



# **Unlocking the Code: Decoding For Striving Readers in Grades 4 –8**

**CATCA - February 19, 2026**  
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# Land Acknowledgement



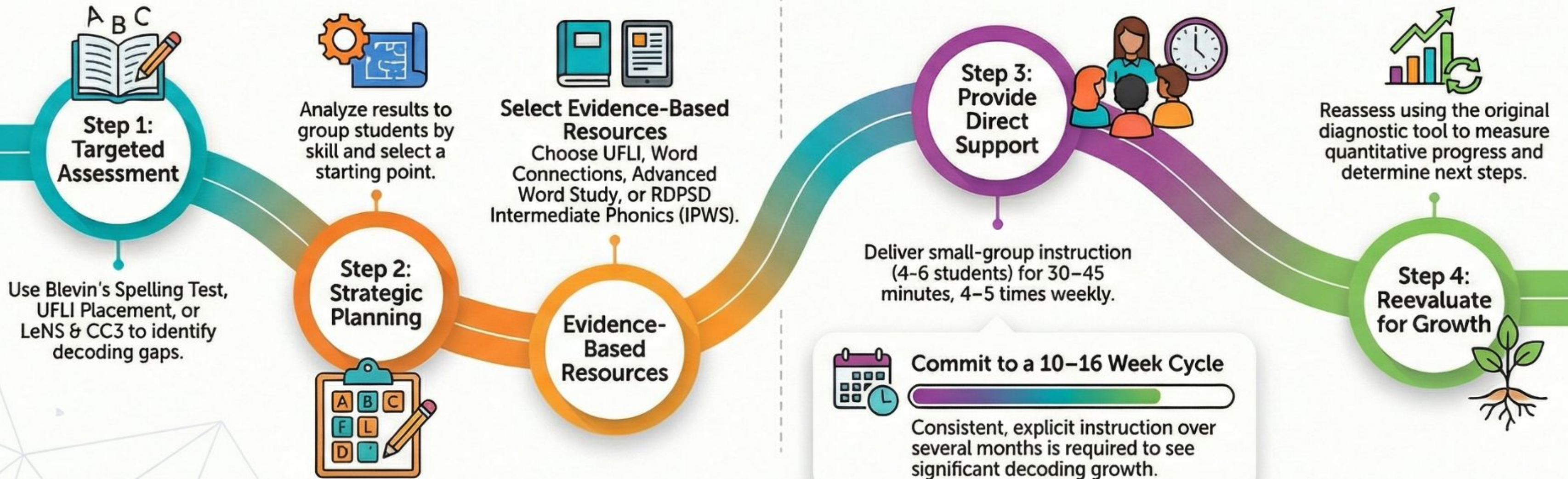


# Unlocking the Code: A 4-Step Support Process for Striving Readers (Grades 4–8)

Effective literacy support for older students requires a shift from general comprehension to specific decoding and phonics intervention. This process guides educators through identifying specific stretches, selecting evidence-based resources, and delivering high-frequency targeted support.

## Phase 1: Identify and Plan

## Phase 2: Implement and Measure



**How does your school support striving readers in grades four to eight?**



# Steps to Support

## STEP 1 - ASSESSMENT

*Identify the students strengths & stretches*

## STEP 2 - Plan

- analyze results*
- group students*
- select resource / strategy*
- determine starting point*

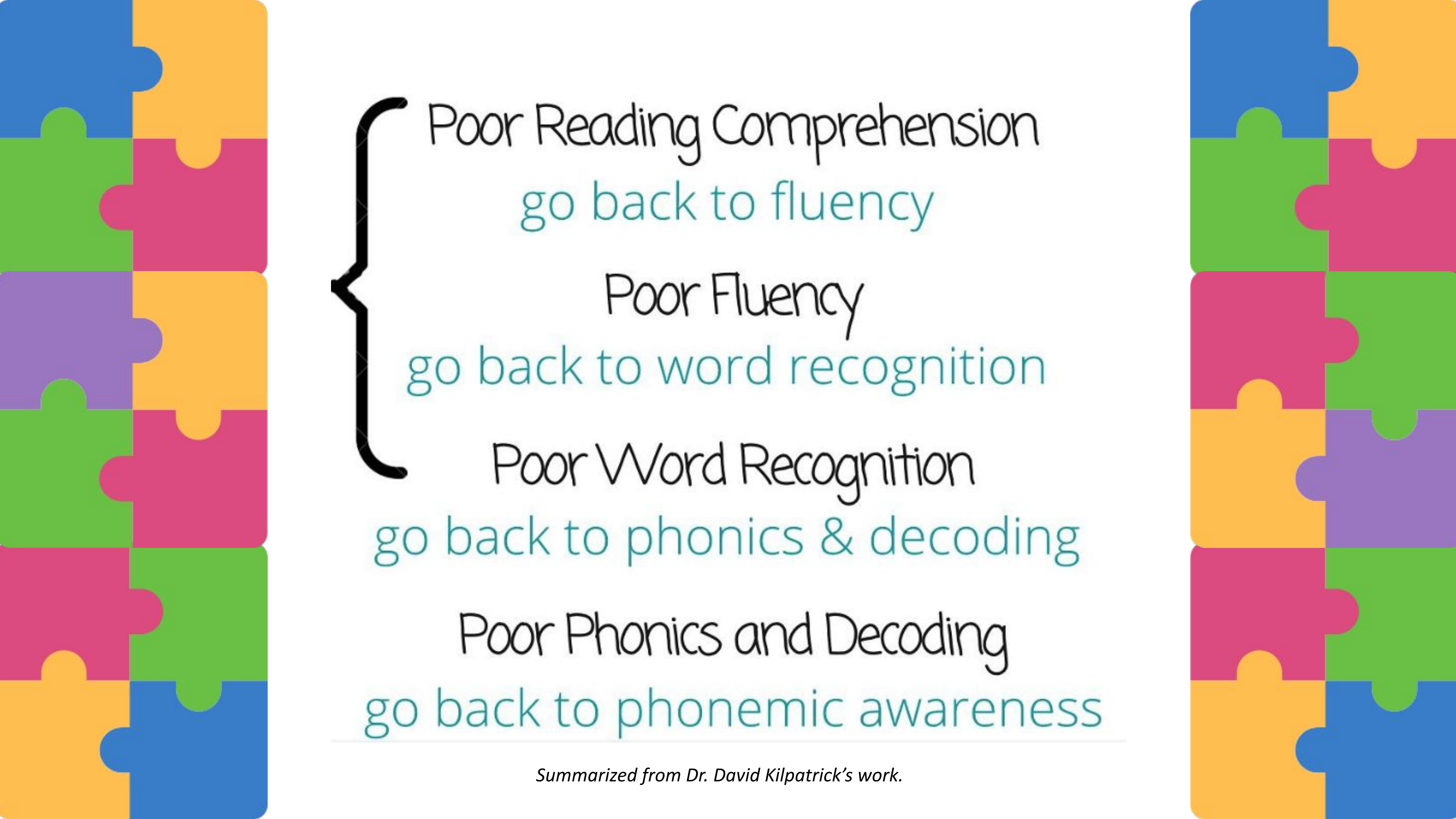
## STEP 3 - Provide Support

*Targeted Support*

- 10 to 16 weeks*
- 4 to 5 times a week*
- 30 to 50 minutes a session*
- Small Group (4 to 6)*

## STEP 4 - REEVALUATE

*Reassess students with the same assessment to measure growth.*



Poor Reading Comprehension  
go back to fluency

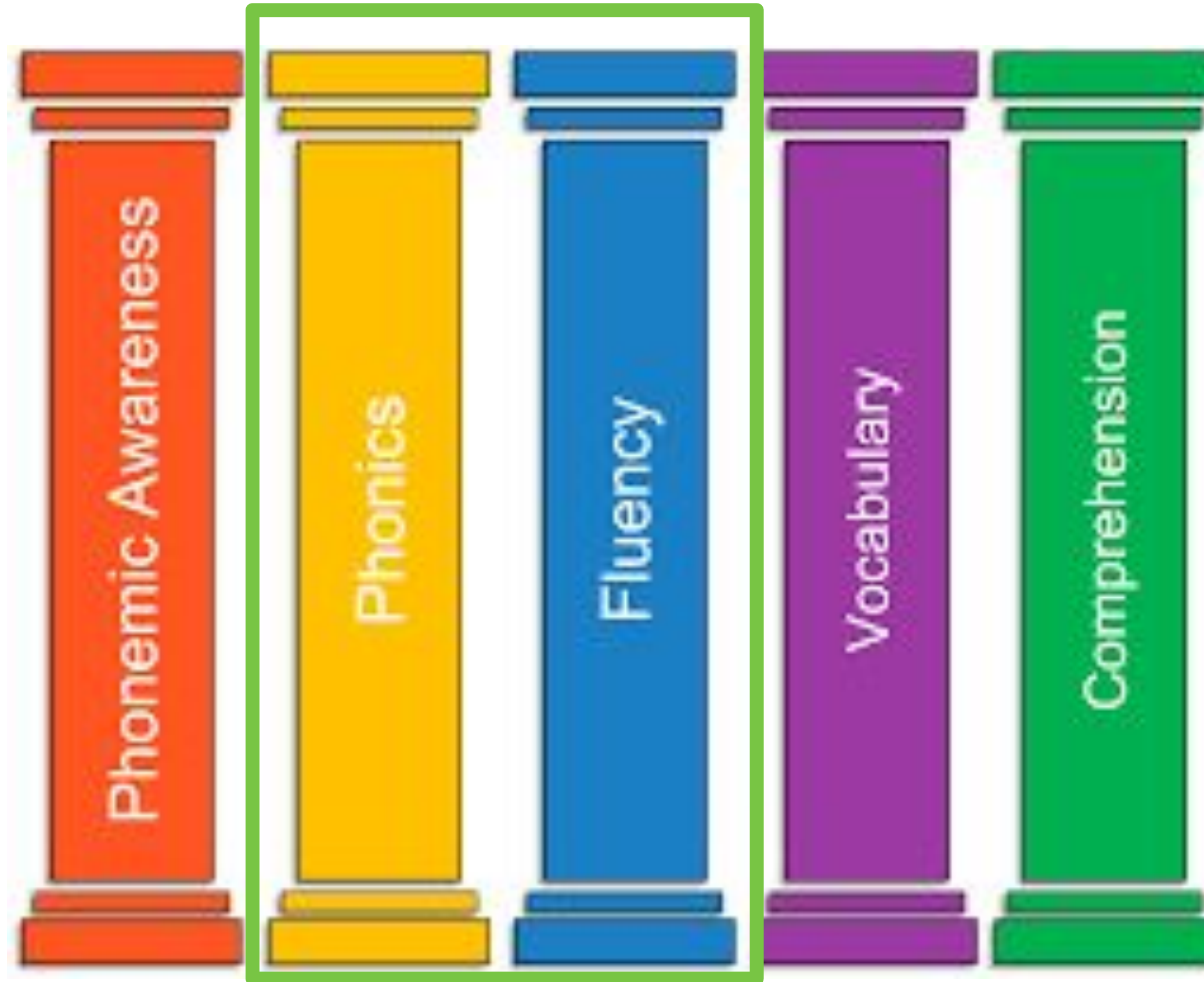
Poor Fluency  
go back to word recognition

Poor Word Recognition  
go back to phonics & decoding

Poor Phonics and Decoding  
go back to phonemic awareness

*Summarized from Dr. David Kilpatrick's work.*

# 5 PILLARS OF READING



# Encoding (spelling) is a strong indicator of decoding (reading).

**Share your thoughts & experiences.**



*"Spelling is the foundation of reading. It is much more closely related to reading than we used to think because spelling is the representation of the language in a way that is visible. If you can't spell a word, you probably can't read it."*

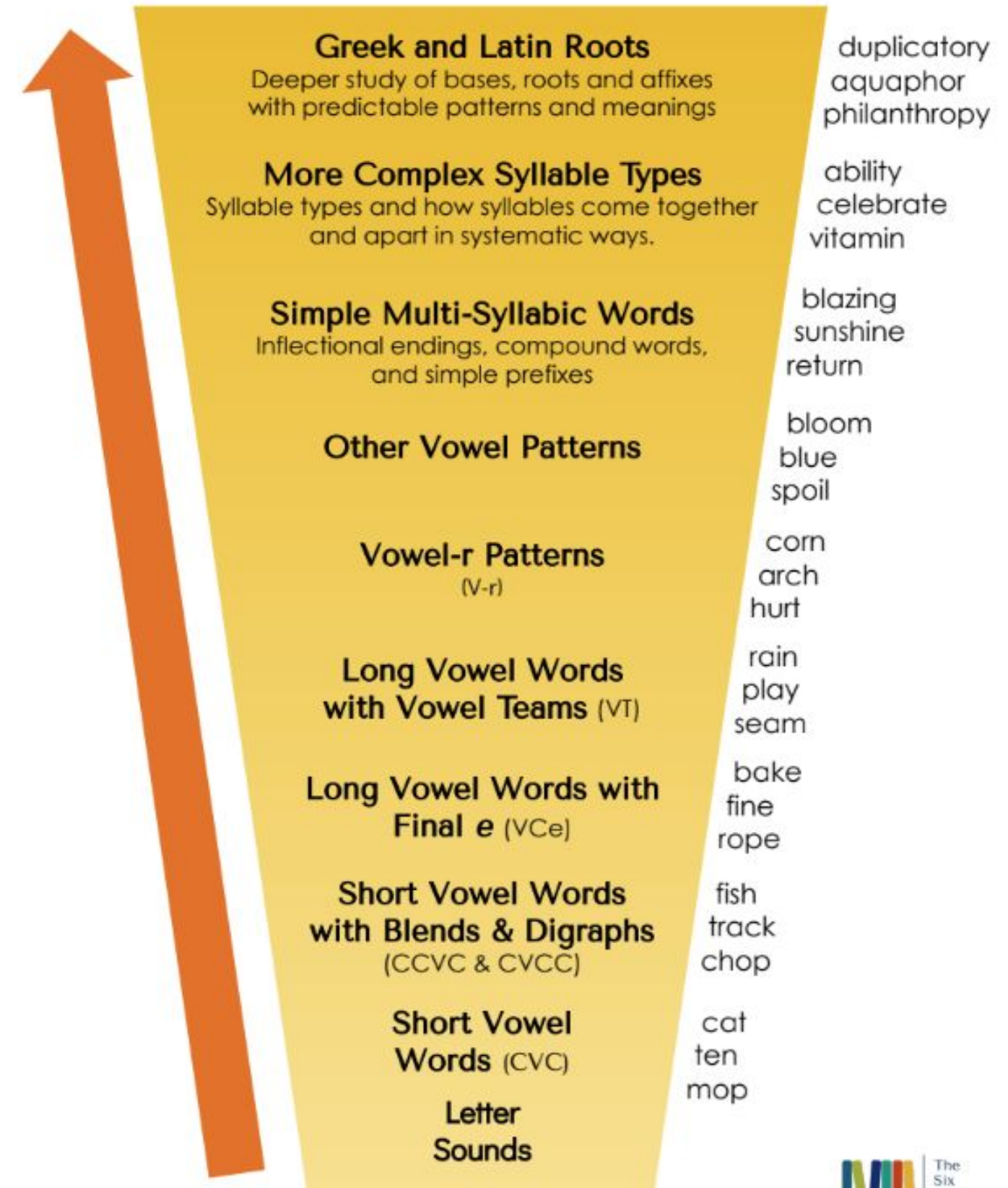
—Louisa Moats, *Teaching Reading Is Rocket Science* (1999)

