over one sound to change the vowel from a short sound to a long vowel sound.	<i>Example Words:</i> lake wipe stroke rule
CORE VOWEL PATTERN r-controlled *** (a, i, o, e, u)	=	R-CONTROLLED SYLLABLE	Words in an r-controlled syllable look like a closed syllable. They have one vowel followed by an 'r'. When an 'r' follows a vowel, the 'r' controls the vowel sound. The 'r'-controlled vowels are neither short nor long .	<i>Example Words:</i> shark birth porch germ burst
CORE VOWEL PATTERN vowel team *** (a, i, o, e, u)	=	VOWEL TEAM SYLLABLE	Words in a vowel team syllable have two vowels next to each other /side by side. Most often the vowels make the long vowel sound of the 1 st vowel in the team.	<i>Example Words:</i> wait toast free clean glue

Vowel Patterns & Related Vowel Phonemes

Core A Patterns:

a-consonant says /ă/

ex.: hat, map

a-consonant-e says /ā/

ex.: name, lake

a-r says /r/

ex.: jar, farm

a-i says /ā/

ex.: rain, tail

Core I Patterns:

i-consonant says /ĭ/

ex.: pig, lip

i-consonant-e says /ī/

ex.: bike, five

i-r says /ur/

ex.: girl, dirt

i-g-h says /ī/

ex.: night, light

Core O Patterns:

o-consonant says /ŏ/

ex.: mom, pot

o-consonant-e says /ō/

ex.: rope, nose

o-r says /or/

ex.: horn, fork

o-a says /ō/

ex.: soap, road

Core E Patterns:

e-consonant says /ĕ/

ex.: web, bell

e-e says /ē/

ex.: feet, seed

e-r says /ur/

ex.: her, germ

e-a says /ē/

ex.: leaf, heat

Core U Patterns:

u-consonant says /ŭ/

ex.: sun, cup

u-consonant-e says /ū/ or /oo/

ex.: cute, dude

u-r says /ur/

ex.: fur, burn

u-e says /oo/

ex.: glue, true

Mixed Short Vowel Work (2 dot words): Next StepsSM (NS) Whole Class Word Study

Note: all students must start with this portion of the Next Steps Word Study Sequence—even teen-agers whom you may think don't need it. You will be surprised how much confusion even older students have about short vowel sounds.

That said, you may only need to spend 3 or 4 days here, enough time to try the most difficult words with blends and digraphs, and to be sure that students can articulate the vowel patterns and vowel sounds. Then, you may conduct a Word Study Check with all 5 vowels and determine if your students are ready to move onto to Vowel Patterns (3 dot words).

Materials:

- document camera
- pencils for students; pencil for teacher
- a, i, o, and e mixed short vowel anchors & CVC word cards. No blends (e.g., **stop**, **bend**) or digraphs (e.g., **chop**, **sick**) on Day 1.
- syllable header cards (closed)
- student spelling notebook with lined paper, or white boards

Use the following sequence in this order for every lesson:

1. Sort 2. Fast Pencil 3. Memory 4. Spelling

Mixed Short Vowels: Day 1

1. Sort

1. Place the following anchors horizontally next to one another.

hat
..

pig
..

mom
..

red
..

2. Say, **“Read these anchors. Voices together”** and point to each anchor with your pencil. Students respond chorally.

Difficulty? Suggest tapping.

3. Point to the 'a' in 'hat' with your pencil. Say, **"The letter 'a' is a vowel. It says /ă/ in hat."**

4. Do the same for 'i,' 'o,' and 'e.'

5. Show 'job' to the class. Ask, **"What vowel do you see in this word?"** Students respond. Ask, **"Does this go under hat, pig, mom or red?"** (pause) **Everybody?"** Students respond chorally and you place the card.

Do NOT ask (or allow) students to read the new card first. They use the support of the anchor to read down the column.

Difficulty? Point out that both words contain the vowel 'o,' so the new card goes under 'mom.'



6. Say, **"Your turn. Voices together."** Teacher points down that column while students chorally read each word aloud. Continue with other word cards as above.

The first time the students have difficulty reading a word, it is time to teach everyone how to tap. Tapping is a very important blending strategy for beginning readers. Read the directions below.

Directions for Teaching Tapping:

Introduce tapping without word cards. Hold up your right hand and wiggle your right thumb. Say, **"My thumb is 'home base.' All of the fingers want to touch home base."** Ask the students to do the same.

Show your students how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying "Tap. Tap. Tap. Tap."** Then, pinch all 4 fingers to the thumb to finish.

Have your students practice tapping each finger to the thumb individually (left to right, from forefinger to pinky) until they can do this reasonably well. Provide feedback as students practice.



1. tap forefinger



2. then, middle finger



3. ring finger



4. then, all 3 at once

Next, hold your right hand below a CVC word card (e.g., win) and show the students how you can tap each sound in the word, 1 finger at a time, and then say the whole word while joining all the fingers at once to the thumb. Teacher monitors as students practice.



1. /w/



2. /i/



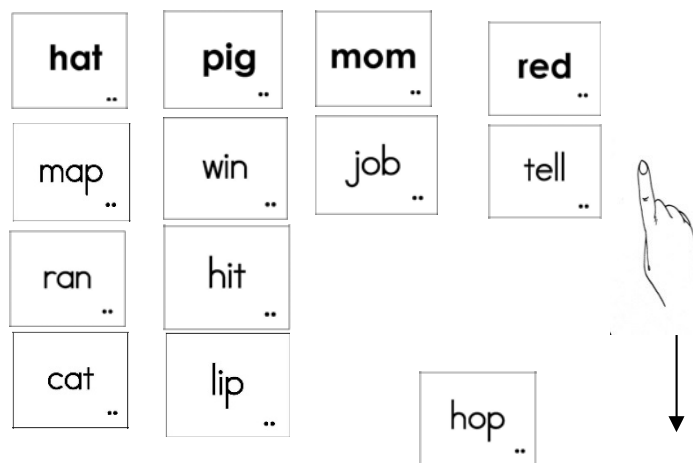
3. /n/



4. win

From now on, when students cannot readily identify a word during Sort, Fast Pencil, Memory, or even when reading text, instruct the students to **'tap'** as described above.

7. If your students can chorally read each column easily, build a 4x4 matrix with just CVC (consonant-vowel-consonant) words—no words with blends or digraphs, yet.



If your students experience a good deal of difficulty, drop back to a 2x3 or 2x4 matrix with just ‘hat’ and ‘pig’ anchors. You can build a bigger matrix over successive lessons.

Vowel Pattern / Vowel Sound

Once you have finished the Sort:

Column 1 (‘hat’):

- Touch your pencil to the vowel in the anchor word ‘hat’ and then to the ending consonant in ‘hat’ and say, **“Watch my pencil. This vowel pattern is a-consonant. What’s the vowel pattern?”** (a-consonant). (pause) **Everybody?”** Students respond chorally.
- Touch your pencil to the vowel in ‘hat’ and say, **“Watch my pencil. The vowel sound is /ă/. What’s the vowel sound?”** (/ă/). (pause) **Everybody?”** Students respond chorally.
- Repeat with one or more words in the column.

