

Task 1

Focus: Early & Basic Phonological Awareness

Time: 5 min Assessment: FSF, PSF

1. Model Task for Students

Say:

"What is the (first/middle/end) sound in _____" (Isolation)

"Listen to me say these sounds. What word?" _____ (Blending)

"Say the sounds in the word _____." (Segmenting)

Note: *Can do more than 1 task at a time.

2. Practice Task Orally with Students

Say, "Let's try this together."

3. Use Say It, Move It

Say, "Your turn. Pull down the sounds in _____."

Apply: "What are the sounds in the word _____."

"What is the (first/middle/end) sound?"

Task 2

Focus: Basic & Advanced Phonological Awareness

Time: 5 min Assessment: FSF, PSF

1. Model Task for Students

Say:

"Listen to me say these sounds. What word?" _____ (Blending)

"Say the sounds in the word _____." (Segmenting)

"Say _____. Add _____ to the beginning/end. What word?" (Addition)

"Say _____. Now say _____ without / /." (Deletion)

"Say _____. Change _____ to _____. What word?" (Substitution)

Note: *Can do more than 1 task at a time.

2. Practice Task Orally with Students

Say, "Let's try this together."

3. Use Say It, Move It

Say, "Your turn. Pull down the sounds in _____."

Apply: "What are the sounds in the word _____."

"What is the (first/middle/end) sound?"

Task 3

Focus: Alphabetic Principle

Time: 5-7 min Assessment: FSF, PSF, LNF

1. Model & Practice Phonemic Awareness Task with Students

Say:

"What is the (first/middle/end) sound in _____" (Isolation)

"Listen to me say these sounds. What word?" _____ (Blending)

"Say the sounds in the word _____." (Segmenting)

Note: *Can do more than 1 task at a time.

2. Model Letter/Sound

Say, "This is the sound / /. Say that sound with me / /."

"The sound / / is represented with the letter ____."

3. Letter Sound Practice

Create a grid of letters, capital and lowercase (the focus letter and review letters)

Have students go through saying the letter name first, then the letter sound.

Instructional Routine: Letter/Sound ID

1. Put your fingers next to the focus letter.

Say, "Figure out the name/sound of the letter in your head.

Say the name/sound when I tap under it."

2. **Tap** under the letter and say, "Name/Sound".

Task 4

Focus: Alphabetic Principle, Basic Phonics

Time: 5-7 min Assessment: PSF, LNF, NWF

1. Model & Practice Phonemic Awareness Task with Students

Say: "Listen to me say these sounds. What word?" _____ (Blending)

"Say the sounds in the word _____." (Segmenting)

2. Letter Sound Practice

Create a grid of letters, capital and lowercase (the focus letter and review letters).

Have students go through saying the letter name first, then the letter sound.

Instructional Routine: Letter/Sound ID

1. Put your fingers next to the letter.

Say, "Figure out the name/sound of the letter in your head. Say the name/sound when I tap under it."

2. **Tap** under the letter and say, "Name/Sound".

3. Model Word Reading

Using the focus skill, model reading words using the Sound by Sound Routine or Sound Focused Blending.

Instructional Routine: Sound by Sound Blending

1. **Write** the first letter. **Tap** under the letter, "Sound?"
2. **Write** the next letter. **Tap** under the letter, "Sound?"
3. **Touch** to the left of the first letter and say, "Blend."
4. **Write** the next letter. **Tap** under the letter, "Sound?"
5. **Touch** to the left of the first letter, "Blend."
6. **Touch** just left of the word: Say, "**Word?**"

Instructional Routine: Sound Focused Blending

1. Put your fingers on the focus sound. **Tap** the letter(s) and say, "Sound".
2. Go back to the beginning of the word. Touch to the left, "Blend". **Scoop** under each letter and blend.
3. Go back to the beginning, "Word". **Slide** your finger under the word and have students read the whole word.

4. Word Practice

Using the focus skill, model reading words using the Sound by Sound Routine or Sound Focused Blending.