3:00

# STEP 1 – DECODING ASSESSMENTS

- Wiley Blevins' Spelling Intervention
- Words Their Way (Class Assessment)
- UFLI Intervention Placement Test (new)
- CC3 Assessment
- LeNS

## Sample Phonics Skills Progression by Jan Burkins and Kari Yates



# Wiley Blevins' Spelling / Decoding Survey

(Universal Class Spelling Test )



## Wiley Blevins' Comprehensive Spelling Survey Answer Key



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

Short Vowels	1. zap	2. peg	3. bid	4. fox	5. gum
Consonant Blends	1. glob	2. drill	3. stomp	4. crush	5. smell
Consonant Digraphs	1. thick	2. chap	3. mesh	4. whiz	5. sung
Silent e	1. vote	2. grace	3. hive	4. fuse	5. slope
Long Vowels	1. train	2. soap	3. beam	4. stray	5. bright
Complex Vowels	1. boil	2. sprout	3. stark	4. dorm	5. poof
Word Study Prefix/Suffix	1. unclean	2. recook	3. turning	4. baking	5. stopped
Word Study Multisyllabic	1. frantic	2. recent	3. invade	4. oatmeal	5. barber

- Suggested for beginning readers
- Universal encoding assessment
- Individual decoding assessment
- 2 incorrect answers indicates starting point for support



# Wiley Blevins' Spelling / Decoding Survey

## Version #2 - Nonwords



### Wiley Blevins' Comprehensive Spelling/Decoding Survey Version #2 - NonWords



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Short Vowels	1. zup	2. feg	3. dil	4. nop	5. wug
Consonant Blends	1. flob	2. drit	3. streb	4. crist	5. brant
Consonant Digraphs	1. thack	2. chup	3. mish	4. whoz	5. teng
Silent e	1. mote	2. dace	3. sive	4. huse	5. flope
Long Vowels	1. frain	2. toap	3. geam	4. snay	5. wight
Complex Vowels	1. joil	2. frou	3. gark	4. horm	5. stoof
Word Study Prefix/Suffix	1. unblean	2. resook	3. wurning	4. haking	5. blopped
Word Study Multisyllabic	1. flantic	2. rement	3. insade	4. oatbeal	5. marber

- Suggested for striving readers
- Universal encoding assessment
- Individual decoding assessment
- 2 incorrect answers indicates starting point for support



# Words Their Way Assessment

## (Universal Class Spelling Test)

324

### Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Words Spelled Correctly: \_\_\_\_\_ / 25 Feature Points: \_\_\_\_\_ / 62 Total: \_\_\_\_\_ / 87 Spelling Stage: \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		Words Spelled Correctly		
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE			
Features →	Consonants		Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Advanced Affixes	Bases or Roots	Feature Points		
	Initial	Final													
1. bed	b	d	e												
2. ship		p	i	sh											
3. when			e	wh											
4. lump	l		u		mp										
5. float		t			fl	oa									
6. train		n			tr	ai									
7. place					pl	a-e									
8. drive		v			dr	i-e									
9. bright					br	igh									
10. shopping			o	sh				pping							
11. spoil					sp		oi								
12. serving							er	ving							
13. chewed				ch			ew	ed							
14. carries							ar	ies	rr						
15. marched				ch			ar	ed							
16. shower				sh			ow			er					
17. bottle									tt	le					
18. favor									v	or					
19. ripen									p	en					
20. cellar									ll	ar					
21. pleasure											ure	pleas			
22. fortunate							or				ate	fortun			
23. confident											ent	confid			
24. civilize											ize	civil			
25. opposition											tion	pos			
<b>Totals</b>			17	15	16	17	15	17	15	15	15	15	15	62	25

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- 3 levels (primary, elementary, upper)
- Universal class assessment
- 30 minutes to administer
- Marking takes time
- 2 or 3 incorrect answers indicates starting point for support



# UFLI Intervention Placement Test

- **What is the UFLI Intervention Placement Test?**
  - Individual Decoding Test (5 to 15 min.)
  - Identify Strengths & Stretches
  - Identify skill Gaps
- **Why does the test include non-words?**
  - True Test of GPC
  - Prevents Testing Memorization of Words
  - Identify Decoding Strategies
- **How do I use this assessment?**
  - Rule of 3: Once a student makes 3 or more errors in a set, stop the testing and move straight to the intervention lessons suggested by their score.
  - Best tool if you are using UFLI for intervention

## Data Summary & Decision Guidance

Set	Student's Score	If score is...	Start at...
Set 1: Short Vowels	___ /20	0-13 14-17	Lesson 1 Lesson 35
Set 2: Digraphs	___ /20	0-17	Lesson 41
Set 3: VCe	___ /20	0-17	Lesson 53
Set 4: Longer Words	___ /20	0-17	Lesson 62
Set 5: Ending Spelling Patterns	___ /20	0-17	Lesson 68
Set 6: R-Controlled Vowels	___ /10	0-8	Lesson 76
Set 7: Long Vowel Teams	___ /20	0-17	Lesson 83
Set 8: Other Vowels	___ /20	0-17	Lesson 88
Set 9: Diphthongs & Silent Letters	___ /20	0-17	Lesson 94
Set 10: Suffixes & Prefixes	___ /20	0-17	Lesson 99
Set 11: Additional Affixes	___ /20	0-17	Lesson 119



# CC3 Test – Regular, Irregular, & Nonwords

- What is the Castle & Coltheart (CC3) test?
- The CC3 is a word reading test that assesses a child’s ability to read regular, irregular and non-words. (approx. 10 mins)
- Why does the test include non-words?
- Testing students with non-words is a true indication of their GPC knowledge.
- How do I support a student who has a low CC3 score?
- Explicit phonics instruction and practice blending words is key to developing a student’s word reading automaticity. If the irregular word score is low, extra practice with irregular high-frequency words is needed.

## CC3 Scoring Sheet

Name: \_\_\_\_\_ Alberta Student Number (ASN):

School Code:     Grade: \_\_\_\_\_

Regular Word Set (R-1 to R-4)		Irregular Word Set (IR-1 to IR-4)		Nonword Set (NW-1 to NW-4)	
1.	bed	1.	good	1.	norf
2.	long	2.	wolf	2.	gop
3.	mist	3.	work	3.	hest
4.	free	4.	eye	4.	roft
5.	take	5.	give	5.	blick
6.	need	6.	shoe	6.	peng
7.	drop	7.	friend	7.	peef
8.	hand	8.	come	8.	spatch
9.	plant	9.	break	9.	drick
10.	luck	10.	sure	10.	crat
R-1 correct word count		IR-1 correct word count		NW-1 correct word count	
If number correct is 6 or more continue with the next card. If number is less than 6 continue with the next <b>word set</b> .					
11.	middle	11.	island	11.	dekl
12.	life	12.	bowl	12.	farl
13.	chicken	13.	couple	13.	pite
14.	tail	14.	soul	14.	framp
15.	market	15.	blood	15.	brinth
16.	oord	16.	iron	16.	borp
17.	pump	17.	lose	17.	pleech
18.	wedding	18.	cough	18.	gurve
19.	marsh	19.	deaf	19.	beft
20.	check	20.	ceiling	20.	pofe
R-2 correct word count		IR-2 correct word count		NW-2 correct word count	
If number correct is 6 or more continue with the next card. If number is less than 6 continue with the next <b>word set</b> .					
21.	chance	21.	choir	21.	jeaph
22.	navy	22.	brooch	22.	trobe
23.	mustang	23.	yacht	23.	salpy
24.	stench	24.	tomb	24.	grenty
25.	nerve	25.	routine	25.	stendle
26.	curb	26.	gauge	26.	tapple
27.	context	27.	meringue	27.	seldent
28.	brandy	28.	colonel	28.	morshab
29.	weasel	29.	bouquet	29.	bormil
30.	sleek	30.	shove	30.	bleaner
R-3 correct word count		IR-3 correct word count		NW-3 correct word count	
If number correct is 6 or more continue with the next card. If number is less than 6 continue with the next <b>word set</b> .					
31.	grail	31.	mauve	31.	ganten
32.	flannel	32.	depot	32.	shoathe
33.	inset	33.	cello	33.	tharqe
34.	caddy	34.	gist	34.	brennet
35.	vista	35.	crepe	35.	thumkurse
36.	crux	36.	genre	36.	phleptish
37.	peril	37.	chamois	37.	gwextoint
38.	quaver	38.	chassis	38.	spoltchurb
39.	creole	39.	zealot	39.	floatchtwai
40.	magnate	40.	soiree	40.	streanshelth
R-4 correct word count		IR-4 correct word count		NW-4 correct word count	
<b>TOTAL NUMBER OF CORRECT RESPONSES</b>					
<b>Regular Words (R-1 to R-4)</b>		<b>Irregular Words (IR-1 to IR-4)</b>		<b>Nonwords (NW-1 to NW-4)</b>	



# CC3 Word Assessment

(5 to 8 minutes/student)

bed

long

mist

free

take

need

drop

hand

plant

luck



# LeNS – Letter Name Sound Assessment

(5 to 8 minutes/student)

## LeNS Scoring Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Alberta Student Number (ASN):                       
 School Code:     Grade Level: \_\_\_\_\_

### LeNS SCORING SHEET

No.	Item	Word* (See Note after LeNS Card 5)	Name Accuracy	Sound Accuracy	Sound Response in Case of Error
1.	t	toy			
2.	n	nose			
3.	k	kind			
4.	l	like			
5.	a	at, made			
6.	c	cat, cell			
7.	p	pig			
8.	m	man			
9.	f	fox			
10.	o	not, go			
<i>LeNS Card 1: correct count</i>					
11.	v	very			
12.	r	rat			
13.	b	boy			
14.	i	sit, like			
15.	g	girl, gem			
16.	h	hot			
17.	u	up, flute			
18.	x	fox			
19.	d	dog			
20.	e	end, me			
<i>LeNS Card 2: correct count</i>					
<i>'Name Accuracy' total correct count (LeNS Cards 1 &amp; 2):</i>					
<i>'Sound Accuracy' total correct count (LeNS Cards 1 to 2):</i>					

**Note:** These high-frequency words have been provided for the common pronunciation of each letter and letter combination, but other common pronunciations should also be considered and scored as being correct if the student presents reasonable justification; i.e., the student provides a word with that pronunciation.

- What is the Letter Name-sound Test (LeNS)?
- The LeNS assesses the child's knowledge of the names and sounds of letters and common multi-letter graphemes.
- How is the LeNS related to literacy skills?
- Children who have strong grapheme-phoneme correspondence (GPC) knowledge are able to sound out words.
- How do I support a student who has a low LeNS score?
- Direct and explicit phonics instruction is key to developing a student's GPC knowledge and automaticity.



# STEP 1: DECODING / ENCODING ASSESSMENTS

*Which of these assessments have you used?*

*If so, share your experience.*

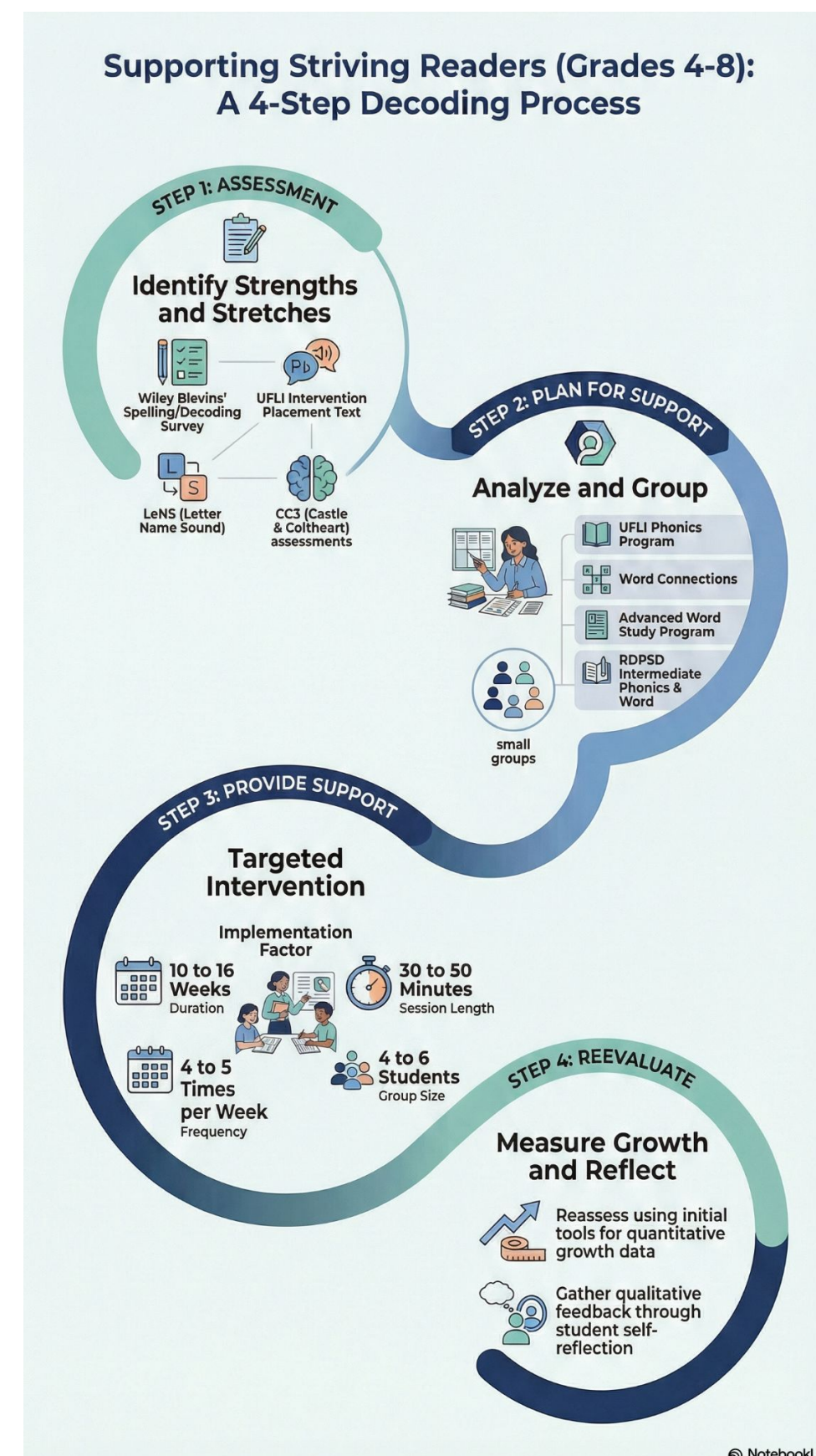
*What other assessments have you found effective?*



# STEP 2 - Planning Support

## Things to Consider:

- **Key Skills to Develop**
  - Assessment Data
- **Grouping of Students**
  - Group by Skills Identified in the Assessment
  - Identify Starting Point
  - Previous Support
  - Age
- **Efficacy of the Resource - Evidence-Based Strategies**
  - Direct & Explicit Instruction - I DO, WE DO, YOU DO
  - Key Strategies
    - Visual, Auditory, & Blending Drills
    - Decodable Texts
    - Repetition through Engaging Exercises



# EVIDENCE-BASED STRATEGIES FOR PHONICS INSTRUCTION

## 1. VISUAL DRILLS – Strengthen letter-sound recognition through repeated exposure.

- Show letter cards or graphemes, and have students quickly say the sounds (oral activity).
- **Example:** Hold up a card with "ch" → Students say "/ch/ as in chat."