Column 2 (‘pig’):

- a. Touch your pencil to the vowel in the anchor word 'pig' and then to the ending consonant in 'pig' and say, **"Watch my pencil. This vowel pattern is i-consonant. What's the vowel pattern?"** (i-consonant). (pause) **Everybody?"** Students respond chorally.
- b. Touch your pencil to the vowel in 'pig' and say, **"Watch my pencil. The vowel sound is /i/. What's the vowel sound?"** (/i/). (pause) **Everybody?"** Students respond chorally.
- c. Repeat with one or more words in the column.

Column 3 ('mom'):

- a. Touch your pencil to the vowel in the anchor word 'mom' and then to the ending consonant in 'mom' and say, **"Watch my pencil. This vowel pattern is o-consonant. What's the vowel pattern?"** (o-consonant). (pause) **Everybody?"** Students respond chorally.
- b. Touch your pencil to the vowel in 'mom' and say, **"Watch my pencil. The vowel sound is /ō/. What's the vowel sound?"** (/ō/). (pause) **Everybody?"** Students respond chorally.
- c. Repeat with one or more words in the column.

Column 4 ('red'):

- a. Touch your pencil to the vowel in the anchor word 'red' and then to the ending consonant in 'red' and say, **"Watch my pencil. This vowel pattern is e-consonant. What's the vowel pattern?"** (e-consonant). (pause) **Everybody?"** Students respond chorally.
- b. Touch your pencil to the vowel in 'red' and say, **"Watch my pencil. The vowel sound is /ě/. What's the vowel sound?"** (/ě/). (pause) **Everybody?"** Students respond chorally.
- c. Repeat with one or more words in the column.

2. Fast Pencil

1. Say, **"Everyone read the words I touch with my pencil."**
 2. Point to 5-6 words in random order.
 3. Suggest tapping as needed.
- *Partners could take turns as "teacher", pointing to 5 words in random order, then switch roles.

3. Memory

- *Model for the whole class how to play the game with one student.*
 - *Transition to students playing in pairs.*
1. Say, **“Flip all of the cards over (including anchors) and mix them up.”**
 2. Arrange the cards back into a matrix.
 3. Let the student play first. Say, **“Pick a card and flip it over.”** The student chooses a card, flips it over in its place. Say, **“Tap that word, please.”** Whole class responds by tapping and saying the word. Do the same for a second card.
 4. If the cards have the same vowel, the player says, **“I have a match!”** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.
 5. Whenever a Mixed Vowel match is made, the Teacher (or opposing player) says, **“Justify that, please!”**
 6. Model justification for the class by using a pencil to:
 - point to the vowel, then to the ending consonant while saying **“o-consonant...”**
 - then pointing then back to the vowel stating **“...says /ō/.”** Do this for both cards in the match.



7. For all kinds of obvious reasons, do not allow extra turns for matches when students play against each other—only when they play against you. The player with the most matches wins the game.
8. Occasionally, and then with increasing frequency, ask students to read your cards when you flip them over during your turn.

4. Spelling

1. Choose 5-word cards you used in the Sort. Choose 2 easier words, and 3 words that provide a bit of a challenge.

2. Use the following instructional prompts and procedure:

- say the word
- use the word at the end of a short sentence
- ask **“What word?”** Students chorally repeat the word.

Example: “The word is win. I hope I win. What’s the word?”

Students repeat word. Say, **“Write win.”** The teacher moves about the room to provide feedback.

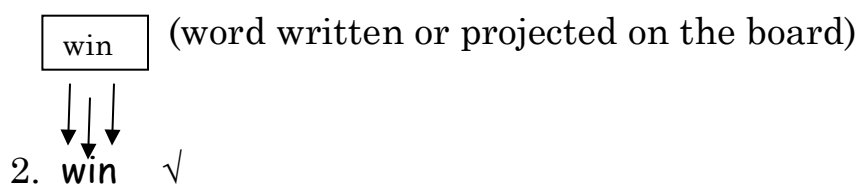
3. Continue as above for remaining 4 words.

4. Help students to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes ‘sick’ for ‘stick’ say, **“The word is stick. Say stick.”** Students respond.

5. Show the tapping motion or say, **“Tap.”** When the student taps /s/-/t/, stop him/her at that sound and ask, **“What says /t/?** Student responds. Ask, **“What do you need to put there?”** Student responds and fixes word. If more than two students struggle, back up and review and spell as a group.

6. Now, use the procedures below to model how to “Say It. Match It. Check It” (if you have not already done so):

- a. Teacher writes 1 of the 4 words on the board (random, not sequential order). Prompt, **“Say it.”** Students read the word, tapping if needed.
- b. Say, **“Match it.”** Students find and point to the matching word in their spelling notebooks. Teacher moves about the room to provide feedback.
- c. Say, **“Check it.”** Students use a pencil to point to the first letter of the word in the notebook, while saying the letter name aloud **each** time (e.g., w - w), comparing it to the written word on the board. Students finish the word using the same procedure, (e.g., i -i, n - n), and then places a √ next to the word.



7. Repeat “Say It. Match It. Check It.” for remaining words.

Mixed Short Vowels: Day 2

Always use the same anchor cards in the order suggested by the NS Sequence. Ask the students to begin the Sort by chorally reading each anchor card as the teacher points.

The cards you choose to fill out the Sort should reflect the students’ instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the students have difficulty, or all may be new to reflect the students’ previous success.

You should introduce words with blends (e.g., **glad**, **dust**) and digraphs (e.g., **when**, **hush**) only after the students are quite successful with CVC words (e.g., **job**) in a 4x4 Sort.

Difficulty? Suggest tapping!

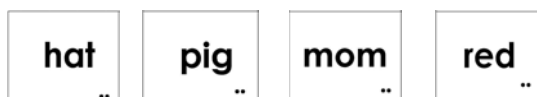
Each day as you finish the Sort, for each column ask **“What is the vowel pattern here? What is the vowel sound?”**

Additional Group Notes:

- *Gradually invite multiple students to come to the document camera to place the cards.*
- *The student who sorts the card should point as the class chorally reads down the column.*
- *Ensure you are choosing new students each day.*
- *Prep your struggling students ahead of time by giving them a card early so they have time to figure out placement.*

1. Sort

1. Complete the Sort. (See Day 1)



The focus of Next Steps is working with the vowel pattern/vowel sound. It is also important to expose students to the understanding that Mixed Short Vowels are also closed syllables.

