

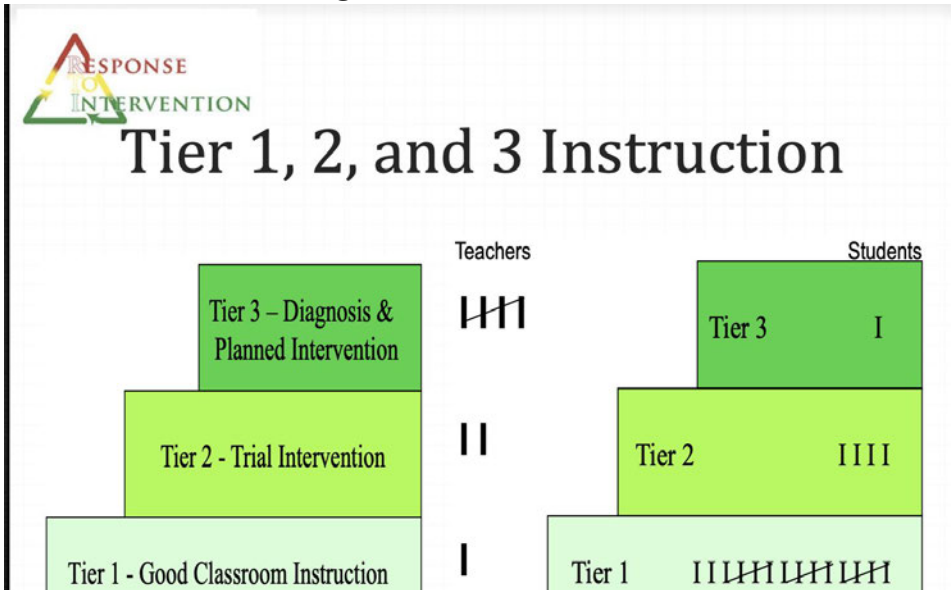
# Aligning Instruction Across Tiers and Years

Laura Rogan and Jennie Bloch Garcia  
May 13, 2022

Who We Are . . .



## What are we talking about?



## What's happening now?

Motivated teachers

Assessments and school-wide screens NOT aligned with instruction

Classroom curriculum / small group curriculum / individualized curriculum

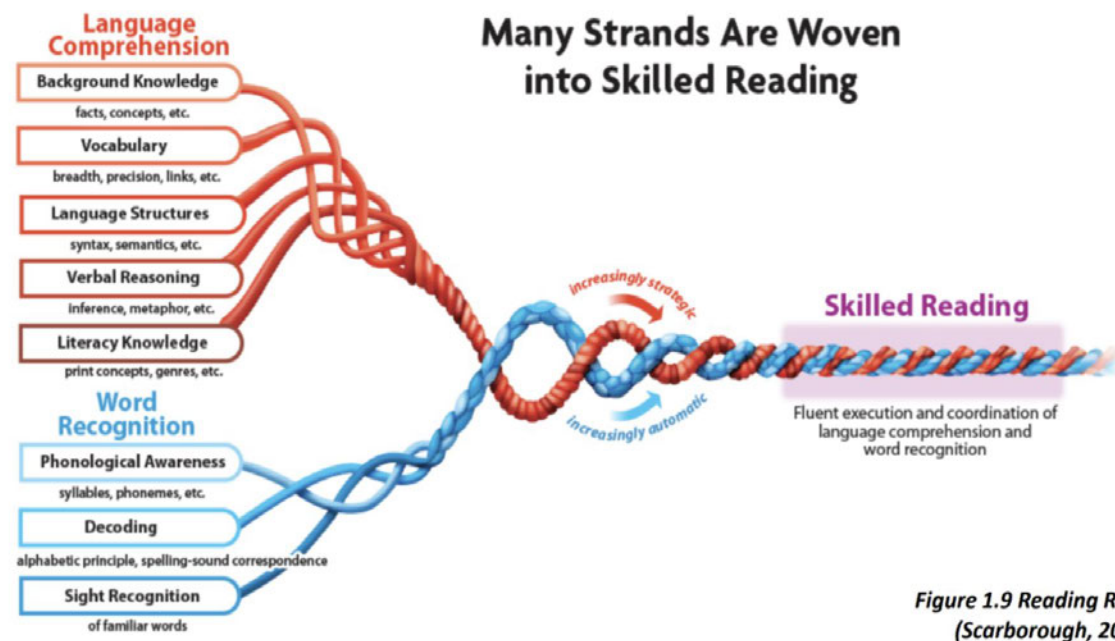
Teacher transition - everyone believes in what they do

Is there a clear, existing word study\* curriculum?

## What Is Word Study?

Word study is **an approach to spelling instruction\* that moves away from a focus on memorization**. The approach reflects what researchers have discovered about the alphabetic, pattern, and meaning layers of English orthography. - Reading Rockets

Jennie and Laura would include decoding instruction and vocabulary



## Core Beliefs

Word Study is fun AND beneficial (in small doses) for all students.

Classroom teachers are important and necessary partners in teaching students in need of individualized instruction.

A classroom culture of curiosity around word work supports all students and gives students who are struggling leadership opportunities.