## 2. AUDITORY DRILLS – Develop phonemic awareness by practicing sound identification.

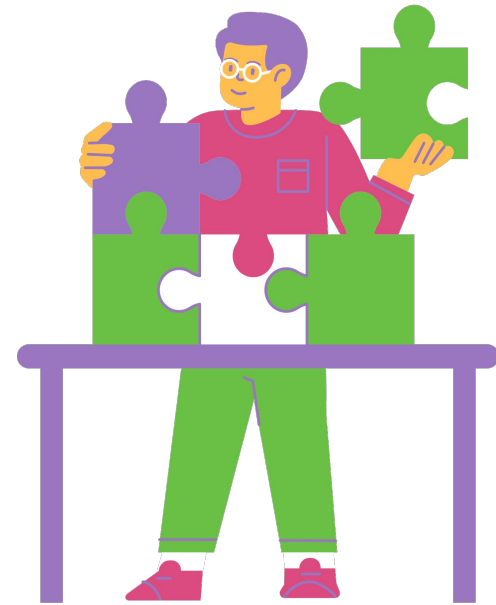
- Say a sound, and students respond with the corresponding letter(s) on a whiteboard.
- **Example:** Teacher says "/s/" → Students write **s** or identify it from choices.

## 3. BLENDED – Teach students to blend individual sounds together to form words.

- Practice consecutive blending using elkonin boxes or finger sliding (oral & whiteboard).
- **Example:** Teacher says "/s/ - /a/ - /t/" → Students blend and say "**sat.**"

## 4. WORD CHAINS – Strengthen decoding and spelling skills by changing one letter at a time in a word.

- Strengthen decoding and spelling skills by changing one letter at a time in a word using magnetic letters or whiteboards.
- **Example:** Start with "**map**" → **change to "mop"** → **change to "hop"** → **change to "hot."**



# STEP 2 – PLANNING SUPPORT

- 10 to 16 weeks
- 4 to 5 times a week
- 30 to 45 minutes a session
- Small Group (4 to 6)
- Targeted Support
  - Identify key skills
  - Select resource
  - Determine starting point
  - Implement Program



# STEP 2 – SELECTING PHONICS RESOURCES

- **UFLI - Manual (\$100)**
- **Intermediate Phonics & Word Study Program - Free**
- **Word Connections - Free**
- **Advanced Word Study - Free**
- **Read Naturally Live (\$25/per license)**

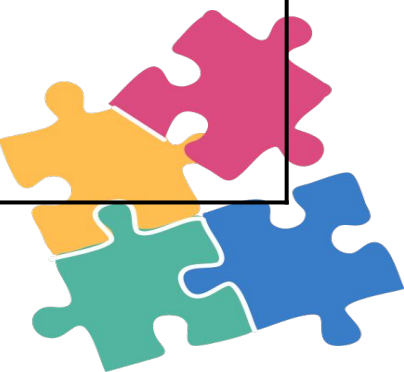




**5 Minute Break!**

# Resources to Support Phonics

Beginning Readers	Striving Readers
<p>LeNS Card 1 &amp; 2 - &lt; 40 Focus on mastery of the 26 Letters &amp; Sounds                      LeNS Cards 3 to 5 - &lt; 8 on Cards 3 to 5, start at digraphs</p> <p>CC3 - &lt;7 on Regular Words                      &lt;4 Irregular Words                      &lt;3 Nonwords</p> <p>*Grade 2 September Norms</p>	<p>LeNS Cards 3 to 5 - &lt;13 on Cards 3 to 5, start at digraphs                      &lt;20 on Cards 3 to 5, start at vowel teams</p> <p>CC3 - &lt;27 on Regular Words                      &lt;17 on Irregular Words                      &lt;10 on Nonwords</p> <p>*Grade 4 September Norms for CC3</p>
Recommended Resources	Recommended Resources
<ul style="list-style-type: none"> <li>● <a href="#"><u>UFLI Phonics Program (1 to 3 Universal Resource)</u></a></li> <li>● <a href="#"><u>Word Warm-Up Live (4-8)</u></a></li> <li>● <a href="#"><u>Alberta Education Reading Intervention Program (1 to 4)</u></a></li> <li>● <a href="#"><u>Flyleaf Publishing (online)</u></a></li> <li>● <a href="#"><u>Practice High-Frequency Words</u></a></li> <li>● <a href="#"><u>Heggerty Phonemic Awareness (pre-reading skills)</u></a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#"><u>Intermediate Word Study Program (4/5 Universal Resource)</u></a></li> <li>● <a href="#"><u>Word Connections (4-8)</u></a></li> <li>● <a href="#"><u>Advanced Word Study Program (6 -8)</u></a></li> <li>● <a href="#"><u>Word Warm-Up Live and/or Read Naturally Live (4-8)</u></a></li> <li>● <a href="#"><u>Practice High-Frequency Words</u></a></li> </ul>



# UFLI Foundations Phonics Program

*(KeyLinks - Everything You Need to Get Started)*

Phonics instruction is based on the grapheme (letter) - phoneme (sound) correspondence (GPC).

*Systematic & Explicit Instruction*

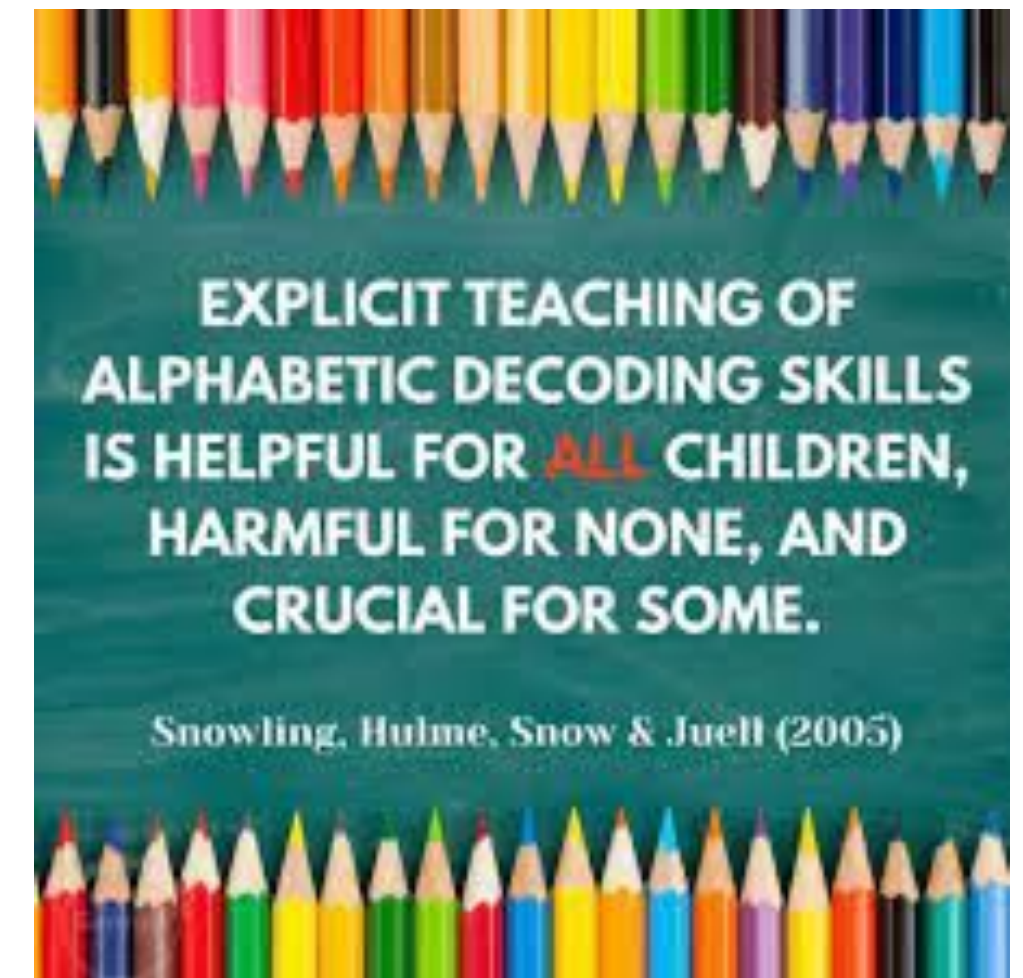
UFLI Phonics Lesson - 8 Step Routine:

*Day 1 - 30 minutes*

1. Phonemic Awareness - 2 min.
2. Visual Drill - 3 min.
3. Auditory Drill - 5 min.
4. Blending Drill - 5 min.
- 5a. New Concept - 15 min.

*Day 2 - 30 minutes*

- 5b. New Concept - 3 min.
6. Word Work - 6 min.
7. Irregular Words - 6 min.
8. Connected Text - 15 min.



# UFLI Program

*Take a few minutes to check out the links and chat with a neighbour.  
How could you use this program to support striving readers in your school?*



# Intermediate Phonics & Word Study Program

## *RDPSD Word Study: Units 1-6 Scope and Sequence*

### *Universal Instruction for Grade 4 or Intervention for Middle School*

*Unit 1 - 2 Weeks (20 minute/day)*

*Units 2 to 6 - 2 Weeks For Each Lesson (20 minutes/day)*

#### **Unit 1: Introduction & Syllable Types**

- **Intro:** Introduction & Spelling Inventory
- **L1:** What are Syllables?
- **L2:** Closed Syllables
- **L3:** Open Syllables
- **L4:** VCe Syllables
- **L5:** Vowel Teams Syllables
- **L6:** R-Controlled Syllables
- **L7:** Consonant -le, -al, -el Syllables
- **L8:** SCHWA Day 1
- **L9:** SCHWA Day 2
- **L10:** Syllabication Strategies & Review

#### **Unit 2: R-Controlled Vowels**

- **L11:** Focus: /ar/ /or/ /ore/ | Base: FLECT | Affixes: IN- & UN-
- **L12:** Focus: /er/ /ar/ /ur/ /ir/ w+or | Base: FORM | Affixes: DIS- & MIS-

#### **Unit 3: Long Vowel Teams**

- **L13:** Focus: /ai/ /ay/ /ā/ | Base: CEED | Affixes: SUB- & RE-
- **L14:** Focus: /ee/ /ea/ /ey/ /ē/ | Base: CEDE | Affixes: -Y & -LY
- **L15:** Focus: /oa/ /ow/ /oe/ /ō/ | Base: DUCT | Affixes: -ER & -EST
- **L16:** Focus: /ie/ /igh/ /ī/ | Base: DUCE | Affixes: -IER & -IEST

#### **Unit 4: Other Vowel Teams**

- **L17:** Focus: u /oo/, oo /oo/ | Base: JECT | Affixes: -ABLE & -IBLE

#### **Unit 5: Diphthongs**

- **L18:** Focus: oi, oy /oi/ | Base: RUPT | Affixes: -IAN & -IST
- **L19:** Focus: ou, ow /ow/ | Base: PORT | Affixes: FUL & NESS

#### **Unit 6: Silent Letters**

- **L20:** Focus: kn /n/, wr /r/, mb /m/ | Base: SCRIPT | Affixes: ANT & ENT

*Designed by Annah Goudy & Sherri Jansen*



# **Intermediate Phonics & Word Study Program**

**[RDPSD Intermediate Phonics & Word Study Overview \(IPWS\)](#)**

**[IPWS - U3|L13 Lesson Slide Deck](#)**

**[IPWS - U3|L13 Daily Teaching Resource](#)**

**[IPWS - U3|L13 Student Booklet](#)**

**[IPWS - U3|L13 Student Booklet \(M\)](#)**



# Red Deer Public Schools

	Day 1	Day 2	Day 3	Day 4
<b>W E E K 1</b>	New Concept - 5 m Beat the Clock - 6 m Word Reading - 2 m Word Mapping - 5 m ( <i>tap-it, map-it, graph-it</i> ) *Hand out Home Review	Review Concept - 5 m Word Chains - 5 m Decodable Text - 5 m ( <i>highlight key phoneme</i> ) Word Ladder - 5 m ( <i>optional</i> )	Irregular Words - 2 m Choral Read - 3 m Write Sentences - 8 m ( <i>word search - optional</i> ) Introduce Affixes - 5 m ( <i>fill in the blanks</i> )	Choral Read Text - 3 m Silent Read Text & Highlight Affixes - 5 m Sentence Dictation - 10 m
	Day 5	Day 6	Day 7	Day 8
<b>W E E K 2</b>	Irregular Words - 2 m Silent Read & Comp. Questions - 10 m Practice Syllables - 6 m Word Games ( <i>optional</i> )	Comp. Check - 5 m Word Matrix - 5 m Define 3 Words - 10 m	Beat the Clock - 5 m Irregular Words - 5 m Catch Up & Games - 10 m	Check-In -- 10 to 15 m Boggle - 5 to 10 m

*Designed by Annah Goudy & Sherri Jansen*



# U3|L13 LONG VOWELS: ai, ay /ā/

## BEAT THE CLOCK!



BEAT THE CLOCK! How many words can you create in three minutes, using the spelling pattern AI or AY /Ā/?