Review: Vowel Pattern / Vowel Sound

2. Once you have finished the Sort:

Column 1 ('hat'):

- a. Point to the anchor word 'hat' and down the column. Say, **"This vowel pattern is a-consonant. What's the vowel pattern?"** (a-consonant). **Everybody?"** Students respond chorally.
- b. Point to the anchor word 'hat' and say, **"The vowel sound is /ă/. What's the vowel sound?"** (/ă/). (pause) **Everybody?"** Students respond chorally.

Column 2 ('pig'):

- a. Point to the anchor word 'pig' and down the column. Say, **"This vowel pattern is i-consonant. What's the vowel pattern?"** (i-consonant). (pause) **Everybody?"** Students respond chorally.
- b. Point to the anchor word 'pig' and down the column. Say, **"The vowel sound is /ĭ/. What's the vowel sound?"** (/ĭ/). (pause) **Everybody?"** Students respond chorally.

Column 3 ('mom'):

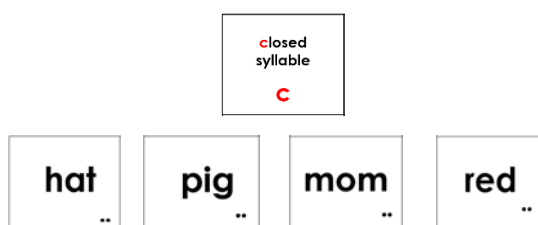
- a. Point to the anchor word 'mom' and down the column. Say, **"This vowel pattern is o-consonant. What's the vowel pattern?"** (o-consonant). (pause) **Everybody?"** Students respond chorally.
- b. Point to the anchor word 'mom' and down the column. Say, **"The vowel sound is /ō/. What's the vowel sound?"** (/ō/). (pause) **Everybody?"** Students respond chorally.

Column 4 ('red'):

- a. Point to the anchor word 'red' and down the column. Say, **"This vowel pattern is e-consonant. What's the vowel pattern?"** (e-consonant). (pause) **Everybody?"** Students respond chorally.
- b. Point to the anchor word 'red' and down the column. Say, **"The vowel sound is /ě/. What's the vowel sound?"** (/ě/). (pause) **Everybody?"** Students respond chorally.

Syllable Instruction

3. Center the closed syllable header card over the 4x4 matrix.



4. Gesture to all words in the matrix. **"These words are examples of closed syllables. What type of syllable?"** (Closed syllables).
5. a. Point to the vowel in the anchor word 'hat'. **"A closed syllable has only one vowel.** Point to the consonant(s) after the vowel. **The vowel must be closed in by one or more consonants.** Point to the 'a' in 'hat'. **In a closed syllable the vowel sound is short. The sound of short 'a' is /ă/."**
 - b. Point to the vowel in the anchor word 'pig'. **"A closed syllable has only one vowel.** Point to the consonant(s) after the vowel. **The vowel must be closed in by one or more consonants.** Point to the 'i' in 'pig'. **In a closed syllable the vowel sound is short. The sound of short 'i' is /ĭ/."**
 - c. Point to the vowel in the anchor word 'mom'. **"A closed syllable has only one vowel.** Point to the consonant(s) after the vowel. **The vowel must be closed in by one or more consonants.** Point to the 'o' in 'mom'. **In a closed syllable the vowel sound is short. The sound of short 'o' is /ŏ/."**

d. Point to the vowel in the anchor word 'red'. **"A closed syllable has only one vowel.** Point to the consonant(s) after the vowel. **The vowel must be closed in by one or more consonants.** Point to the 'e' in 'red'. **In a closed syllable the vowel sound is short. The sound of short 'e' is /ĕ/."**

Additional Notes:

- *If your students need more support, discuss vowel pattern and vowel sound for every card in the column instead of just one or two cards.*
- *If students have trouble with vowel / consonant then try: Point to the 'a' and then the 't' in 'hat'. **In the word 'hat,' 'a' is the vowel and 't' is the consonant that closes it in.***

USE DAY 1 SCRIPT FOR FAST PENCIL, MEMORY & SPELLING

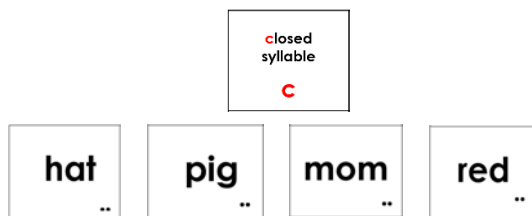
Mixed Short Vowels: Day 3+

Always use the same anchor cards in the order suggested by the NS Sequence. Ask the students to begin the Sort by chorally reading each anchor card as the teacher points. *Difficulty? Suggest tapping!*

Review vowel pattern, vowel sound, and closed syllables:

1. Once you have finished the Sort:

Center the closed syllable header card over the matrix.



Column 1 ('hat'):

- a. Point to the anchor word 'hat' and down the column. Say, **"What's the vowel pattern?"** (a-consonant). **"What's the vowel sound?"** (/ă/). **"These words are closed syllables. What type of syllable?"** (Closed

syllables). **One vowel, closed in by one or more consonants. The vowel sound is short.**

Column 2 ('pig'):

a. Point to the anchor word 'pig' and down the column. Say, **"What's the vowel pattern?"** (i-consonant). **"What's the vowel sound?"** (/ɪ/). **"These words are closed syllables. What type of syllable?"** (Closed syllables). **One vowel, closed in by one or more consonants. The vowel sound is short.**

Column 3 ('mom'):

a. Point to the anchor word 'mom' and down the column. Say, **"What's the vowel pattern?"** (o-consonant). **"What's the vowel sound?"** (/ɒ/). **"These words are closed syllables. What type of syllable?"** (Closed syllables). **One vowel, closed in by one or more consonants. The vowel sound is short.**

Column 4 ('red'):

a. Point to the anchor word 'red' and down the column. Say, **"What's the vowel pattern?"** (e-consonant). **"What's the vowel sound?"** /ĕ/. **"These words are closed syllables. What type of syllable?"** (Closed syllables). **One vowel, closed in by one or more consonants. The vowel sound is short.**

2. Repeat #1 above when sort becomes i,o,e,u (pig, mom, red, cup).

Additional Notes:

- *If your students need more support with closed syllables, continue to question:*
 - **"Do you see one vowel? (Yes). Is the vowel closed in by one or more consonants? (Yes). That means it's a closed syllable and the vowel sound is short.**

USE DAY 1 SCRIPT FOR FAST PENCIL, MEMORY & SPELLING

Moving Along in NS Mixed Short Vowel Work

When a majority of your students can sort, read down the columns, play Memory, and spell with approximately 85% accuracy, move to the next line in the NS Word Study Sequence (i, e, o, and u). You will need to retire 1 anchor, keep 3 anchors, and pull 1 new anchor, as well as related word cards.

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that the student finishes by consolidating (i.e., saying the whole word quickly).

Use some new words in the sort and eventually include some words with blends and digraph. Use many, but not necessarily all the available words.

Conduct Word Study Checks (with your mid students) when the majority of your students are accurate and are successful with i, o, e, and u, including some words with blends and digraphs. Word Study Checks determine readiness to move into the next phase of NS Word Study: Vowel Patterns (3 dot words).

