| **CARD 10**  **Template for word reading – spelling focused** | |
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| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Write words for the lesson on the board. |
| **SIGNALING PROCEDURE** | |  |  |  | | --- | --- | --- | | **Blending** | **Do** | **Say** | | **Focus** | Point under focus spelling.\* | **Sound?** | | **Wait time** | 1 second |  | | **Signal for student response** | Tap under spelling\*\* |  | | **Word Reading** | **Do** | **Say** | | **Focus** | Point just to the left of word. | **Word?** | | **Wait time** | 2 seconds |  | | **Signal for student response** | Slide hand quickly under word. |  | | \* If spelling has two letters, point with two fingers together. | | | | EXAMPLE   1. Write *join* on the board. 2. Point with two fingers together under *oi* and say: ***Sound?*** 3. Tap under *oi* spelling with two fingers together to prompt students to say */oy/.* 4. Point just to the left of word and say: ***Word?*** Pause two seconds. 5. Slide hand under whole word quickly to prompt students to say *join.* | | | |
| 1. **EXPLAIN TASK**   Briefly name and explain the task to students before starting the activity. | Say: ***Today you’ll reading words. First you’ll say the sound for a spelling in the word when I tap under it. When I slide my hand under the whole word, you’ll say the word.*** |
| 1. **MODEL RESPONSE**   Model desired response to the task with several examples using signaling procedure. | (Model only the first couple of times you do this template.)  Say: ***I’ll model for you how to read two words. My turn.***  Model for students, using the signaling procedure above, with only the teacher responding. |
| 1. **PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID** | Say: ***Your turn.***  Provide practice using the signaling procedure above, with only students responding. |
| **4. CORRECTION PROCEDURE** | To correct students:  Sound Error:  Say: ***My turn. Sound? /\_\_\_/. Your turn. Sound?*** Model sound, then have students repeat sound.  Word Error:  Say: ***My turn. Sound? /\_\_/. Word? \_\_\_\_\_***  ***Your turn. Sound? \_\_\_\_ Word? \_\_\_\_\_***  If students say word incorrectly, model sound and word for students, then have students say the sound and the word.  Then back up two words, re-present the missed word, and continue on.  If student misreads word on second attempt, use continuous blending or erase the word and use sound-by-sound blending. |
| **5. INDIVIDUAL TURNS** | When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. |

Templates originally developed for use with Reading First Program Specific Professional Development with Modifications for At-Risk Readers. National Center for Reading First Technical Assistance. Modified by TACS, University of Oregon.