**AI**

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**AY**

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**EXCEPTIONS**

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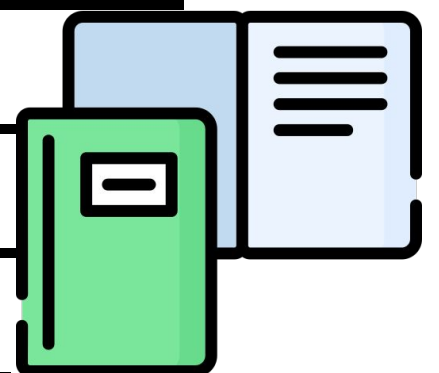
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# Intermediate Phonics & Word Study Program

*Take a few minutes to check out the links and chat with a neighbour.*

*How could you use this program to support striving readers in your school?*



L13 LONG VOWELS: ai, ay /ā/

Intermediate Phonics  
& Word Study

**DAY 1**



# Word Connections

**(Grades 4 & Up)**

## **Multisyllabic Word Reading Program**

- Free Resource - University of Texas (Dr. Toste)
- Decoding Intervention Program designed for Grades 3 and up
- Small Group Intervention (2 to 6 students)
- Reviewed and Approved by What Works Clearinghouse
- Direct & Explicit Instruction
- 40 Lessons
- 30 to 40 minutes / 3 to 4 Days a Week
- Assessment - Weekly Speed Read
- Focus is on multisyllabic word reading
- Explicit Instruction of high frequency prefixes and suffixes



# Word Connections – Scope & Sequence



## SCOPE & SEQUENCE UNIT 1

Lesson	Warm-Up	Affix Bank	Spotlight Words	Word Play	Speedy Read	Text
1	Short Vowels	Prefixes: dis- / un- / sub-	honest, continue, able, merge, human	Build-A-Word	CVC / Digraphs	Sentence Reading
2	Long Vowels (VCe)	Suffixes: -s(es) / -ing / -ed	match, color, attach, tick, smell	Build-A-Word	Vowel teams [long a and i]	Sentence Reading
3	Long Vowels (Digraphs)	Suffixes: -s(es) / -ing / -ed	harvest, allow, chop, read, land	Build-A-Word	Vowel teams [long e and o]	Sentence Reading
4	Long Vowels (Digraphs)	Combined: dis- / un- / sub- -s(es) / -ing / -ed	play, taste, side, button, total	Build-A-Word	Vowel teams [long u]	Sentence Reading
5	R-Controlled	Prefixes: in- / de- / non-	active, sense, part, stop, direct	Build-A-Word	R-controlled [ar and or]	Sentence Reading
6	R-Controlled	Suffixes: -ly / -er / -y	mother, kind, cruel, jump, scoot	Word Train	R-controlled [er, ur, and ir]	Maze Sentences
7	Diphthongs	Combined: in- / de- / non- -ly / -er / -y	form, consistent, injure, stick, harsh	Word Train	Diphthongs	Maze Sentences
8	Diphthongs	Review Lessons 1-7	decide, swim, bug, valid, borrow	Word Train	Diphthongs	Maze Sentences
9	Flexing	Prefixes: pre- / re- / mis-	place, paid, write, arrange, count	Word Train	Open syllables	Maze Sentences
10	Flexing	Suffixes: -tion / -sion / -tive / -sive	act, pass, suggest, confess, intense	Word Train	Closed syllables	Maze Sentences



# Word Connections – Lesson Format

Pages 4 to 10 Teacher's Guide

1. **Warm-Up (3 min.)**
  - a. Introduce and practice vowel patterns in monosyllabic words
  - b. Read words in isolation
  - c. Read nonwords with the same pattern
2. **Affixes (3 min.)**
  - a. Teach high frequency prefixes & suffixes
  - b. Whiteboard Work
3. **Word Play (5 min.)**
  - a. Building spotlight words through one of five games
4. **Beat the Clock (8 min.)**
  - a. Read words by segmenting into parts
  - b. Focus on accurate and fluent reading, not meaning
5. **Write a Word (8 min.)**
  - a. Spelling practice on whiteboards
6. **Speedy Read (5 min.)**
  - a. New word list each lesson, read as a group then as an individual
  - b. Track daily progress
7. **Text Reading (8 min.)**
  - a. Start with sentences and transition to cloze sentences to complete passages



# Word Connections – Sample Activities

## SPEEDY READ



LESSON 1

- |               |                |
|---------------|----------------|
| 1. tax        | 21. dish       |
| 2. pen        | 22. cheek      |
| 3. bog        | 23. whack      |
| 4. lit        | 24. batch      |
| 5. fun        | 25. fish       |
| 6. basket     | 26. chap       |
| 7. sunset     | 27. when       |
| 8. common     | 28. itch       |
| 9. picnic     | 29. wish       |
| 10. nugget    | 30. chat       |
| 11. tablet    | 31. chill      |
| 12. happen    | 32. whip       |
| 13. coffin    | 33. anywhere   |
| 14. pencil    | 34. milkshake  |
| 15. rustic    | 35. buckwheat  |
| 16. napkin    | 36. horseshoe  |
| 17. velvet    | 37. cheerful   |
| 18. campus    | 38. stopwatch  |
| 19. fantastic | 39. aftershave |
| 20. redbud    | 40. airbrush   |



## BEAT THE CLOCK

LESSON 22

- |             |              |
|-------------|--------------|
| completion  | meter        |
| reconstruct | underact     |
| foresaw     | independent  |
| forecast    | interning    |
| unfaithful  | immoral      |
| unwisest    | frantic      |
| hardness    | uncurious    |
| deflates    | effortless   |
| foxes       | incapable    |
| overwhelm   | unimportant  |
| impatience  | transmitting |
| attentive   | visible      |

Read 1		Read 2	
--------	--	--------	--

## Let's Read!

LESSON 14

Choose the affix missing from the word.

pre-	re-	-er	dis-
un-	-ing	-y	-ed

- Yesterday, Kevin  fresh bread coming from the bakery.
- I had to  my Lego building. My little brother knocked it down when he got mad at me.
- Kayla was  than her brother when she found out they were going to Disney World.
- The student argued loudly with his teacher today. He  with her about the correct answer on the test.
- Sarah was  to go swimming. She wanted to stay home because it was too cold outside.
- Jenny was going to go  with her mom after school. She needed some new shoes.
- The dog  wanted to go find its bone in the backyard.
- I watched the trailer for the movie before I went to the theatre. I like having a  of the movie.



SENTENCE READING

432

471

# Word Connections – Speedy Read

## Sample Lessons

[Word Connections - Teacher Instruction - Sample Lesson #32.pdf](#)

[Word Connections - Student Handout - Sample Lesson #32.pdf](#)

TEACHER COPY: LESSON 32

### SPEEDY READ



- |                  |                          |                          |                          |                          |                 |                          |                          |                          |                          |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. poisonous     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. invisible   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. organizer     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. teacher     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. inefficiently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. telephone   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. legislature   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. necklace    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. frantic       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. write       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. cloudless     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. moistness   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. explorer      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. suggestions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. apply         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. perfect     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. burned        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. cheerful    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. cat          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. tiptop      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. cute         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. deliciously | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. thirteen     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. horrible    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. raven        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. right       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. decisive     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. found       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. blowing      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 35. settlement  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. sport        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36. embroidery  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. alone        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 37. artistic    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. fusion       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 38. soil        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. reflective   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 39. grapevine   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. whack        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 40. girlfriend  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Speedy Read

- Read Together
- Individual Timed Read
- 30 Seconds

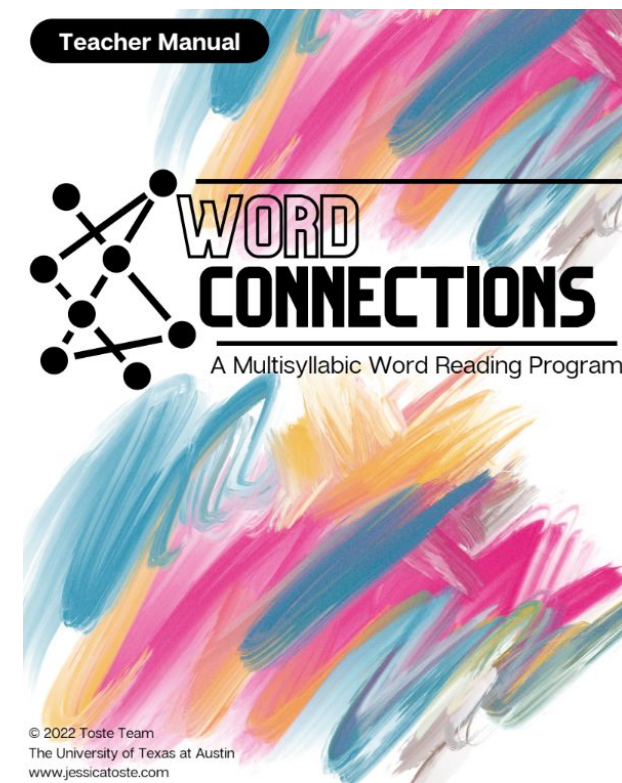
00:00:00



# Word Connections

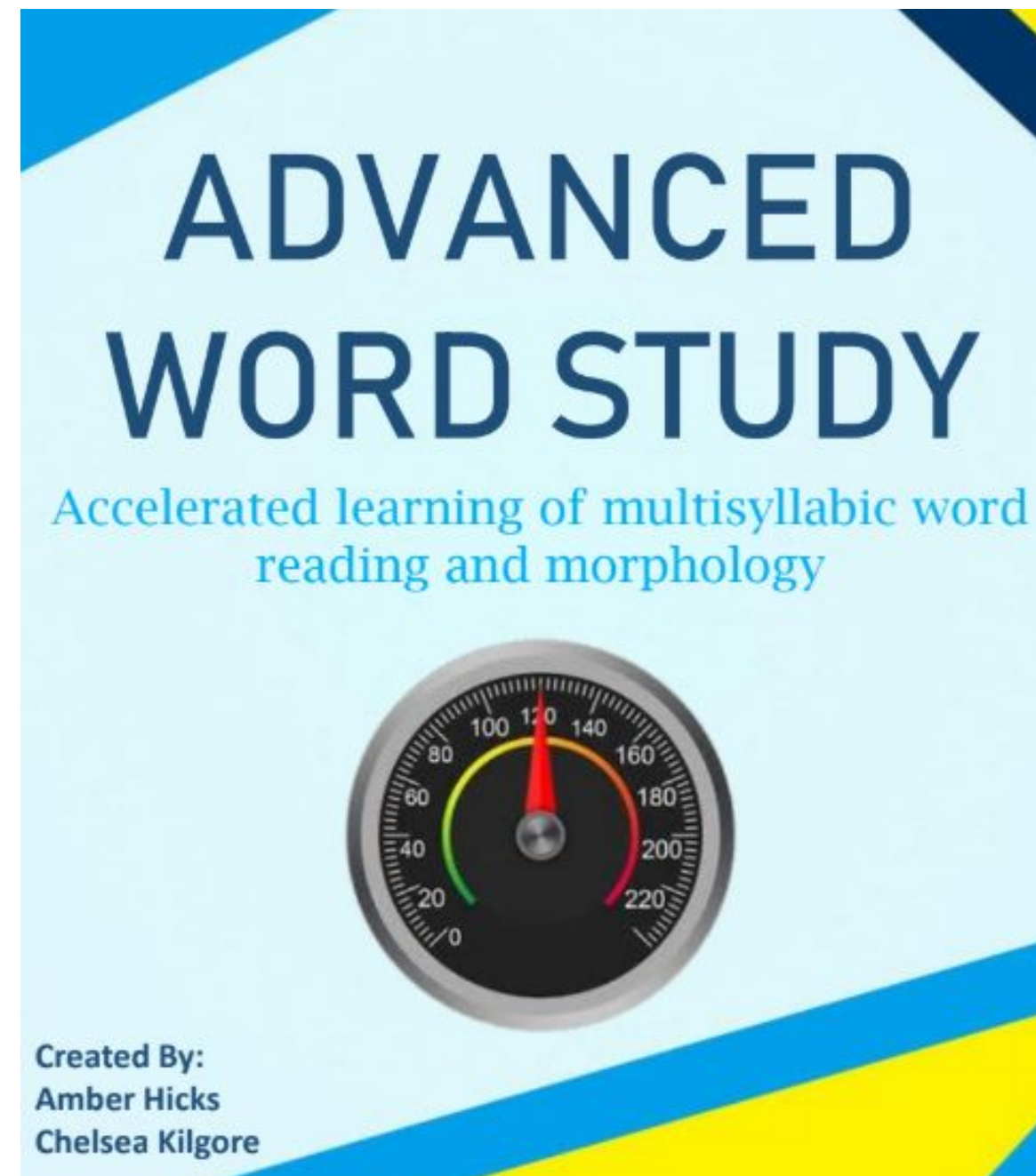
*Take a few minutes to check out the links and chat with a neighbour.*

*How could you use this program to support striving readers in your school?*



# Advanced Word Study Program (Grades 6 to 8)

[Advanced Word Study - Free Intervention Program -Hicks & Kilgore.pdf](#)