NS Word Study Check for Mixed Short Vowel Work

- *Small groups who struggle will move more slowly through the sequence than your whole class. That is to be expected.*
 - Word Study data must be cold! That means you cannot conduct Word Study instruction just before you conduct a Word Study Check.
1. Randomize a deck of at least 40 words, sampling all 5 vowels and **some** words with blends and digraphs. Set your timer for 1 minute.
 2. Hold cards in one hand. Start timer when student reads first card. Student reads off deck. Tapping is ok. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

- a. Sort words into 2 piles:
 - Yes = Automatic
 - No = Wrong or >3 Second Hesitation (Say correct word and move on)
- b. Criteria: at least 35 words correct in 1 minute with no more than 3 errors. Meet or exceed? BUMP UP to Vowel Patterns.
- c. Fewer than 35 correct in 1 minute? More than 3 errors? REVIEW Mixed Short Vowel trouble areas.

Vowel Pattern Work (3 dot words): **Next StepsSM Whole Class Word Study**

Materials:

- document camera
- pencils for students; pencil for teacher
- a, a-e, ar, and ai vowel pattern anchors & word cards. No blends or digraphs on Day 1
- syllable header cards (closed, vowel-consonant-e, r-controlled, vowel team)
- student spelling notebook with lined paper, or white boards

Use the following sequence in this order for every lesson:

1. Sort 2. Fast Pencil 3. Memory 4. Spelling

Vowel Patterns: Day 1

You should introduce words with blends (e.g., **sk**ate) and digraphs (e.g., **sh**ake) as soon as the students are quite successful with CVC words (e.g., job) in a 4x4 Sort.

1. Sort

1. Place 'hat', 'cake,' 'farm,' and 'rain' anchors horizontally next to one another.



2. Say, **“Read these anchors. Voices together”** and point to each anchor with your pencil (pause) **Everybody?”** Students respond chorally.

3. Use your pencil to point to the ‘a’ in ‘hat.’ Say, **“a’ is a vowel. It says /ă/ in hat.**

4. Point to ‘a’ in ‘hat’ and say, **“In words like this, ‘a’ says /ă/ because it is the only vowel and it is closed off at the end by a consonant.”** Point to ‘t.’

5. Continue, **“But, in this word** (point to the ‘a’ in ‘cake’), **‘a’ says /ā/ because it is followed by a consonant and then a silent ‘e’.”** Point to those letters.

6. **“And, in this word** (point to the ‘a’ in ‘farm’), **‘a’ says /ar/ because it is followed by ‘r.’ The ‘r’ is bossy and won’t let the ‘a’ make its own sound** point to ‘r’).

7. **“And, in this word** (point to the ‘a’ in ‘rain’), **‘a’ says /ā/ because it is followed by a silent ‘i’** (point to ‘i’).

8. Show ‘jam’ to the class. Ask, **“Does this go under ‘hat,’ ‘cake,’ ‘farm,’ or ‘rain?’”** (pause) **Everybody?”** Students respond chorally and you place the card.

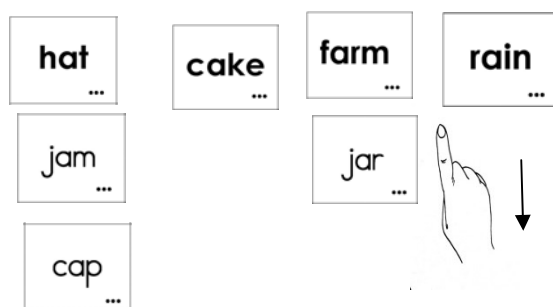
Do NOT ask (or allow) students to read the new card first. They use the support of the anchor to read down the column.



Difficulty? Point out that neither 'hat' nor 'jam' end in silent 'e,' have vowels followed by 'r' or 'i,' so they belong in the same column.

9. Say, **“Your turn. Voices together.”** Teacher points down that column while students chorally read each word aloud.

10. If your students can read down the column easily, build a 4x4 sort with CVC (consonant-vowel-consonant) and CVCe (consonant- vowel-consonant-silent e), r-controlled, and vowel team words—no words with blends or digraphs, yet.



Additional Notes:

- *Gradually invite multiple students to come to the document camera to place the cards.*
- *The student who sorts the card should point as the class chorally reads down the column.*
- *Ensure you are choosing new students each day.*
- *Prep struggling students ahead of time by giving them a card early so they have time to figure out placement.*

Difficulty? Shorten the Sort to 4x2 and then expand to the full 4x4 matrix over successive lessons. Or focus on a 2x6 with only CVC (consonant-vowel-consonant) and CVCe (consonant- vowel-consonant-silent e) – following Early Steps Word Study Scope & Sequence until students are firm with these core vowel patterns.

Vowel Pattern / Vowel Sound

Each day as you finish the Sort, for each column ask, **“What is the vowel pattern here? What is the vowel sound?”** The teacher or volunteer student points as the students chorally respond.

Column 1 (‘hat’):

- a. Touch your pencil to the vowel in ‘hat’ and then to the ending consonant in ‘hat’ and say, **“Watch my pencil. This vowel pattern is a-consonant. What’s the vowel pattern?”** (a-consonant). (pause) **Everybody?”** Students respond chorally.
- c. Repeat with one or more words in the column.

Column 2 (‘cake’):

- a. Touch your pencil to the vowel in the anchor word ‘cake’ and then to the consonant and ending ‘e’ and say, **“Watch my pencil. This vowel pattern is a-consonant-e. What’s the vowel pattern?”** (a-consonant- (pause) **Everybody?”** Students respond chorally.
- b. Touch your pencil to the vowel in the anchor word ‘cake’ and say, **“The vowel sound is /ā/. What’s the vowel sound?”** (/ā /) (pause) **Everybody?”** Students respond chorally.
- c. Repeat for one or more words in the column.

Column 3 (‘farm’):

- a. Touch your pencil to ‘a-r’ in the anchor word ‘farm’. Say, **“This vowel pattern is a-r. What’s the vowel pattern?”** **Everybody?”** Students respond chorally (a-r).
- b. Circle ‘a-r’ in the anchor word ‘farm’ and say **“This vowel sound is /ar/. What’s the vowel sound?”** **Everybody?”** Students respond chorally.
- c. Repeat for one or more words in the column.

Column 4 ('rain'):

- a. Touch your pencil to 'a-i' in the anchor word 'rain'. Say, **"This vowel pattern is a-i. What's the vowel pattern?" (a-i). Everybody?"**
Students respond chorally (a-i).
- b. Circle 'a-i' in the anchor word 'rain' and say **"This vowel sound is /ā/. What's the vowel sound?" (/ā/). Everybody?"** Students respond chorally.
- c. Repeat for one or more words in the column.

