





STEP	DIRECTIONS	ERROR CORRECTION
<p>1 Read Sounds</p>	<p>Say the sounds for each letter.</p>	<p>Let's Trace. Yes, it's / ___ / ___. Trace / ___ / ___ / again. Everyone traces while looking at the letter(s) and saying the sound(s).</p>
<p>2 Spell Sounds</p>	<p>Say and write the sound.</p>	<p>Say / ___ / ___. What letter(s) make the / ___ / sound? Teacher writes the letter(s). See an error? Cross it out and write / ___ / correctly. Everyone write / ___ / again.</p>
<p>3 Read Words</p>	<p>Read the words. Remember: Less is more (accuracy to automaticity)</p> 	<p>Single syllable: Let's trace. <u>Look</u> at the word, <u>trace</u> each letter while saying the sound(s). Blend the sounds while pulling fingers underneath the word and saying the whole word. Yes, the word is / ___ / ___. Trace / ___ / ___ / again. Blend the sounds again. Multisyllabic word: See – Divide – Hear – Feel (Trace) Trace the errored syllable, then blend, saying the whole word. Yes, the word is / ___ / ___. Trace / ___ / ___ / again. Blend the sounds again.</p>
<p>4 Spell Words</p>	<p>Listen—Repeat—Touch Spell*—Write *Segment multisyllabic words</p> 	<p>Say / ___ / ___. Touch Spell ___. Stop at the errored sound. What SOUND(S) do you hear? What LETTER(S) make that sound? Cross it out and write ___ correctly. Everyone write ___ again. Identify 1-2 words to correct.</p>
<p>Sentences/Phrases</p>	<ul style="list-style-type: none"> ■ Teacher reads the sentence fluently. ■ Students repeat. ■ Teacher reads the sentence again, if needed. ■ Students repeat again, if needed. ■ Students write the sentence or phrase. 	<p>C – Capitalization A – Appearance/All of my words (#) P – Punctuation S – Spelling</p>

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<p>5</p> <p>New Material: Sound</p>	<p>Directly teach the <u>sound</u>, <u>place value</u>, and <u>additional information</u>, if given.</p> <p><i>This is the letter ____, which says / ____/.</i></p> <p>Explain the place value and/or additional information, if identified.</p> <p><i>Trace / ____/.</i></p>	<p>Reading Error? TRACE! Blend the sounds together two more times while saying the word.</p> <p>Spelling Error? TOUCH SPELL!</p>  
<p>New Material: Sight Words/ Irregular Words</p>	<p>Traditional Way:</p> <ol style="list-style-type: none"> 1. Teacher shows the Sight Word Card and says the word. Students repeat. 2. Students trace the letters on the table while saying the letter names. 3. Students repeat the word again. (Repeat this process 3-5 times.) 4. Students write the word 3 times, saying the letter names as they write it. 	<p>Heart Word Way:</p> <ol style="list-style-type: none"> 1. Show the student one Sight Word Card and say it aloud. Student repeats and copies. 2. Student points to any known consonants and says the sound of each consonant. 3. Teacher identifies and pronounces the unknown or irregular sounds. Student repeats. 4. Student traces each letter on the table while saying the sounds. Blend the sounds together and say the word. 5. Student writes the Sight Word or irregular word on their paper 3 times while saying the letter names aloud. Repeat as needed.
<p>New Material: Concept/Skill</p>	<p>Teacher provides direct and explicit instruction of the new concept or skill (e.g., syllable type, syllable division pattern, prefix, suffix, root).</p> <ul style="list-style-type: none"> ■ Students read and spell words with the learned skill. 	<p>*Contingent on skill</p>
<p>MC</p> <p>Mastery Checks</p>	<p>EK: 90% E1–E5: 85%</p>	<p>Encourage Touch Spelling <i>before</i> the assessment, not during!</p> 