## Scope & Sequence

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b>	<p><b>CLOSED SYLLABLES</b> <u>I DO:</u> Closed Syllables Lesson</p> <p><u>WE DO:</u> Closed Syllables Guided Practice</p>	<p><b>CLOSED SYLLABLES</b> <u>WE DO/YOU DO:</u> Closed Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>OPEN SYLLABLES</b> <u>I DO:</u> Open Syllables Lesson</p> <p><u>WE DO:</u> Open Syllables Guided Practice</p>	<p><b>OPEN SYLLABLES</b> <u>WE DO/YOU DO:</u> Open Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>VOWEL TEAM SYLLABLES</b> <u>I DO:</u> Vowel Team Syllables Lesson</p> <p><u>WE DO:</u> Vowel Team Syllables Guided Practice</p>
<b>Week 2</b>	<p><b>VOWEL TEAM SYLLABLES</b> <u>WE DO/YOU DO:</u> Vowel Team Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>R-CONTROLLED SYLLABLES</b> <u>I DO:</u> R-Controlled Syllables Lesson</p> <p><u>WE DO:</u> R-Controlled Syllables Lesson</p>	<p><b>R-CONTROLLED SYLLABLES</b> <u>WE DO/YOU DO:</u> R-Controlled Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>SILENT-E SYLLABLES</b> <u>I DO:</u> Silent-E Syllables Lesson</p> <p><u>WE DO:</u> Silent-E Syllables Guided Practice</p>	<p><b>SILENT-E SYLLABLES</b> <u>WE DO/YOU DO:</u> Silent-E Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>
<b>Week 3</b>	<p><b>CONSONANT + LE SYLLABLES</b> <u>I DO:</u> Consonant + LE Syllables Lesson</p> <p><u>WE DO:</u> Consonant + LE Syllables Guided Practice</p>	<p><b>CONSONANT + LE SYLLABLES</b> <u>WE DO/YOU DO:</u> Consonant + LE Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>SCHWA/DIPHTHONG SYLLABLES</b> <u>I DO:</u> Schwa/Diphthong Syllables Lesson</p> <p><u>WE DO:</u> Schwa/Diphthong Syllables Guided Practice</p>	<p><b>SCHWA/DIPHTHONG SYLLABLES</b> <u>WE DO/YOU DO:</u> Schwa/Diphthong Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Prefixes: fore-, pro-, inter-</b> <u>I DO:</u> Prefixes: fore-, pro-, inter-Lesson</p> <p><u>WE DO:</u> Prefixes: fore-, pro-, inter-Guided Practice</p>
<b>Week 4</b>	<p><b>Prefixes: fore-, pro-, inter-</b> <u>WE DO/YOU DO:</u> Prefixes: fore-, pro-, inter- Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Prefixes: trans-, non-, over-,</b> <u>I DO:</u> Prefixes: trans-, non-, over-Lesson</p> <p><u>WE DO:</u> Prefixes: trans-, non-, over-Guided Practice</p>	<p><b>Prefixes: trans-, non-, over-,</b> <u>WE DO/YOU DO:</u> Prefixes: trans-, non-, over- Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Prefixes: sub-, semi-, anti-</b> <u>I DO:</u> Prefixes: sub-, semi-, anti-Lesson</p> <p><u>WE DO:</u> Prefixes: sub-, semi-, anti-Guided Practice</p>	<p><b>Prefixes: sub-, semi-, anti-</b> <u>WE DO/YOU DO:</u> Prefixes: sub-, semi-, anti- Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>
<b>Week 5</b>	<p><b>Suffixes: -y, -ly, -ful</b> <u>I DO:</u> Suffixes: -y, -ly, -ful Lesson</p> <p><u>WE DO:</u> Suffixes: -y, -ly, -ful Guided Practice</p>	<p><b>Suffixes: -y, -ly, -ful</b> <u>WE DO/YOU DO:</u> Suffixes: -y, -ly, -ful Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Suffixes: -hood, -less, -ness</b> <u>I DO:</u> Suffixes: -hood, -less, -ness Lesson</p> <p><u>WE DO:</u> Suffixes: -hood, -less, -ness Guided Practice</p>	<p><b>Suffixes: -hood, -less, -ness</b> <u>WE DO/YOU DO:</u> Suffixes: -hood, -less, -ness Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Suffixes: -er/-or, -en, -ment</b> <u>I DO:</u> Suffixes: -er/or, -en, -ment Lesson</p> <p><u>WE DO:</u> Suffixes: -er/or, -en, -ment Guided Practice</p>
<b>Week 6</b>	<p><b>Suffixes: -er/-or, -en, -ment</b> <u>WE DO/YOU DO:</u> Suffixes: -er/or, -en, -ment Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Roots: port, form, ject</b> <u>I DO:</u> Roots: port, form, ject Lesson</p> <p><u>WE DO:</u> Roots: port, form, ject Guided Practice</p>	<p><b>Roots: port, form, ject</b> <u>WE DO/YOU DO:</u> Roots: -port, form, ject Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Roots: spect, dict, tend</b> <u>I DO:</u> Roots: spect, dict, tend Lesson</p> <p><u>WE DO:</u> Roots: spect, dict, tend Guided Practice</p>	<p><b>Roots: spect, dict, tend</b> <u>WE DO/YOU DO:</u> Roots: -spect, dict, tend Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>
<b>Week 7</b>	<p><b>Roots: fer, meter, graph</b> <u>I DO:</u> Roots: fer, meter, graph Lesson</p> <p><u>WE DO:</u> Roots: fer, meter, graph Guided Practice</p>	<p><b>Roots: fer, meter, graph</b> <u>WE DO/YOU DO:</u> Roots: -fer, meter, graph Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Roots: photo, script, geo</b> <u>I DO:</u> Roots: photo, script, geo Lesson</p> <p><u>WE DO:</u> Roots: photo, script, geo Guided Practice</p>	<p><b>Roots: photo, script, geo</b> <u>WE DO/YOU DO:</u> Roots: -photo, script, geo Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	

# Advanced Word Study Lesson Format

## *Kelsey Graham - Eastview Literacy Block*

### Day 1

- *Taught a Syllable Type*
- *Practiced syllabication and spelling using whiteboards*

### Day 2

- *Read a story with those syllables; Syllabicate on their own*

### Day 3

- *Played Syllable Based Games in Teams*
- *Practiced “Speed Drills”, working on accuracy and fluency*

### Format

- *8 weeks*
- *4 times a week (approx. 28 classes)*
- *45 minute class*



# Advanced Word Study – Example Activities

Guided Practice  
Consonant +le Syllables

ANSWER KEY

<p>cl c-le</p> <p>drizzle</p> <p>VC</p>	<p>cl cl c-le</p> <p>example</p> <p>VCVC</p>
<p>op cl c-le</p> <p>resemble</p> <p>VCVC</p>	<p>cl cl c-le</p> <p>unscramble</p> <p>VCVC</p>
<p>cl cl c-le</p> <p>embezzle</p> <p>VCVC</p>	<p>cl c-le</p> <p>chuckle</p> <p>VC</p>
<p>cl c-le</p> <p>shuttle</p> <p>VC</p>	<p>cl op c-le</p> <p>soluble</p> <p>VCV</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Consonant + LE Syllables Decodable

### “Camping Secret”

**Kimble** and Jane get ready for the first camping trip of the season. They can hear a **drizzle** outside, but they don’t stop packing! The girls begin to **scramble** through their supplies. **Kimble** grabs a tent, canteen, and **whistle**. Jane packs her **duffle** with games, snacks, and a sleeping bag. The rain began to **dwindle**, so they knew it was almost time to go. The girls could hear Mom and Dad **mumble** about something as they waited for the **shuttle** that would take them to camp. They wondered what their **babble** could be about, but they were too excited to worry about it. The ride to camp was short. The grounds **resemble** a calm forest from a movie. Everyone was ready to begin the fun. Kimble and Jane **rattle** through their bags as they help Mom and Dad set up. Once camp is ready, the family takes a break. Mom has her **article** to finish reading. Dad and Kimble go fishing. They **stumble** across a big family of catfish. Jane stays at camp to find harsh, not **brittle**, sticks for their night fire. With dinner and warmth, Mom and Dad share their **mumbled** conversation from home. This family is growing by one more, a baby boy!

Name: \_\_\_\_\_

## CONSONANT + LE SYLLABLE Speed Drill



1. Underline the consonant + le syllable at the end of each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

crumble	scramble	apple	purple	bundle	cripple	jungle	wiggle	marble	puzzle
bottle	title	sprinkle	brittle	jumble	doodle	stifle	cradle	candle	shuffle
apple	marble	crumble	cradle	jumble	bundle	purple	jungle	cripple	wiggle
title	scramble	sprinkle	candle	apple	brittle	doodle	puzzle	stifle	shuffle
jumble	doodle	purple	shuffle	crumble	wiggle	title	sprinkle	cradle	jungle
bundle	cripple	brittle	jungle	puzzle	marble	apple	scramble	candle	stifle
shuffle	bottle	marble	wiggle	sprinkle	jumble	purple	puzzle	bundle	cripple
stifle	crumble	cradle	cripple	apple	brittle	marble	candle	doodle	shuffle
doodle	candle	scramble	jumble	title	crumble	purple	wiggle	cradle	sprinkle
jungle	stifle	bottle	jumble	bundle	scramble	title	puzzle	brittle	crumble

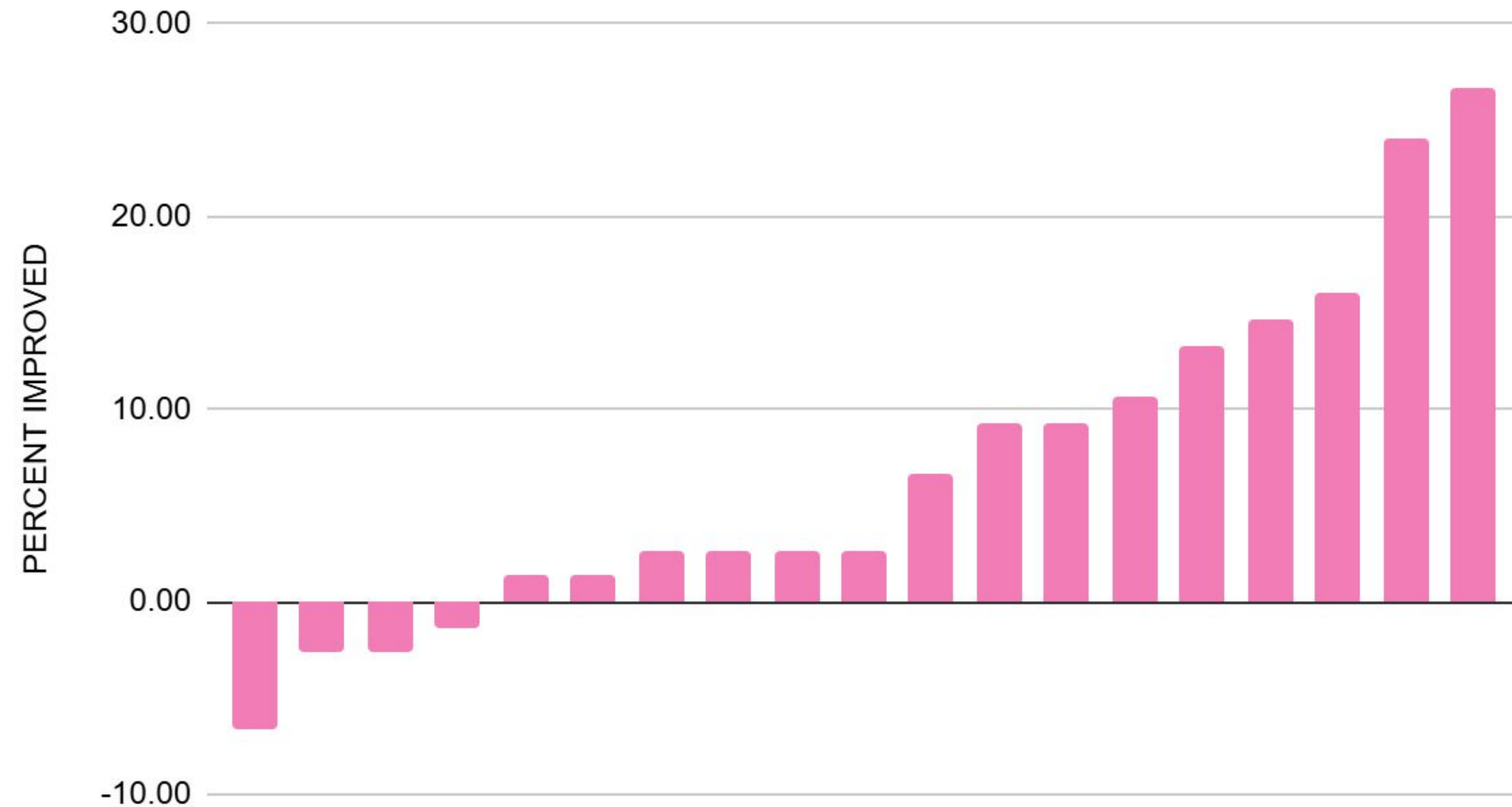


# Kelsey Graham

## Advanced Word Study Program Results

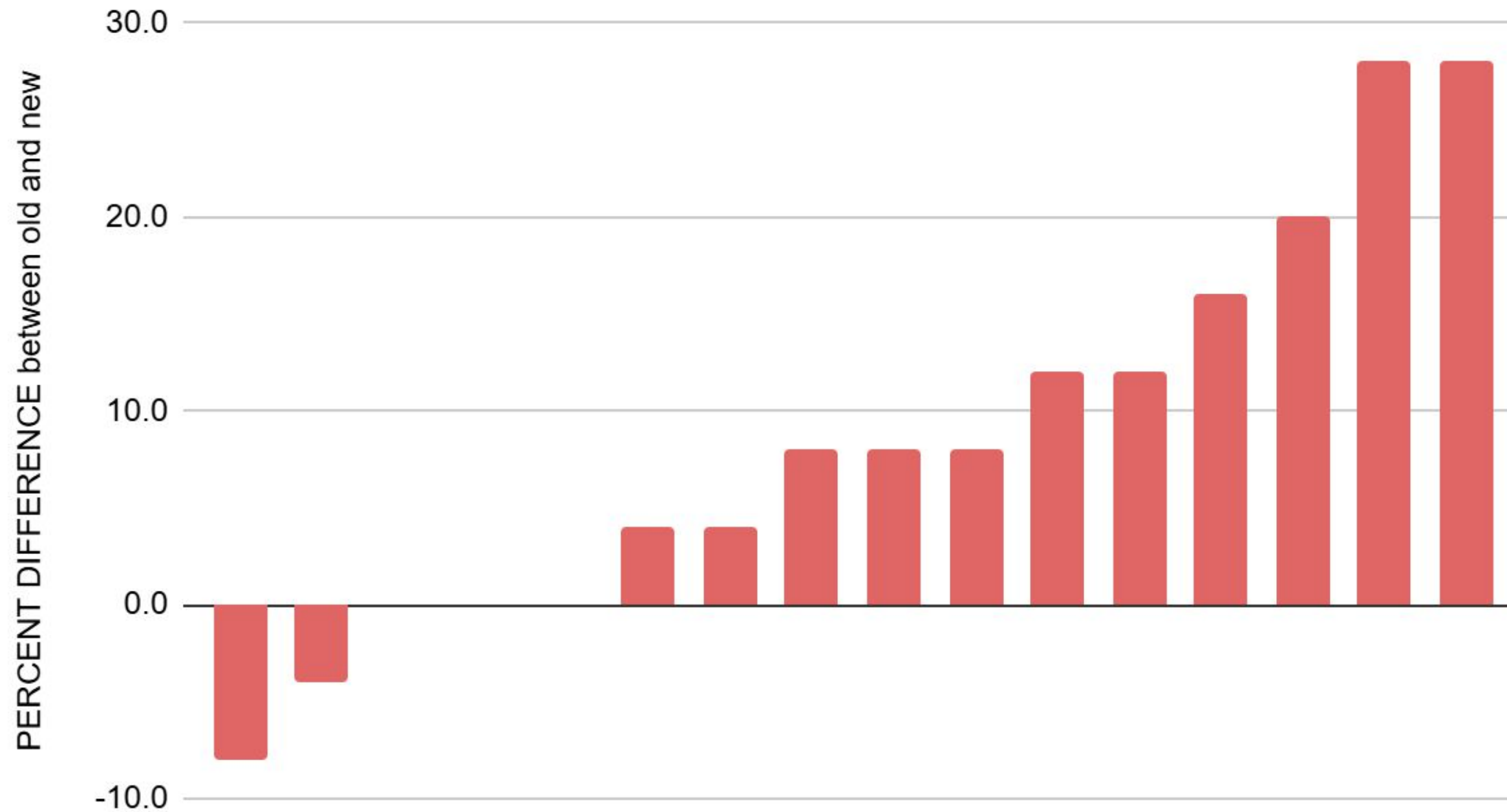
- 75 Words
- Some nonwords
- Read them aloud
- Chart shows growth