Additional Notes:

- *If you are struggling with time:*
 - *Fast Pencil with fewer words*
 - *Memory with fewer cards*
 - *Fewer spelling words*
- *If your students need more support, discuss vowel pattern and vowel sound for every card in the column instead of just one or two cards.*

*Difficulty? For CVC words, suggest tapping. But, for words with more complex patterns, ask the students to identify the pattern first. Then ask, **"So what sound is this vowel going to make?"** Students respond. Say, **"Remember that sound. Now tap."***

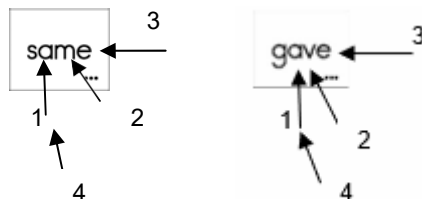
2. Fast Pencil

1. Say, **"Everyone read the words I touch with my pencil."**
 2. Point to 5-6 words in random order.
 3. Suggest tapping as needed. It would be beneficial if a word has a vowel- consonant-e pattern, R-controlled, or Vowel Team, to ask the student to tell you the vowel sound before tapping.
- *Partners could take turns as teacher, pointing to 5 words in random order, then switch roles.

3. Memory

- *Model for the whole class how to play the game with one student. You may have to model procedures over multiple days.*
- *Transition to students playing in pairs.*

1. Say, **“Flip all of the cards over (including anchors) and mix them up.”**
2. Arrange the cards back into a matrix.
3. Let the student play first. Say, **“Pick a card and flip it over.”** The student chooses a card, flips it over in its place. Say, **“Read that word please.”** Student responds. Do the same for a second card.
4. If the cards have the same vowel, the player says, **“I have a match!”** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.
5. Whenever a match is made, the opposing player says, **“Justify that, please!”**
6. Model justification for students by using a pencil to:
 - point to the vowel, then to the ending consonant, then to ‘e’ while saying **“a-consonant-e...”**
 - then point back to the main vowel a final time stating **“...says /ā/.”** Do this for both cards in the match.



7. Do not allow extra turns for matches when students play against each other or in a group/whole class — only when they play against you. The player with the most matches wins the game.

8. Occasionally, and then with increasing frequency, ask students to read your cards when you flip them over during your turn.

4. Spelling

1. Choose 5 word cards you used in the Sort. Choose 2 easier words, and 3 words that provide a bit of a challenge.

2. Use the following instructional prompts and procedure:

- say the word
- use the word at the end of a short sentence
- ask **“What word?”** Students chorally repeat the word.
-

Example: “The word is name. Jean is my name. What’s the word?”

Students repeat word. Say, **“Write name.”** The teacher moves about the room to provide feedback.

3. Continue as above for remaining 3 words. (*This is not a spelling test; it is practice. Don’t worry if students hear each other spell.*)

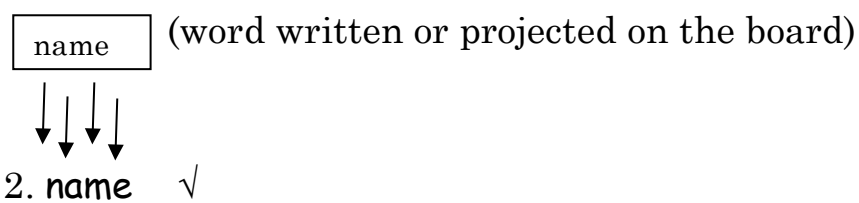
4. Help students to fix mistakes immediately as they occur. Encourage tapping or using an alternative vowel pattern—whichever is more appropriate.

- If the student writes ‘lak’ for ‘lake’ say, **“The word is lake. Say lake.”** Student responds. Show the tapping motion or say, **“Tap.”** When the student taps /l/ - /ā/, stop him/her at that point and ask, “What says /ā/? Student responds. Ask, “What do you need at the end of the word for the vowel to say its name?” Student responds and fixes word.
- If the student writes ‘rane’ for ‘rain’ say, **“Is there another pattern you can write to give the ‘a’ the long sound?”** Students write both words with long a patterns, then circle the word they think is correct. Final check during -Say it, -Match it, -Check it.

5. Next, students should “Say It. Match It. Check It”. Teacher writes 1 of the 5 words on the board (random, not sequential order). Prompt, **“Say it.”** Students read the word, tapping if needed.

6. Say, **“Match it.”** Students find and point to the matching word in their spelling notebooks. Teacher moves about the room to provide feedback.

7. Say, **“Check it.”** Students use a pencil to point to the first letter of the word in the notebook, while saying the letter name aloud **each** time (e.g., n,n). Students finish word using the same procedure (e.g. a,a...m,m...e,e), comparing it to the written word on the board. Students place a √ next to the word.



8. Repeat “Say It. Match It. Check It.” for remaining words.

Vowel Patterns: Day 2

1. Sort

Always use the same anchor cards in the order suggested by the NS Sequence. Ask the students to begin the Sort by chorally reading each anchor card as the teacher points.

The cards you choose to fill out the Sort should reflect the students’ instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the students have difficulty, or all may be new to reflect the students’ previous success.

You should introduce words with blends (e.g., **gl**ad, **fl**ame) and digraphs (e.g., **wh**en, **ch**ase) only after the students are quite successful with CVC (e.g. job) and CVCe words (e.g., name) in a 4x4 Sort.

*Difficulty? For CVC words, suggest tapping. But, for CVCe, r-controlled, and vowel team words, ask the students to identify the pattern first. Then ask, “**What sound is this vowel going to make?**” Students respond. Say, “**Remember that sound. Now tap.**”*

After 3 tries, try again next lesson. Another option is to reduce the size of the Sort.

Additional Notes for Group:

- *Gradually invite multiple students to come to the document camera to place the cards.*
- *The student who sorts the card should point as the class chorally reads down the column.*
- *Ensure you choose new students each day.*
- *Prep your struggling students ahead of time by giving them a card early so they have time to figure out placement.*

2. Review: Vowel Pattern / Vowel Sound

Once you have finished the Sort:

Column 1 ('hat'):

- a. Point to the anchor word 'hat' and down the column. Say, “**This vowel pattern is a-consonant. What's the vowel pattern?**” (a-consonant). - (pause) **Everybody?**” Students respond chorally.
- b. Point to the anchor word 'hat' and say, “**The vowel sound is /ă/. What's the vowel sound?**” (/ă/). **Everybody?**” Students respond chorally.
- c. Repeat for one or more words in the column.

Column 2 ('cake'):

- a. Touch your pencil to the vowel in the anchor word 'cake' and then to the consonant and ending 'e' and say, “**Watch my pencil. This vowel pattern is a-consonant-e. What's the vowel pattern?**” (a-consonant) (pause) **Everybody?**” Students respond chorally.
- b. Touch your pencil to the vowel in the anchor word 'cake' and say, “**The vowel sound is /ā/. What's the vowel sound?**” (/ā/) (pause) **Everybody?**” Students respond chorally.
- c. Repeat for one or more words in the column.

