### Initial Consonant Picture Sort (Level A)

1. Use the letter/sound checklist to identify two sounds students need to learn.
2. Distribute three or four pictures to each student (tell students what the picture is).
3. Write the two sounds on a dry erase board.
4. Each student follows these procedures:
   - Say the word in the picture.
   - Say the initial sound.
   - Say the letter that makes that sound.
   - Put the picture card under the correct letter.

### Medial Vowel Picture Sort (Levels B and C)

1. Use one syllable pictures that have a short vowel in the middle.
2. Teach students how to stretch the word to emphasize the medial sound.
3. Distribute three or four pictures to each student (tell students what the picture is).
4. Write the two sounds on a dry erase board.
5. Each student will follow these procedures:
   - Say the word in the picture.
   - Say the word slowly and stretch the vowel (maaaap).
   - Say the letter that makes the vowel sound.
   - Put the picture card under the letter.

### Picture Sorts Digraphs, Blends (Levels D-G)

Choose two or three digraphs or blends. When sorting blends, choose ones that begin with the same letter (fl, fr).

1. Distribute three or four pictures to each student (tell students what the picture is).
2. Write the blends or digraphs on a dry erase board.
3. Each student follows these procedures:
   - Say the word in the picture.
   - Say the digraph or blend.
   - Say the letters that make that sound.
   - Put the picture card under the correct letters.

### Making Words (Levels A-J)

1. Prepare a series of words for students to make.
2. Give each student the letters he or she will need to make the words.
3. Dictate the first word.
4. Say to students, “Take the letters to make _______. Say ___ slowly and check it by sliding your finger under the letters. What did you make?”
5. Say to students, “Now change one letter to make the word _____. Check the word with your finger so you know which letter you need to change.”
6. “Now make the word and check it.”

Repeat with the rest of the words in the series.

### Sound Boxes (Levels A-I)

1. Distribute a sound box template and dry erase marker to each student.
2. Tell students how many boxes they will need.
3. Dictate a phonetically-regular word.
4. Have students say the word slowly as they put their finger in or under each box. Make sure students are touching the box as they say the sound that belongs in that box.
5. Say the word slowly again as you write each sound in a box.
6. Slide your finger under the word to blend the sounds together. Say the word.
7. *When students can write a word phonetically, sound boxes are no longer necessary.

### Analogy Charts (Levels G+)

1. Use a Word Knowledge Inventory to identify two vowel patterns to teach. Choose one pattern that students know well and one new pattern.
2. Distribute an analogy chart template and marker to each student.
3. At the top of your chart, write two familiar words for each pattern. Students should copy these two words on their own charts and underline the vowel pattern. Discuss the sound each pattern makes.
4. Tell students you are going to dictate new words for them to write. They should listen to the vowel sound in the new word to decide which key word has the same sound. Then they should write the new word under the matching key word.
**Next Step Forward Word Study “Cheat” Sheet**

Based on procedures from *The Next Step Forward in Guided Reading* (Richardson). Chart created by Laura Robinson

<table>
<thead>
<tr>
<th>Make and Break a Word (Levels J+)</th>
<th>Introduce a New Book</th>
<th>Introducing Vocabulary in Four Steps (Levels J+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose a multisyllabic word from the story.</td>
<td>1. Provide a synopsis.</td>
<td>1. Define it. Prepare a brief, kid-friendly definition. Do not ask students to define the word.</td>
</tr>
<tr>
<td>2. Tell students the letters they need to take from their letter tray. Dictate the letters in alphabetical order.</td>
<td>2. Invite students to make predictions about the illustrations.</td>
<td>2. Connect it. Make a connection between the new word and students’ background knowledge and experiences.</td>
</tr>
<tr>
<td>3. Tell students the word and clap the syllables.</td>
<td>3. Encourage complete sentences by saying things like, “What do you see? What do you notice on this page? Tell me more.”</td>
<td>3. Relate it to the book. Tell students how the word is used in the story and direct them to an illustration if one is provided.</td>
</tr>
<tr>
<td>4. Students make, break and say the word (do this twice).</td>
<td>4. Discuss important information.</td>
<td>4. Turn and talk. Ask students to explain the meaning of the word or give an example to the person sitting next to them.</td>
</tr>
<tr>
<td>5. Remind students to break big words apart to help them read and write big words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teach a New Sight Word (3 minutes):**

**Step 1: What’s Missing?** Write the word on the whiteboard.

1. Look at each letter as I slide the card, left to right.
2. Turn board, erase a letter. Show the board to the students.
3. What’s missing? Repeat, erasing more letters until the whole word is erased.

**Step 2: Mix and Fix.** Pass out trays of letters.

1. I’ll keep the word on the board in case you need to peek.
2. Find the letters, put them in front of you.
3. Slide your finger under the word and check it.
4. Say the word softly.
5. Push the letters up one at a time.
6. Now – Mix and Fix!
7. Keep the word on the table.

**Teach a New Sight Word (continued):**

**Step 3: Table Writing.**

1. Write the word on the table with your finger. Looking at your finger while you write it.
2. Then cover the word with an index card.

**Step 4: Write and Retrieve.**

1. Write the new word _______ on your dry erase board. Say it softly as you write it.
2. Check it. Erase.
3. Now write________. That’s a word you all know.
4. Check it. Erase.
5. Now – write your new word_______ again.
6. Check it. Now, lift up the index card and see if you’re right!
7. Well done!