AWS Word Recognition



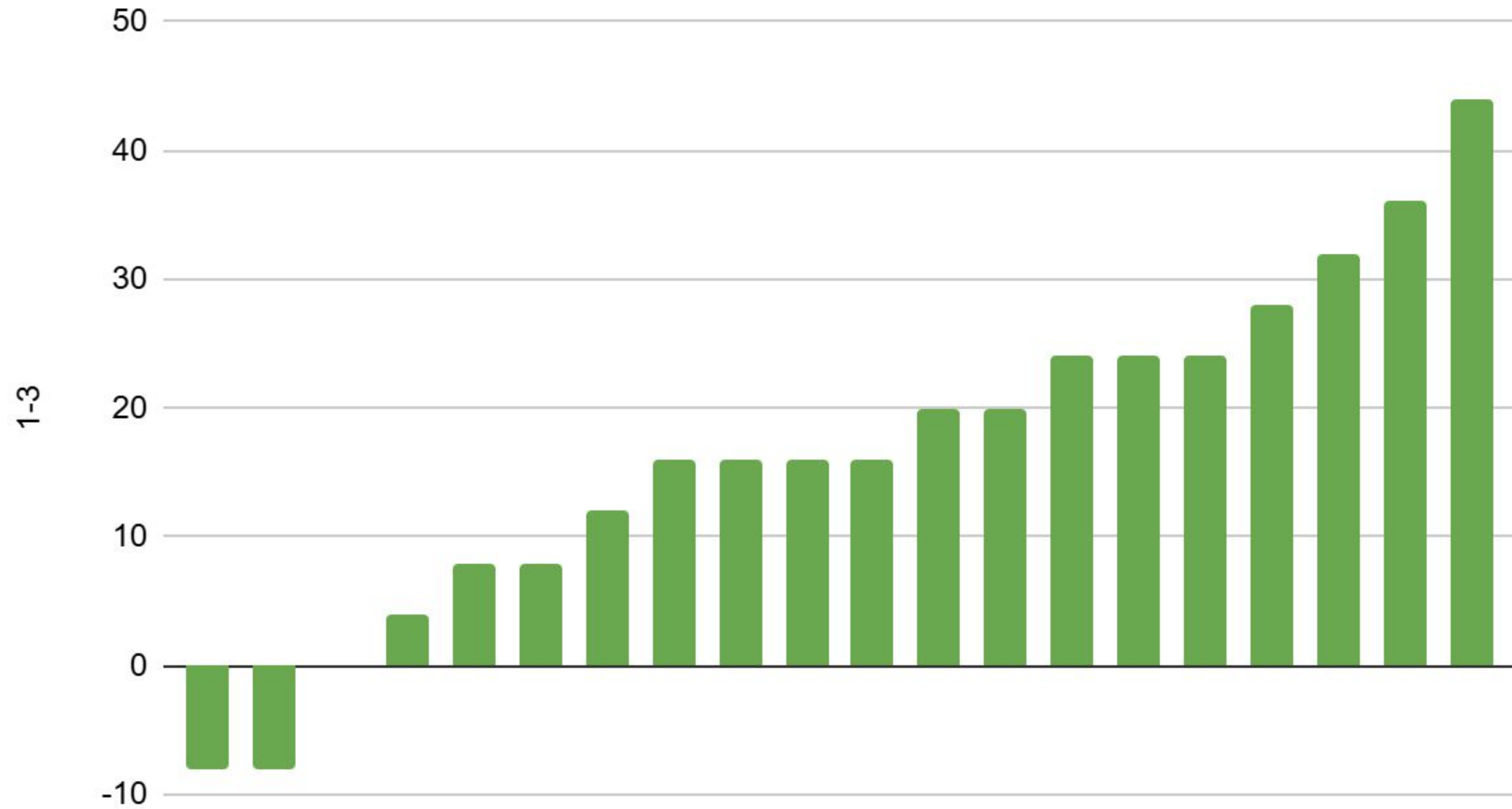
# Spelling Test Improvement

Spelling Test Improvement



# RCAT Improvement

RCAT Term 1-3 Difference



# ADVANCED WORD STUDY – Sample Lesson

Guided Practice  
Closed Syllables

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

s u m m i t	p u b l i c
t e n n i s	n u t m e g
p r e t z e l	m u f f i n
c a c t u s	b u c k e t

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Closed Syllables Decodable

### “The Lost Mittens”

My friend lost one of his **mittens**. We tried to **backtrack** to see where we lost it. We thought we might have lost them near the **hidden tunnel**, where we spent our time yesterday. We started walking near the **tunnel** when we heard a **chicken**. We tried to see what the **chicken** was chasing. The **chicken** was chasing a **rabbit**. The **rabbit** was hopping near the tunnel. We started running quickly and saw that the rabbit went into the **tunnel**. We looked **into** the **hidden tunnel** and could not find my friend’s lost **mitten**. He was very **upset**, but that was not the real **problem** anymore. The new **problem** was that the **rabbit** was crying. He was stuck in the **tunnel** and could not get out. My friend and I discussed how we could solve this **problem**. We agreed that I would crawl into the **tunnel** and help the **rabbit** get **unstuck**. I crawled in and saw that the **rabbit’s** foot was stuck in a hook. I unhooked the **rabbit** and pulled him out of the **tunnel** slowly. When I crawled out of the **tunnel**, my friend yelled at me. He said, “Look, my lost **mitten** is stuck on the **rabbit**.” My friend’s lost **mitten** was stuck on the **rabbit’s** foot. We were lucky that the **rabbit** ran into the **hidden tunnel**, running away from the **chicken**. He saved the day and found my friend’s lost **mitten**!

## CLOSED SYLLABLE Speed Drill

1. Draw a line between the closed syllables in each word.
2. Pronounce each word with your teacher
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.



hidden	pumpkin	velvet	contest	problem	trumpet	button	subject	magnet	invent
bandit	lentil	bucket	cactus	helmet	insect	dentist	cotton	plastic	tunnel
velvet	pumpkin	trumpet	contest	button	subject	bucket	cotton	dentist	helmet
bandit	invent	magnet	cactus	bucket	insect	hidden	problem	plastic	subject
button	velvet	hidden	trumpet	problem	pumpkin	tunnel	plastic	cotton	tunnel
plastic	lentil	helmet	bucket	insect	bandit	trumpet	dentist	pumpkin	cactus
hidden	bandit	contest	problem	subject	invent	lentil	button	tunnel	velvet
cotton	plastic	magnet	invent	velvet	bucket	helmet	cactus	insect	cotton
magnet	dentist	tunnel	trumpet	hidden	contest	bandit	problem	lentil	cactus
contest	helmet	dentist	insect	lentil	magnet	pumpkin	button	invent	subject

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

[Copy of 1. Closed and Open Syllables AWS - Teacher Slide Deck](#)

[Advanced Word Study - Closed Syllable Lesson #1.pdf - Teacher & Student Information](#)

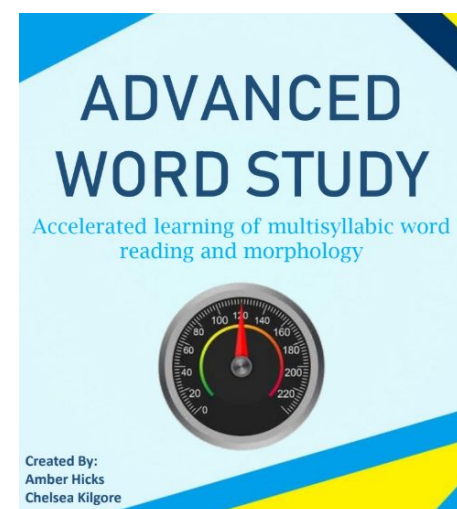
[Copy of 1a. Closed Syllables Student Package.pdf](#)



# Advanced Word Study Program

*Take a few minutes to check out the links and chat with a neighbour.*

*How could you use this program to support striving readers in your school?*



# STEP 3 – IMPLEMENT SUPPORT

- 10 to 16 weeks
- 4 to 5 times a week
- 30 to 45 minutes a session
- Small Group (4 to 6)
- Targeted Support
  - Identify key skills
  - Select resource
  - Determine starting point
  - Implement Program

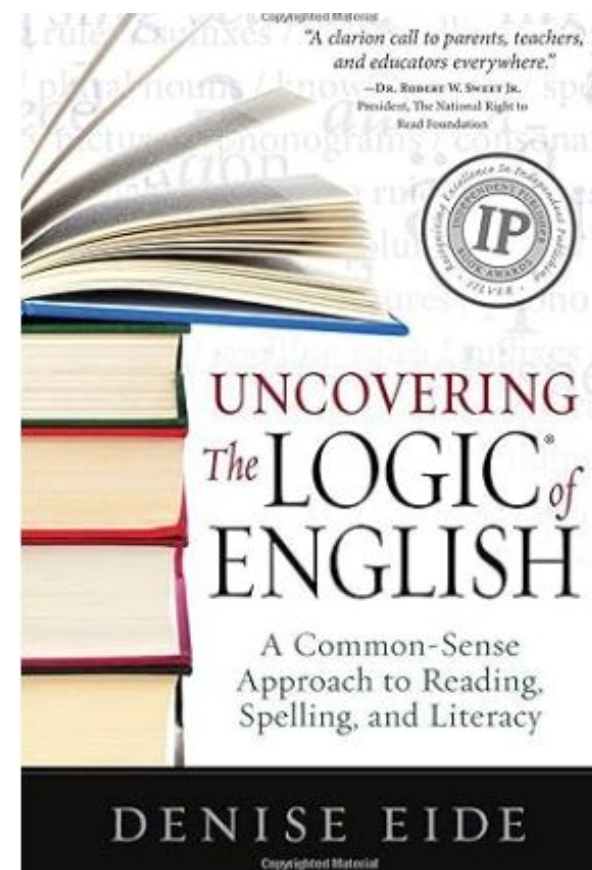
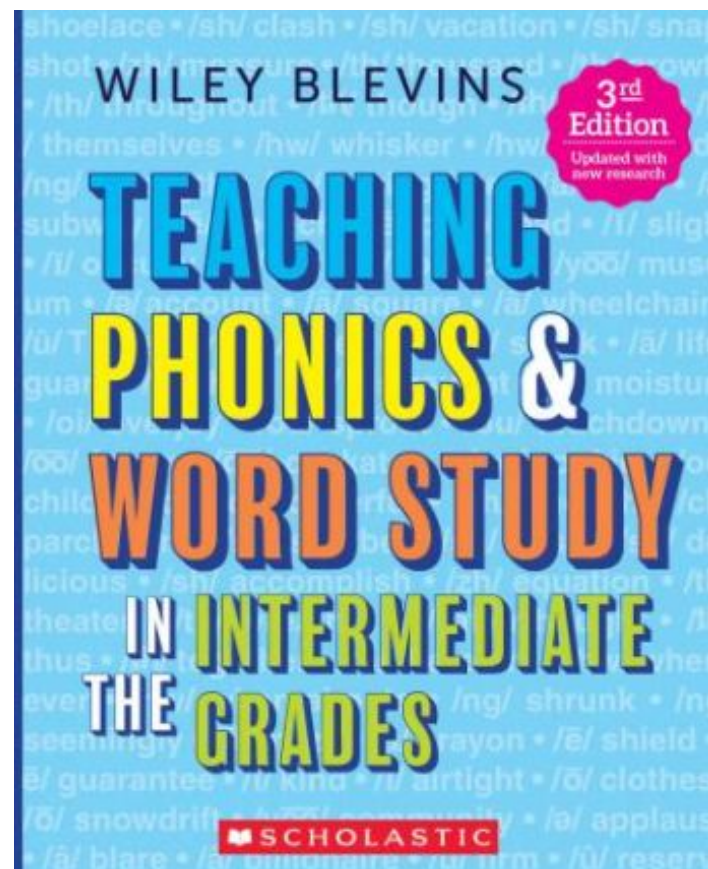


# STEP 4 – REASSESS STUDENTS

- Reassess students with the same assessment
- Analyze results to measure growth (quantitative data)
- Student self-reflection (qualitative data)
- Share results with the student, classroom teacher, & parents
- Next steps



# Who's a Winner?



# Questions?



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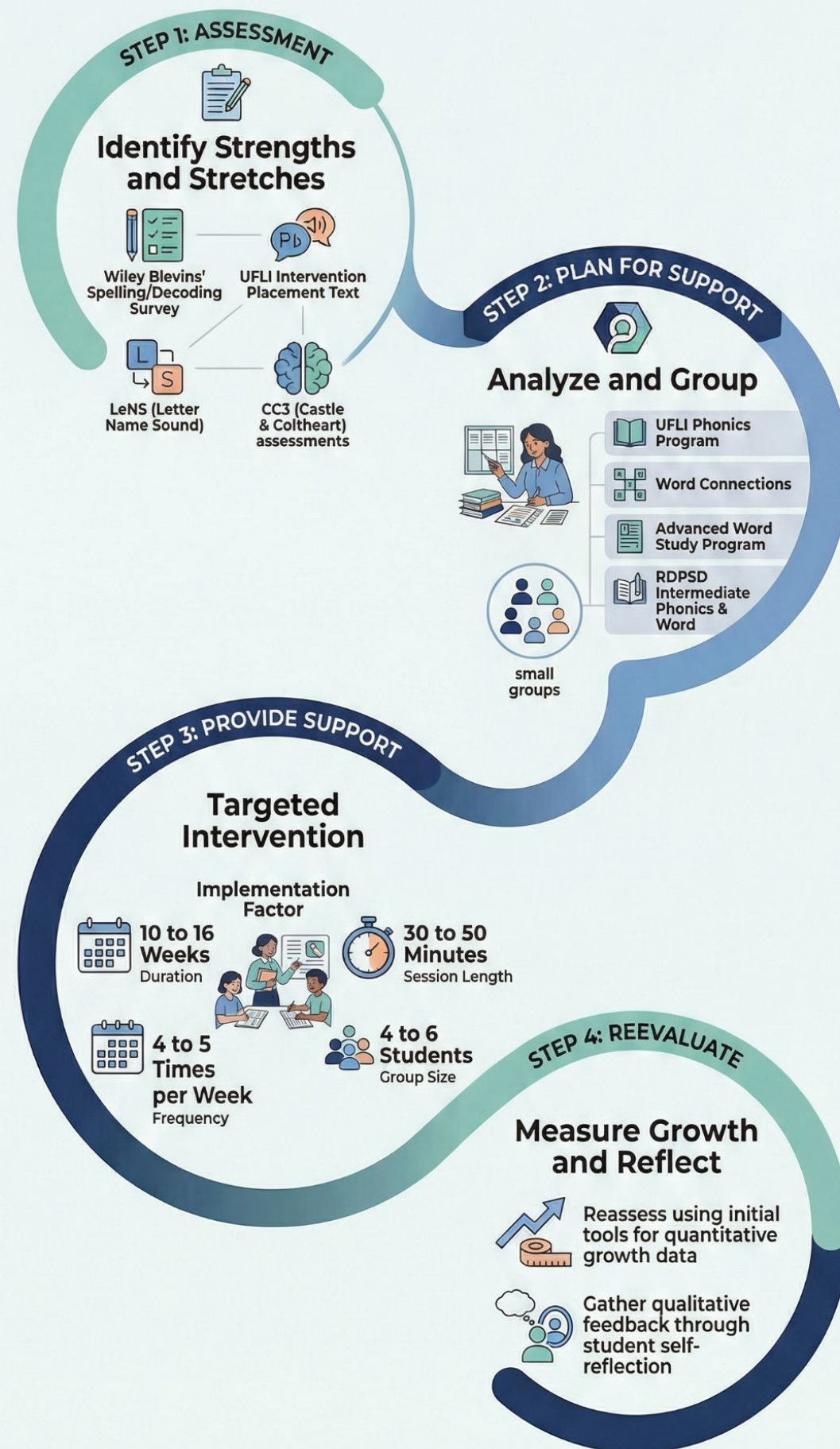
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# **ADDITIONAL INFORMATION**