Column 3 ('farm'):

a. Touch your pencil to 'a-r' in the anchor word 'farm'. Say, **"This vowel pattern is a-r. What's the vowel pattern?" Everybody?"** (a-r).

Students respond chorally

b. Circle 'a-r' in the anchor word 'farm' and say **"This vowel sound is /ar/. What's the vowel sound?" Everybody?"** Students respond chorally.

c. Repeat for one or more words in the column.

Column 4 ('rain'):

a. Touch your pencil to 'a-i' in the anchor word 'rain'. Say, **"This vowel pattern is a-i. What's the vowel pattern?" (a-i). Everybody?"**

Students respond chorally

b. Circle 'a-i' in the anchor word 'rain' and say **"This vowel sound is /ā/. What's the vowel sound?" (/ā/). Everybody?"** Students respond chorally.

c. Repeat for one or more words in the column.

2. Syllable Instruction

Column 1 ('hat'):

Place the closed syllable header card over the anchor word 'hat'.

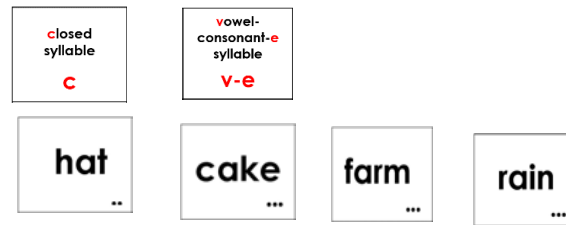


a. Gesture to all words in the 'hat' column. **"These words are examples of closed syllables. What type of syllable?" Everybody?"** Students respond chorally (Closed syllables).

b. Point to the vowel in the anchor word 'hat'. **"A closed syllable has only one vowel. Point to the consonant(s) after the vowel. The vowel must be closed in by one or more consonants. Point to the 'a' in 'hat'. In a closed syllable the vowel sound is short. The sound of short 'a' is /ă/."**

Column 2 ('cake'):

Place vowel-consonant-e syllable header card above the a-consonant-e anchor word 'cake'.



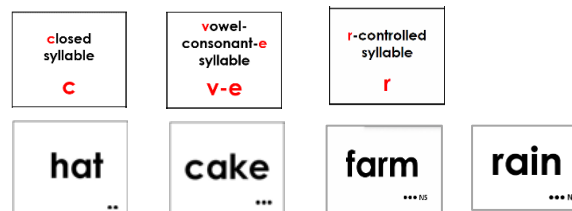
- Gesture to all words in the 'cake' column. **"These words are examples of vowel-consonant-e syllables. What type of syllable? Everybody?"** Students respond chorally (Vowel-consonant-e).
- Using the anchor word 'cake', say, **"A vowel-consonant-e syllable has one vowel followed by a consonant(s) and silent 'e'."** (point to the vowel, consonant, and the 'e' in the word cake). **"The silent 'e' at the end of the word has many jobs. The job of vowel 'e' is to help the 'a' make the long vowel sound. The 'e' is silent and does not make a sound. The 'e' jumps over one sound to make the 'a' say /ā/."** (point to the 'e' in the word cake, then jump over the 'k' to the vowel 'a').



"In a vowel-consonant-e syllable the vowel sound is long. The sound of long 'a' is /ā/."

Column 3 ('farm'):

Place the r-controlled syllable header card above the anchor word 'farm'.

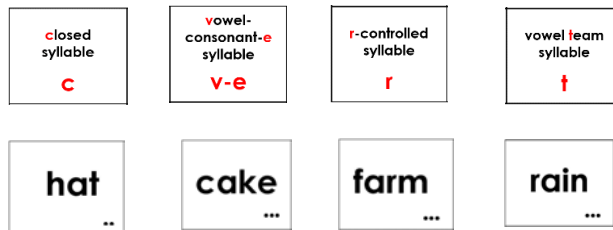


- Gesture to all words in the "farm" column. **"These words are examples of r-controlled syllables. What type of syllable? Everybody?"** Students respond chorally (R-controlled).
- Using the anchor word 'farm', say, **"Words in an r-controlled syllable look like a closed syllable. They have one vowel followed by an 'r'. When an 'r' follows a vowel, it controls the vowel sound."**

(point to r and circle the vowel and the 'r' together). **“The r-controlled vowels are neither short nor long.”** [Discourage them from sounding like a pirate.] **“The sound of ‘ar’ is /ar/.”**

Column 4 (‘rain’):

Place the vowel team syllable header card above the ‘ai’ anchor word ‘rain’.



a. Gesture to all words in the “rain” column. **“These words are examples of vowel team syllables. What type of syllable?” Everybody?”** Students respond chorally (Vowel team).

b. Using the anchor word ‘rain’, say, **“Words in a vowel team syllable have two vowels next to each other/side by side.”** (point to ‘ai’ and circle the two vowels together). **“Most often, the vowels make the long vowel sound of the 1st vowel in the team.”** (point to the vowels that make the vowel team syllable.) **“The sound of ‘ai’ is /ā/.”**



Additional Notes:

If your students need more support with vowel-consonant-e syllables, consider using the following questions:

- Question, **“Do you see an ‘e’ at the end of the word?”** (Yes) **“Could this also be called a vowel-consonant-e syllable?”** -or- ask a forced choice question: **“Is this a closed syllable or a vowel-consonant-e syllable?”**
- Question, (point to r-controlled syllable column) **“Is this vowel followed by an ‘r’? Could this also be called an r-controlled syllable?”** -or- ask a forced choice question: **“Is this an r-controlled syllable or a closed syllable?”** (r-controlled syllable)
- Question, (point to vowel team syllable column) **“Could this also be called a vowel team syllable?”** -or- ask a forced

choice question: **“Is this a vowel team syllable or a vowel-consonant-e syllable?”** (If struggling, Ask, **“How many vowels do you see? Are they next to each other? Is there an ‘e’ at the end of this word?”**)

USE DAY 1 SCRIPT FOR FAST PENCIL, MEMORY & SPELLING

Vowel Patterns: Day 3+

Always use the same anchor cards in the order suggested by the NS Sequence. Ask the student to begin the Sort by pointing to and reading each anchor card.

Review Vowel Pattern, Vowel Sound, Syllable Instruction

- Once you have finished the Sort:

Place the syllable header cards over the matrix.

closed syllable c	vowel- consonant- e syllable v-e	r-controlled syllable r	vowel team syllable †
hat ..	cake ...	farm ...	rain ...