Task 5

Focus: Alphabetic Principle, Basic Phonics
Time: 5-7 min Assessment: PSF, LNF, NWF

1. Model & Practice Phonemic Awareness Task with Students

Say: "Listen to me say these sounds. What word?" _____ (Blending)
"Say the sounds in the word _____." (Segmenting)

2. Letter Sound Practice

Create a grid of letters, capital and lowercase (the focus letter and review letters).
Have students go through saying the letter name first, then the letter sound.

3. Model Word Reading

Using the focus skill, model reading words using Sound Focused Blending OR Continuous Blending.

Instructional Routine: Sound Focused Blending OR Continuous Blending (start at #2)

1. Put your fingers on the focus sound. **Tap** the letter(s) and say, "Sound".
2. Go back to the beginning of the word. Touch to the left, "Blend". **Scoop** under each letter and blend.
3. Go back to the beginning, "Word". **Slide** your finger under the word and have students read the whole word.

4. Word Practice

Using the focus skill, model reading words using Sound Focused Blending OR Continuous Blending.

5. Phoneme Grapheme Mapping

Model or write words with the focus skill using a mapping board.

Task 6

Focus: Basic Phonics, Advanced Phonics, Fluency
Time: 8-10 min Assessment: PSF, NWF, DORF

1. Model & Practice Phonemic Awareness Task with Students

Say: "Listen to me say these sounds. What word?" _____ (Blending) "Say the sounds in the word _____." (Segmenting)

2. Model Phonics Skill

3. Model & Practice Word Reading

Using the focus skill, model reading words using Sound Focused Blending OR Continuous Blending.
Make sure words are single and multisyllabic

Instructional Routine: Sound Focused Blending OR Continuous Blending (start at #2)

1. Put your fingers on the focus sound. **Tap** the letter(s) and say, "Sound".
2. Go back to the beginning of the word. Touch to the left, "Blend". **Scoop** under each letter and blend.
3. Go back to the beginning, "Word". **Slide** your finger under the word and have students read the whole word.

4. Phrase Reading

Using phonics skill words, practice reading phrases.

5. Text Reading

Using phonics skill words, practice reading sentences or decodable text.

6. Extension: Phoneme Grapheme Mapping

Model or write words with the focus skill using a mapping board.

Task 7

Focus: Fluency

Time: 3-5 min

Assessment: NWF, DORF

1. First Read (Cold Read)

Have students read a passage that they have never read before on their own.

Passages used should contain words that are a bit beyond the students' reading levels, that include both high frequency words and spelling patterns that we are trying to teach. The students will figure out these texts from the feedback and repetition.

*This reading can be timed for 1 minute. Have students mark the last word read.

2. Practice Read

Have students practice and reread the text multiple times.

The goal is to get students to read the author's words accurately, to read texts at about the speed of oral language, and to make this reading sound like language (pausing in the right places so that the text makes sense).

Echo Reading

Partner Reading

Individual Timed Readings

Choral Reading

3. Final Read (Warm Read)

Have students reread the text at their own rate as the teacher listens in.

*This reading can be timed for 1 minute. Have students mark the last word read.

With repeated practice, they should be able to read more words than during the cold read.

Task 8

Guided Comprehension in Reading

Focus: Phonics, Language, Vocabulary,
Fluency and Comprehension

Time: 10-15 min Assessment: NWF, DORF

1. Select a Short part of the text to analyze and read with students.

Select text that is at their level or slightly above.

2. Model Advanced Word Reading/Vocabulary

Choose 4-6 words that students will encounter in the text that are multisyllabic and meaningful to the text. Support students in breaking them down into syllables or morphemes.

3. Read/Retell

Students read the selected text independently. Once finished, retell to a partner or in group.

4. Model & Analyze Language from Text

Using the selected text, focus on how the structure of the text supports student learning.
(sentence, paragraph, chapter, section)

5. Read/Reread for Fluency

Reread the text for fluency and prosody.

6. Model & Analyze Meaning of Text

Using the selected text, focus on analyzing deeper insights into the text to deepen understanding, not just basic recall. Model and apply specific strategies necessary for comprehension.

7. Response to Reading through Writing/Independent Skills Application

Have students respond to a selected prompt or independently read another section of text.