# Supporting Striving Readers (Grades 4-8): A 4-Step Decoding Process





Curious about

# Orthographic Mapping?



**“Orthographic Mapping is the *process* we use to permanently *store words* into *long-term* memory.”**

-David A. Kilpatrick

cat

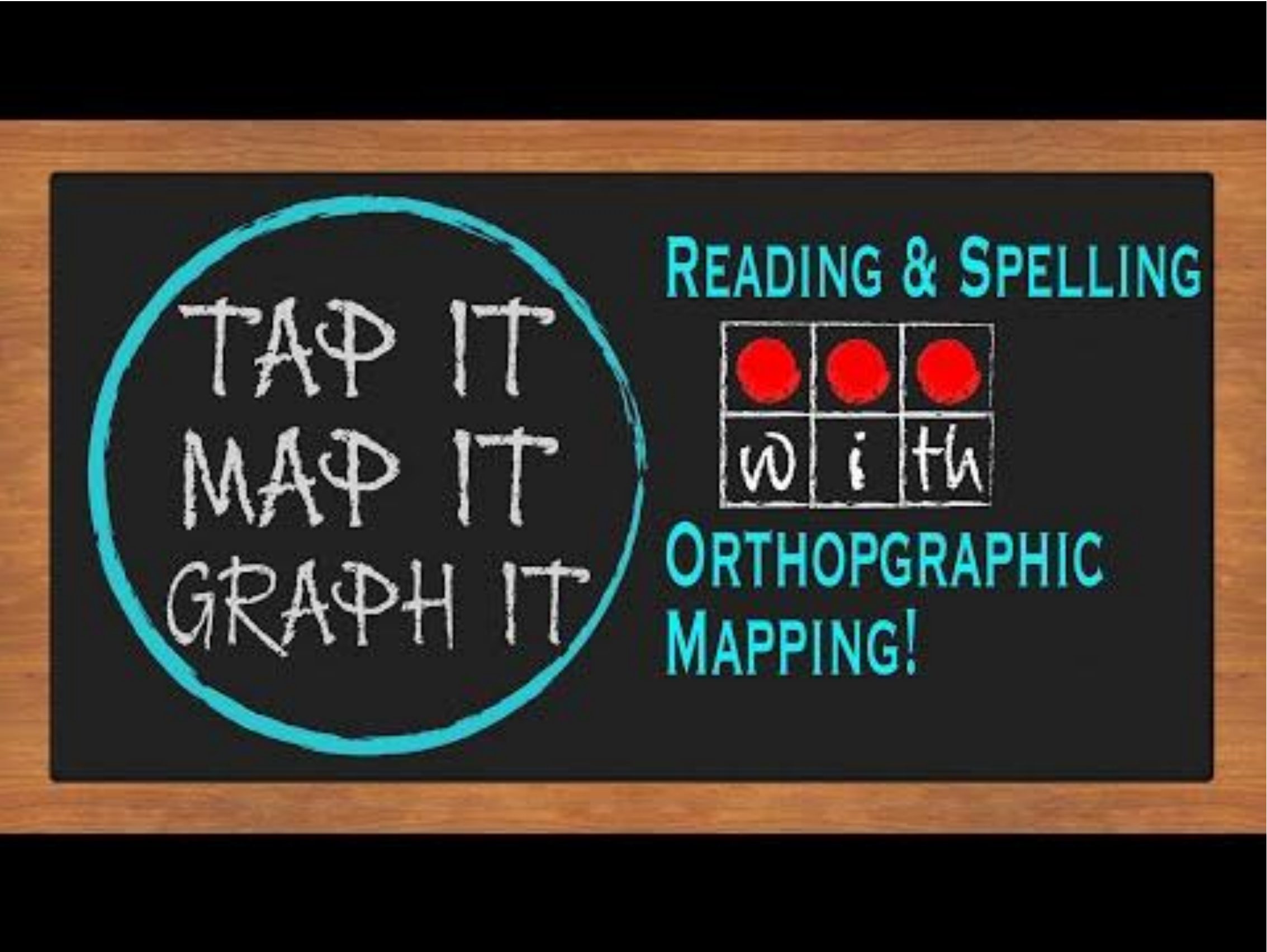
/k/ /ä/ /t/  
c a t

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cat

cat

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The human *memory* is *limited* to **2,000** individual *symbols*.

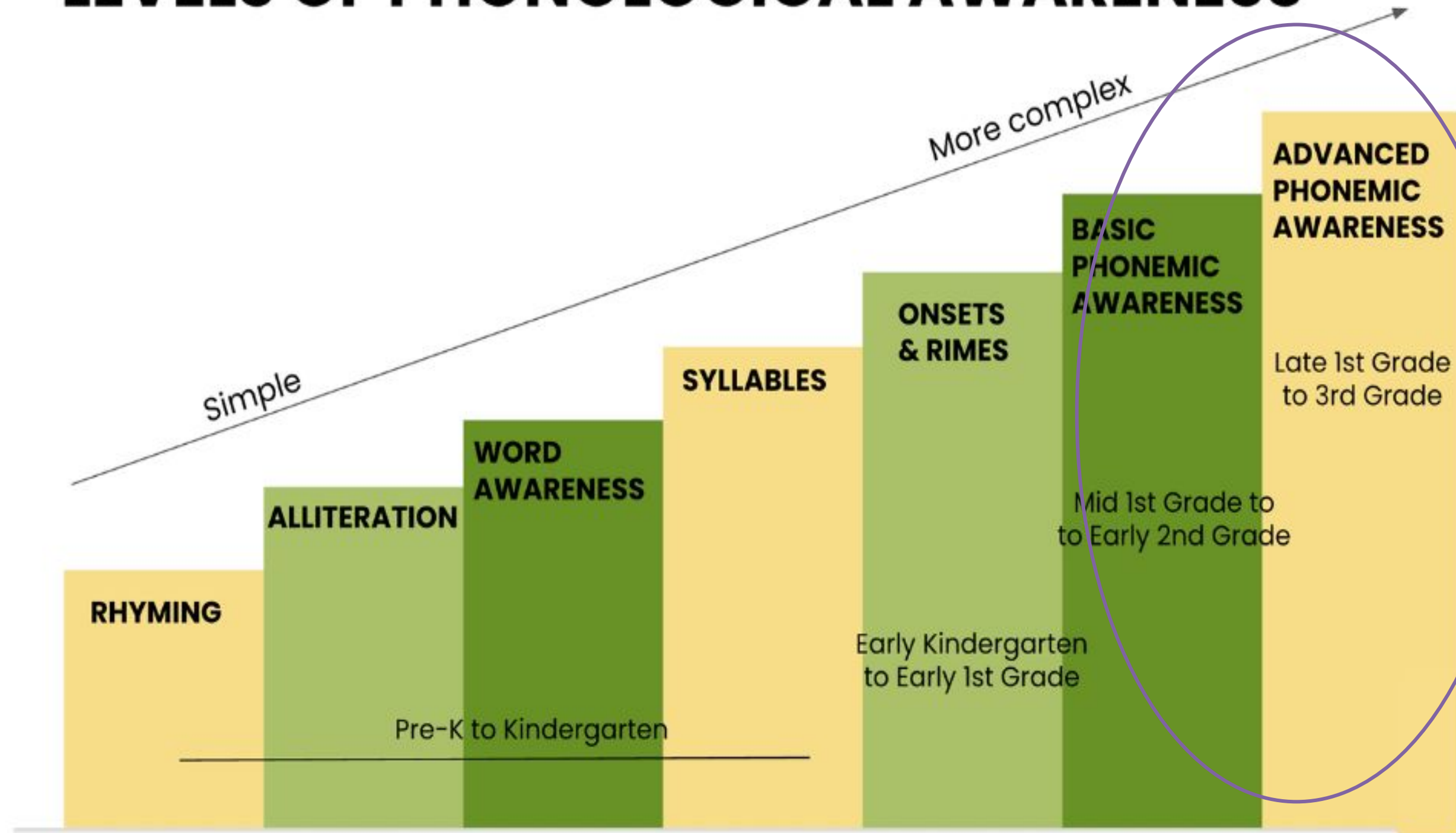
(Yet *adults* USE between 40,000 and 200,000 words in *speech*.)

Dawn McGarvey: Who are Children Can't Read and What to do about it Dawn Fink: Uncovering the Loss of English

Great Resource: *Phonics and Spelling Through Phoneme Grapheme Mapping* by Kathryn Grace



# LEVELS OF PHONOLOGICAL AWARENESS



Blending & Segmenting are the most essential skills!



\*The early levels (rhyming, alliteration, word awareness, and syllables) are sometimes presented in a different order.



# 1 PHONEMIC AWARENESS

## Phoneme Isolation

-orally identifies and isolates initial, final, medial sounds

T: Listen while I say the word, camp. Now just say the first sound in camp. S: /k/

## Phoneme Blending

-orally blends phonemes into one-syllable word (s-u-n - sun)

-orally blends syllables into a spoken word (mon-key - monkey)

T: Listen while I say some sounds /m/-/a/-/p/. Say them together into a whole word.

S: map

## Segmenting Words into Phonemes

-orally segment one-syllable, two-syllable words into individual sounds

T: Listen will I say the word, mat. Now, say each sound in the word *mat*.

S: Mat - /m / a / t/

## Adding Phonemes

-orally add sounds to one-syllable words to make new words

T: Say an, S: an, T: add /f/ to the beginning of an S: fan

## Deleting Phonemes

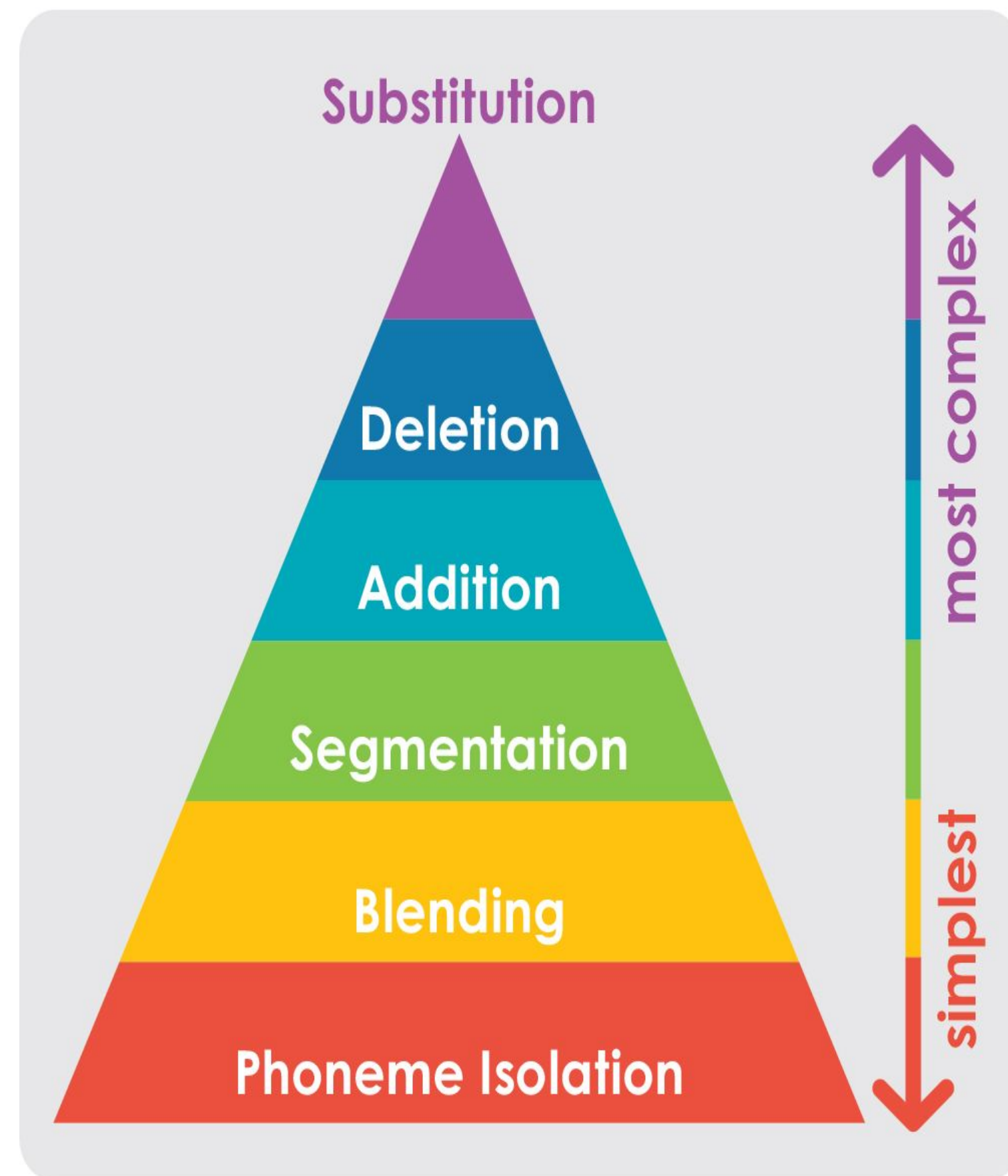
-orally deletes initial sounds in one-syllable words to make new words