Column 1 (‘hat’):

- Point to the anchor word ‘hat’ and down the column. Say, **“What’s the vowel pattern?” Everybody?”** (a-consonant). **“What’s the vowel sound?” Everybody?”** (/ă/). **“These words are closed syllables. What type of syllable?” Everybody?”** (Closed syllables). **“One vowel, closed in by one or more consonants. The vowel sound is short.”**

Column 2 (‘cake’):

- Point to the anchor word ‘cake’ and down the column. Say, **“What’s the vowel pattern?” Everybody?”** (a-consonant-e). **“What’s the vowel sound?” Everybody?”** (/ā/) **“This is a vowel-consonant-e syllable.”**

What type of syllable?" Everybody?" (Vowel-consonant-e). **A vowel-consonant-e syllable has one vowel followed by a consonant(s) and silent 'e'. The silent 'e' changes the 'a' to a long vowel sound."**

Column 3 ('farm'):

a. Circle 'a-r' in the anchor word 'farm' and point down the column. Say, **"What's the vowel pattern?" Everybody?"** (a-r). **What's the vowel sound?" Everybody?"** (/ar /). *Student circles 'a-r' and responds. "This is an r-controlled syllable. What type of syllable?" Everybody?"* (r-controlled). **In an r-controlled syllable, when an 'r' follows a vowel, it controls the vowel sound. The r-controlled vowels are neither short nor long."**

Column 4 ('rain'):

a. Circle 'a-i' in the anchor word 'rain' and point down the column. Say, **"What's the vowel pattern?" Everybody?"** (a-i). **What's the vowel sound?" Everybody?"** (/ā/) *Students circle 'a-i' and respond chorally. "This is a vowel team syllable. What type of syllable?" Everybody?"* (Vowel team). **"A vowel team syllable has two vowels next to each other/side by side. Most often, the vowels make the long vowel sound of the 1st vowel in the team."**

Note:

- *You could also ask forced choice questions – "Is it this ___? Or this ___?"*
- *Do Not make student identify what the syllable is called (avoid asking a retrieval question, "What is this syllable called"? – these word study activities are for exposure only to these syllable types.*

Additional notes:

Core I:

The 'igh' pattern in Core I does not fit the vowel team syllable rule. Leave off a syllable header (pic inserted of all 4 anchors with headers). Focus on vowel pattern instead of syllable for 'igh' column.

Example: Column 4 ('night'):

a. Circle 'igh' in the anchor word 'night' and point down the column. Say, **"What's the vowel pattern?"** (igh). **What's the vowel sound?"**(/ī/) *Student circles 'igh' and responds (/ī/). "This is a*

vowel pattern, not a syllable type.

Core E:

One-syllable words with ‘e-consonant-e’ are rare. Instead, the students will sort words with “ee” and ‘ea’ patterns. Use the vowel team syllable header for both the ‘ee’ and ‘ea’ columns.

USE DAY 1 SCRIPT FOR FAST PENCIL, MEMORY & SPELLING

Moving Along in NS Vowel Pattern Work

When a majority of your students can sort, read down the columns, and spell with approximately 85% accuracy, use some new words in the sort, and eventually include some words with blends and digraphs.

When you have used many, but not necessarily all of the available words with your whole class, and the majority of your students are accurate as described above, move to the next Vowel Pattern in the Word Study Scope & Sequence.

However, if you are working with struggling students 1:1 or in small groups, use Word Study checks as described below to guide their pacing in NS Word Study.

NS Word Study Check for Vowel Pattern Work

- *Small groups who struggle will move more slowly through the sequence than your whole class. That is to be expected.*
- Word Study data must be cold! That means you cannot conduct Word Study instruction just before you conduct a Word Study Check.

1. Randomize a deck of at least 40 words, sampling all 4 patterns, including words with blends and digraphs. Set your timer for 1 minute. Hold cards in one hand. Start timer when student reads first card. Student reads off deck. Tapping is ok. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

2. Sort words into 2 piles:

Yes = Automatic

No = Wrong or >3 Second Hesitation (Say correct word and move on)

3. Criteria: at least 35 words correct in 1 minute with no more than 3 errors. Meet or exceed? BUMP UP to Vowel Patterns.

4. Fewer than 35 correct in 1 minute? More than 3 errors? REVIEW Vowel Pattern trouble areas.

Day 2+ NS Vowel Pattern Sort

Always use the same anchor cards. Ask the students to begin the Sort by reading each anchor card as the teacher points.

The cards you choose to fill out the Sort should reflect the students' instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because a majority of the students had difficulty, or all may change daily to reflect students' success.

Ending 'e-d' Work (4 dot words) Next StepsSM Word Study

Introduction to 'e-d' Endings

*Note: pull word cards and review procedures **prior** to implementing 4 dot lessons. When student completes 'o' core vowel patterns, you can deviate to 'e-d' endings **if needed**. After mastery, continue in the Next Steps Word Study Sequence with the remaining core vowel patterns.*



Materials:

- pencil for student; pencil for tutor
- anchors (tested, looked, rained) and sound-symbol cards for each 'e-d' sound: /ed/, /t/, and /d/
- student spelling notebook with lined paper

1. Display **anchors**, point with pencil and read. Student repeats.
2. Ask, **What two letters do you see at the end of each word?**

3. Cover the *baseword* on each card with your finger to isolate ‘*e-d*’, as you say, **‘e-d’ is a suffix. Suffixes change the meaning of words. This suffix makes things happen in the past.**

4. Now cover ‘*e-d*’ on each word card to isolate the *base*. Then uncover ‘e-d’ to display *whole word* as you orally provide these examples:

- **I will test you now. I tested you yesterday.**
- **I can look at you now. I looked at you yesterday.**
- **It will rain today. It rained yesterday.**

The suffix ‘e-d’ is tricky because it has 3 different sounds.

5. Say, **Listen for the ending sound as it changes in each one**, and point as you say...

- **We don’t say test-d, we say test-ed.** Place /ed/ above

tested

- **We don’t say look-ed, we say look-t.** Place /t / above

looked

- **We don’t say rain-ed, we say rain-d.** Place /d / above

rained

We will use these anchor words to help us learn to say and

spell other words with 'e-d' correctly.

Note: after this introduction, you should move on to the first single sound 'e-d' lesson that focuses on only one anchor (see next page).

The sequence is /ed/ then, /t / and finally, /d /.

Ending 'e-d' as /ed/

Materials:

- pencil for student; pencil for tutor
- anchors (test, tested), along with 7 pairs of baseword and baseword/suffix cards for which 'e-d' is pronounced /ěd/ (e.g., handed)
- you will use 16 cards in total in a 2x8 matrix
- student spelling notebook with lined paper

1. For the Sort, display anchors. Point with pencil and read. Student repeats.



2. Give student any word card* and ask, **Where does it go? Under...** Student reads **anchor** and places card.
3. Say **Your turn.** Student reads down column, starting with anchor.

Note: provide cards so that baseword and baseword/suffix do not match across columns at this point. **Repeat until 2 x 8 matrix is built.*

4. Point to the 'e-d' column, **'e-d' is a suffix. In these words, 'e-d' says**

/ĕd/.