T: Say ram, S: ram, T: Say ram without the /r/ S: am

## Substituting Phonemes

-orally substitutes initial sounds, final sounds, and medial sounds

T: Say log, S: log, T: Change /g/ to /t/ S: lot



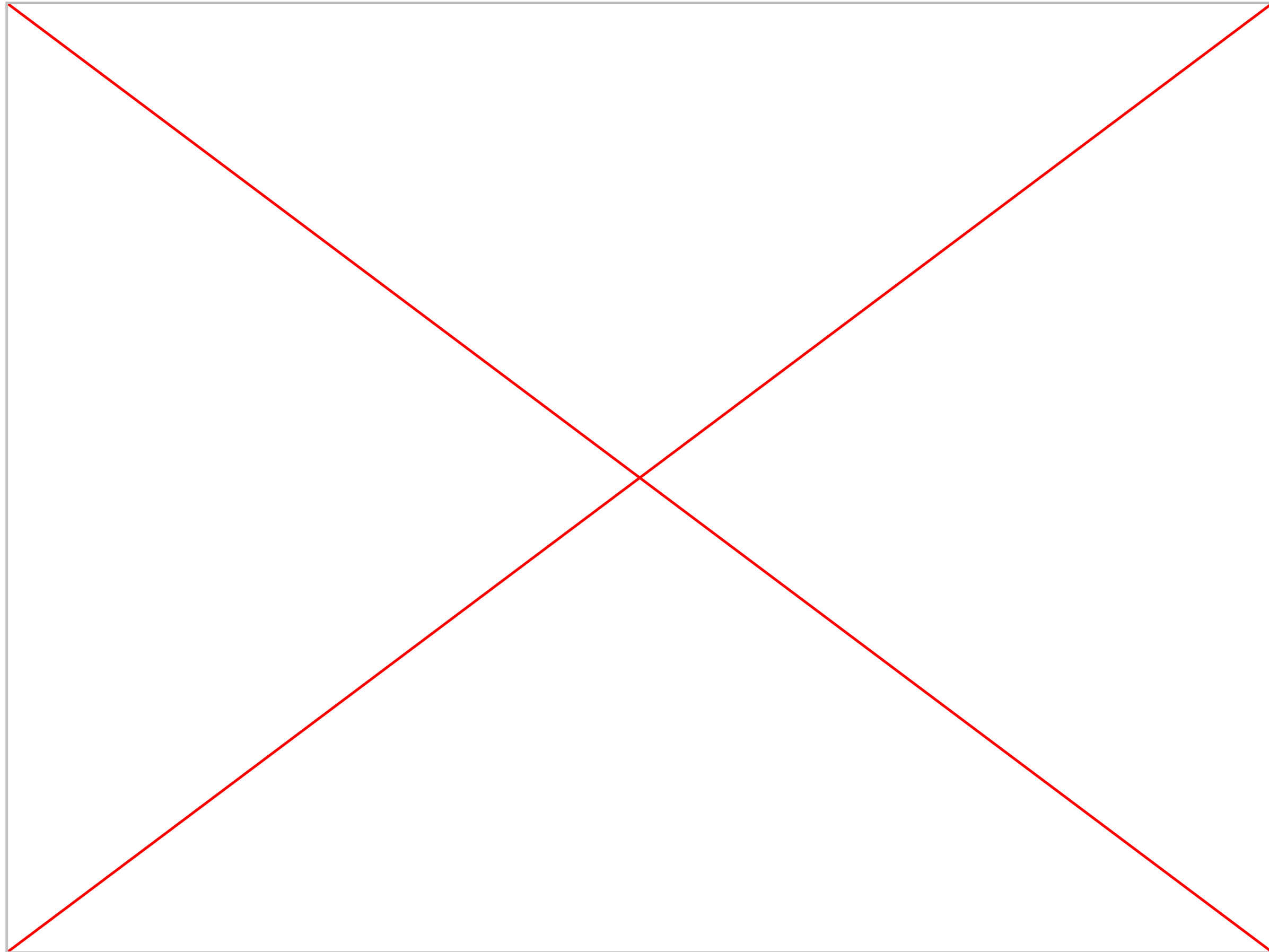
# Key Recommendations for Phonemic Awareness Instruction

- **10 minutes of daily interactive instruction using Heggerty**
  - UFLI only provides only covers blending and segmenting
  - *Heggerty Alignment: Kindergarten - Pre-K, Grade 1 - Kindergarten, Grade 2 - Primary*
  - *Bridging the Gap - Intervention for Grades 3 and Up*
- **Use the PAST results to guide instruction** (universal & individual support)
  - Grade 1 students scoring 3 or less require additional support (Sept.)
  - Useful for grade 2 and beyond who are still beginning readers
- **Resources for Additional Support**
  - [Sounds First Program — Reading Done Right](#)
  - [Sounds Abound - Sandy Lachance](#)



# Heggerty Phonemic Awareness Lesson

*Kindergarten Week 12 - Day 2 (Grade 1) - 10 min.*



# Heggerty Sample Weekly Plan - 10 Minutes a day - Planned & Prepared!

Kindergarten Week 12 - Day 2 (Grade 1) - 10 min.

Week 12		page 1 of 3		Kindergarten Curriculum							
		Monday	Tuesday	Wednesday	Thursday	Friday					
<b>Rhyme Production</b> ▷ We have listened for rhyming words, and now we will produce or say a rhyming word. I will say a silly or nonsense word, and you will tell me the real word that rhymes with it. ☺ EXAMPLE: T: I am thinking of people in school. They are jirls. → S: Not jirls, girls.		<b>SKILL FOCUS:</b> When we make rhyming words, we change the first sound(s), and the middle and final sounds always stay the same.									
		<b>Category: People in School</b> NONSENSE WORD: REAL WORD: jirls girls grincipal principal feacher teacher zildren children turse nurse		<b>Category: Animals</b> NONSENSE WORD: REAL WORD: mag dog tair bear zion lion jolphin dolphin biger tiger		<b>Category: Things we eat</b> NONSENSE WORD: REAL WORD: smeeze cheese fanana banana jeggs eggs trenchtries frenchfries megetables vegetables		<b>Category: People in Families</b> NONSENSE WORD: REAL WORD: zad dad fom mom jister sister cluther brother frandma grandma		<b>Category: Things We Use at School</b> NONSENSE WORD: REAL WORD: fissors scissors barkers markers lencils pencils nooks books flains brains	
<b>Initial Phoneme Isolation</b> ▷ We will listen for the first sound we hear in words. I will say a word; say the word back to me and tell me the first sound you hear. ☺ EXAMPLE: T: band → S: band /b/* *Students say sound, not letter name		<b>SKILL FOCUS:</b> We are listening for the first sound we hear in words.									
		WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
		band	/b/	help	/h/	people	/p/	odd	/ɔ/	ready	/r/
		edge	/ɛ/	otter	/ɒ/	echo	/e/	circle	/s/	operate	/ɒ/
		dentist	/d/	nest	/n/	tumble	/t/	exit	/ɛ/	into	/i/
		ignore	/i/	ever	/e/	actor	/ɔ/	find	/f/	gold	/g/
		attic	/ɔ/	under	/ʊ/	object	/ɒ/	upset	/ʊ/	effort	/ɛ/
<b>Blending Phonemes</b> ▷ When we read words, we say the sounds and blend them together. I will say two sounds; say the sounds back to me and blend them into one word. ☺ EXAMPLE: T: l - i* → S: l - i*, lie *Say sound, not letter name		<b>SKILL FOCUS:</b> When we blend, we put sounds together to make a word.									
		2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD	2 PARTS	WHOLE WORD
		l - i	lie	ō - p	ape	h - oo	who	b - ay	bay	t - o	toe
		n - oo	new	t - i	tie	ō - n	own	d - oo	do	s - i	sigh
		ō - t	oat	b - ē	be	b - ow	bow	i - n	in	n - oo	new
		k - ay	key	z - oo	zoo	p - ay	pay	ū - z	use	h - ay	hay
		ē - t	eat	h - i	high	p - i	pie	i - s	ice	ō - k	oak
		b - i	by	g - o	go	t - oo	too	y - oo	you	ā - t	ate
<b>Phoneme Isolation: Final Sounds</b> ▷ Listen as I say a sentence. Then tell me the last sound you hear in all of the words in the sentence. ☺ EXAMPLE: T: Slim Tim swam. → S: /m/* Students say sound, not letter name		<b>SKILL FOCUS:</b> We are listening for the last sound we hear in words.									
		WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND
		Slim Tim swam.	/m/	Ken can win.	/n/	His nose froze.	/z/	Men join in.	/n/	Kate ate late.	/t/
		Jane can run.	/n/	Buzz loves bugs.	/z/	Jake took cake.	/k/	Bake cake, Mike.	/k/	Big bug dug.	/g/
		Jed made food.	/d/	Ned had ood.	/d/	It got hot.	/t/	Brave Bev dove.	/v/	Give Dave five.	/v/
		Chris counts mice.	/s/	Pat got wet feet.	/t/	His nose grows.	/z/	Gus cooks steaks.	/s/	Chad had old bread.	/d/
		Matt went right.	/t/	Wes gets juice.	/s/	Help pup skip.	/p/	Kat got meat.	/t/	Jim came home.	/m/
		His nose grows.	/z/	Sam came home.	/m/	Jan can win.	/n/	Ted had bread.	/d/	Jess gets plates.	/s/



# Literacy Through Language

## Free Morphology Instruction

**Dr. Shelley Blackwell & Amber Boyington**

Morphology Scope and Sequence Grades 4-8				
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
form	cede/cess/ceed	aqua	cept	act
port	cred	cent	claim/clam	aud
scrib/script	fer	civ	cogn	bene
spec/spect	jac, ject	dic/dict	corp	cede/ceed
struc/struct	leg	fract/frag	cred	circum
flect/flex	pend, pense	mov/mot/mob	gen	fin
dic/dict	vent	port	grat	fort
mit/mis	rupt	duc, duce, duct	ject	jur/jus/jud
duc/duce/duct	tain, ten	rupt	loc	liber/liver
pel/puls	tend, tent	sci	man/manu	mit/mis/miss
fac/fic/fact/fect	verse, vert	ped	ped/pod	nov
cur/curs	vis, vise	tend	pend/pens	scrib/script
aud	vit, vita, viv	aer/aero	pop	struc/struct
pos/pound	auto, chrono, mono, tele, graph	arch	socio	vac
plic/ply	hydr, sphere, geo, bio, lith	astro	sol/soli	vid/vis
phon, photo, graph/tele	ast, mechan, poly, neo, morph	dem/demo	spect	viv/vit
auto, chron, gram, mono, cycl	crat, demo, eco, psycho, logy, paleo	graph	tract	voc/vok
cycle, geo, sphere, therm		metr/meter	ver	anthrop
bio, eco, logy, zoo		archae/arche/archi	voc/voke	cap
chrom, phobia, stereo, techn		path	auto	chrono
biblio, hydro, lex phys		photo	bio	crac/crat
mech, metr, micro, scope		polis/polit	chrom	phon
hyper, mega, poly, mania		tele	ethno	scope
		theo	geo	therm



<p><b>'o-e'</b></p> <p>o-e note oa boat oe toe o most ow grow ough though ou soul oo door</p>	<p><b>'o'</b></p> <p>o pot au fraud aw lawn al walk a father ough fought augh taught</p>	<p><b>'i-e'</b></p> <p>i-e kite ie cried i wild igh night y fly eigh height</p>	<p><b>'u'</b></p> <p>u tub ou touch o-e some a about</p>	<p><b>'u-e'</b></p> <p>u-e mule u pupil ew few ue cue</p>	<p><b>'oo'</b></p> <p>oo boot ue blue ew new u super ui suit u-e flute ou soup oe shoe o do ough through</p>
<p><b>'ee'</b></p> <p>ee meet ea seat ie chief y funny e she i-e petite i variation ei re(c)eive e-e eve ey key</p>	<p><b>'a'</b></p> <p>a cat</p>	<p><b>'er'</b></p> <p>er faster ur turn ir girl or work ear learn yr syrup ar dollar</p>	<p><b>'ow'</b></p> <p>ow cow ou out ough drought</p>	<p><b>'i'</b></p> <p>i in y myth</p>	
	<p><b>'a-e'</b></p> <p>a-e ape ai rain ay say ea steak ey they eigh eight a paper ei vein aigh straight</p>		<p><b>'oy'</b></p> <p>oy boy oi soil</p>	<p><b>'e'</b></p> <p>e bed ea bread ai said ie friend</p>	<p><b>'oo'</b></p> <p>oo cook oul would u put</p>

**Ph o n o - G r a p h i x <sup>TM</sup>**

**Vowel Sound Pictures**

1-800-732-3868

# Free Online Reading Comprehension Resources

Feature	<a href="#">Read Theory</a>	<a href="#">CommonLit</a>	<a href="#">ReadWorks</a>	<a href="#">ReadWriteThink</a>
<b>Primary Focus</b>	Adaptive Skill Practice & Growth Monitoring (Lexile)	Curriculum Delivery & Text-Based Lessons (Thematic Units)	Teacher-Assigned Passages & Vocabulary Instruction	Instructional Strategies & Interactive Tools
<b>Adaptive Learning</b>	Yes. Automatically adjusts text difficulty (Lexile) based on student performance.	No. Texts must be manually assigned by the teacher.	No. Teachers manually assign leveled texts.	N/A. Provides lesson plans/tools, not student practice texts.
<b>Targeted Skills</b>	Highly effective for Inferencing and Context Clues via immediate feedback on quizzes.	Excellent for Synthesis and Drawing Conclusions through discussion questions and writing prompts.	Strong on Vocabulary (Context Clues) and Comprehension through "Article-a-Day" and paired texts.	Provides excellent, detailed Lesson Plans focused on Inferencing and literary analysis tools.
<b>Content Type</b>	Short, original passages (Fiction, Non-fiction, Poetry).	High-quality, published literary and informational texts (3rd-12th Grade).	Curated non-fiction articles, paired texts, and literature.	Lesson Plans, Interactive Student Tools, and Professional Development.
<b>Grading/Data</b>	Fully Automated. Provides real-time Lexile growth and skill-based reports.	Automated scoring for multiple-choice quizzes. Provides data by standard.	Mostly Teacher-Graded (for written responses). Does not track adaptive growth.	N/A. Requires teacher to assess student work generated from the tools/lessons.
<b>Ideal Use Case</b>	Bell-ringer, Homework, or Intervention. For independent practice and rapid growth tracking.	Whole-Class Instruction and Thematic Units. For shared text experiences and discussions.	Cross-Curricular Reading and Building Background Knowledge. Great for science/social studies articles.	Professional Development and Deep Strategy Instruction. For integrating tools and new strategies into existing curriculum.