5. Point to the baseword column, **These are called basewords; no suffix in these.**
6. Pick up all 'e-d' words. **Now let's match the words with the suffix to the basewords without the suffix.**
7. Give student any 'e-d' word card. Say, **Where does this go?** Student places card, then reads the 2 words across the columns.
8. When all matches are complete, say, **Read across the columns for the whole matrix** (e.g., test, tested...).
9. *Morphology Vocabulary and Questioning:* Randomly point to words in matrix and say:
 - **Read this word (*ended*). What is the baseword? (*end*) What is the suffix? (*e-d*) What sound does 'e-d' make in this word? (/ĕd/).**
 - Cover part of the word and ask: **Is this a suffix or a baseword?**

Ending 'e-d' as /ed/ Fast Pencil

1. Say, **"Let's play Fast Pencil."**
2. Point to 6-7 words in random order.
3. Suggest tapping *only within basewords* as needed and cover the 'e-d' as student taps. Remember: tapping only happens *within* a single syllable.

Ending 'e-d' as /ed/ Spelling

1. Choose 5 baseword/suffix cards (e.g., ended) used in the Sort. Choose 2 easier words, and 3 words that provide a bit of a challenge.

2. The word is ended. The movie has ended. What word?

Student repeats word.

3. Ask, **What is the baseword?** (*end*) Write **end**. Student writes baseword. Say, **Now add the suffix.** Student adds 'e-d' to baseword. **Now read the whole word.** (*ended*)

4. Continue with remaining words as above.

5. Say, **Back up to #1. Put your pencil under ended. Read the baseword and underline it. Then, read the whole word as you circle the suffix** endedⓈ

6. Continue with the remaining words as above.

Note: once accuracy is well established, use fluency-driven activities such as Poison Star or Oops for 30 seconds, 2-3 times after the Sort and before Spelling.

Word Study Check for Ending 'e-d' as /ed/

1. Randomize a deck of at least 40 words, sampling basewords and baseword/suffix cards. Set your timer for 1 minute.

2. Hold cards in one hand. Start timer when student reads first card. Student reads off deck. Tapping is ok. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

3. Sort words into 2 piles:

Yes = Automatic

No = Wrong or >3 Second Hesitation (Say correct word and move on)

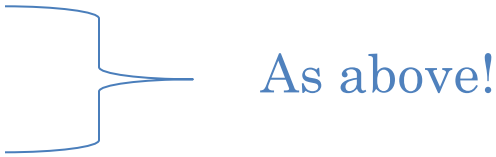
4. Criteria: at least 35 words correct in 1 minute with no more than 3 errors. Meet or exceed? BUMP UP to next 'e-d' ending.

5. Fewer than 35 correct in 1 minute? More than 3 errors?' REVIEW trouble words.

Ending 'e-d' as /t/

Materials:

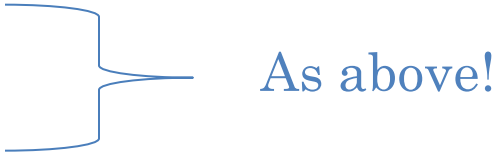
- pencil for student; pencil for tutor
- anchors (look, looked) & 7 additional pairs of baseword and baseword/suffix cards wherein the final sound in the base is unvoiced as in 'look'
- you will use 16 cards in total in a 2x8 matrix
- student spelling notebook with lined paper

1. Sort
 2. Fast Pencil
 3. Spelling
 4. Word Study Check
- 

Ending 'e-d' as /d/

Materials:

- pencil for student; pencil for tutor
- anchors (rain, rained) & 7 additional pairs of baseword and baseword/suffix cards wherein the final sound in the base is voiced as in 'rain'
- you will use 16 cards in total in a 2x8 matrix
- student spelling notebook with lined paper

1. Sort
 2. Fast Pencil
 3. Spelling
 4. Word Study Check
- 

Contrasting ‘e-d’ Endings: /ed/, /t/, & /d/

Materials:

- pencil for student; pencil for tutor
- anchors (tested, looked, rained) & 3 baseword/suffix cards for each ‘e-d’ sound (e.g., hunted, kissed, warned)
- you will use 12 cards total for a 3x4 matrix
- sound-symbol cards: /d / /ed/ /t /
- student spelling notebook with lined paper

1. For the Sort, display anchors. Point with pencil as student reads.



2. Ask, **What two letters do you see at the end of each word?**
3. Say, **You’ve learned that ‘e-d’ can make 3 different sounds. Read these words again and let’s listen for the 3 different sounds.**
4. Hand student /ed/ sound card and say, **This is the sound /ěd/.** **What sound? Where does it go? Under...** Student identifies the anchor, and places sound-symbol card *above* anchor.
5. Repeat with /t /, and /d / sound-symbol cards.
6. Next, hand student baseword/suffix cards in random order asking, **What does this say? It goes under...** Student identifies the anchor, places card.
7. Say **Your turn.** Student reads down column, starting with anchor.

8. **Morphology Vocabulary and Questioning:** Randomly point to words in matrix and say:

- **Read this word** (*warned*). **What is the baseword?** (*warn*) **What is the suffix?** (*-d*) **What sound does ‘e-d’ make in this word?** (/d/).
- Cover part of the word and ask: **Is this a suffix or a baseword?**

Note: once accuracy is well established, use fluency-driven activities such as Poison Star or Oops for 30 seconds, 2-3 times after the Sort and before Spelling.

Contrasting ‘e-d’ Endings Fast Pencil

1. Say, **“Let’s play Fast Pencil.”**
2. Point to 6-7 words in random order.
3. Suggest tapping *only within basewords* as needed and cover the ‘e-d’ as student taps. Remember: tapping only happens *within* a single syllable.

Contrasting ‘e-d’ Endings Spelling

1. Choose 5 baseword/suffix cards (e.g., ended) used in the Sort. Choose 2 easier words, and 3 words that provide a bit of a challenge.
2. **The word is counted. I counted the pencils. What word?**
Student repeats word.
3. Ask, **What is the baseword?** (*count*) Write **‘count.’** Student writes baseword. Say, **Now add the suffix.** Student adds ‘e-d’ to baseword. **Now read the whole word.** (*counted*)

4. Continue with remaining words as above.
5. Say, **Back up to #1. Put your pencil under counted. Read the baseword and underline it. Then, read the whole word as you circle the suffix counted**
6. Continue with the remaining words as above.

Word Study Check for Contrasting 'e-d' Endings

1. Randomize a deck of at least 40 words, sampling basewords and baseword/suffix cards. Set your timer for 1 minute.
2. Hold cards in one hand. Start timer when student reads first card. Student reads off deck. Tapping is ok. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).
3. Sort words into 2 piles:
Yes = Automatic
No = Wrong or >3 Second Hesitation (Say correct word and move on)
4. Criteria: at least 35 words correct in 1 minute with no more than 3 errors.
5. Fewer than 35 correct in 1 minute? More than 3 errors? REVIEW trouble words. Use baseword and sound-symbol cards as needed.