Teaching students to coach each other builds in teachable moments and creates contextualized opportunities for transfer and automaticity.

## The BIG Picture

### The WHAT

- Maximize transfer and application of skills learned in small groups and individualized instruction; Increase community, curiosity, and class-wide dialogue around word study
- Commonality
- Have to let go (Let it go)

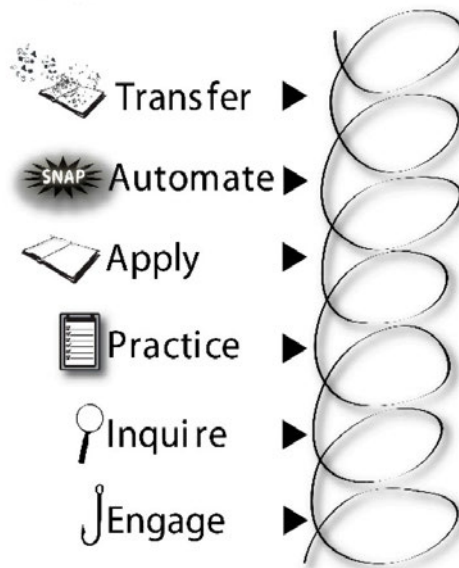
### The HOW

- SOR Language
- Scaffold for Spelling Choices (Vowel Key/ Table, Sound Wall)
- Align Small Group Instruction
- Push-in Instruction
- Revising School-Wide Screen

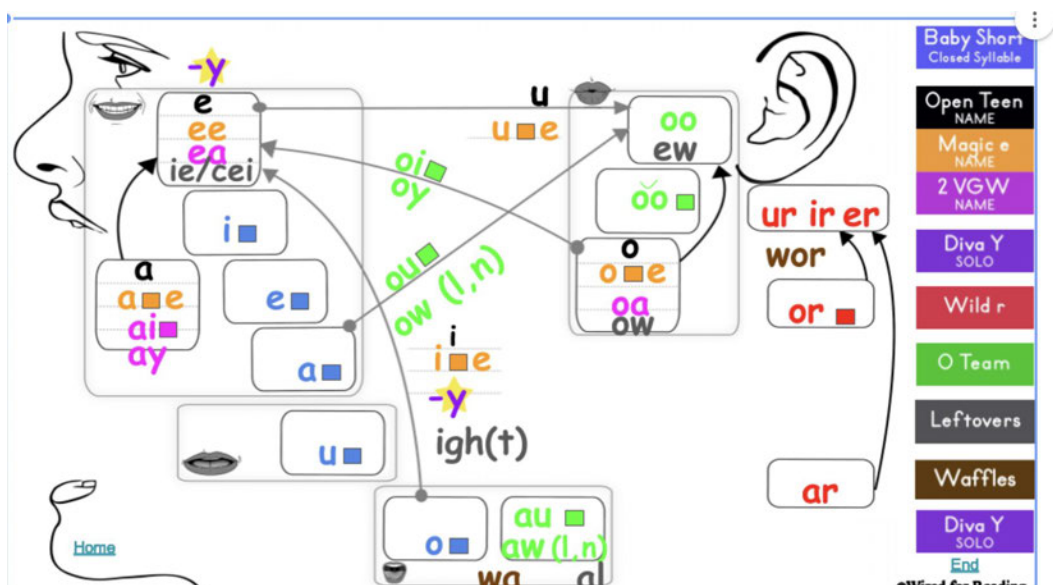


# The Learning Spiral

The Learning Spiral














## Common Language: Vowel Key (Build a Sound Wall)












# Finding a Common Language

## The Vowel Table

Baby Short	Open	Magic e	2 Vowels Go Walking	Leftovers	Wild and Crazy R
a 	a	a e	ai  ay		ar 
e 	e   y	ee	ea 	ie	ur, ir, er 
i 	i   y	i e		igh(t)	
o 	o	o e	oa 	ow	or 
u 	u	u e		ew	

O Team				Leftovers
oo 	ou 	oi 	au 	all 
oo 	ow 	oy 	aw 	

Flip Strip -ild -ind, -old, -ost, -olt ea

How are you measuring progress? Revise if necessary.

Name \_\_\_\_\_ Date \_\_\_\_\_ Evaluator \_\_\_\_\_

Record and circle all errors. Write + if correct for word reading.

Tell students when they are reading nonsense words.

Make notes with regard to fluency, word attack.

### LETTER NAMES - Uppercase

D A N S X Z J L H

T Y E C O M R P W

K U G B F Q V I

\_\_\_\_/26 (Circle for FLUENCY + ok -)

### Letter Names - Lowercase

d a n s x z j l h

t y e c o m r p w

k u g b f q v i

\_\_\_\_/26 (Circle for FLUENCY + ok -)

### Consonant Sounds

d l n s x z j t y

p c h m r k w g b

f v ch th sh

\_\_\_\_/18 (Circle for FLUENCY + ok -)

### Short Vowels

si pa le bu ho

ru fi ba ho se

no su di pe fa

\_\_\_\_/15 (Stop if less than 12)

### Consonant Digraphs (+qu)

wh qu ch th sh

wi th su ch th

ch sh qu da th

\_\_\_\_/15 (Stop if less than 12)

### Long Vowels

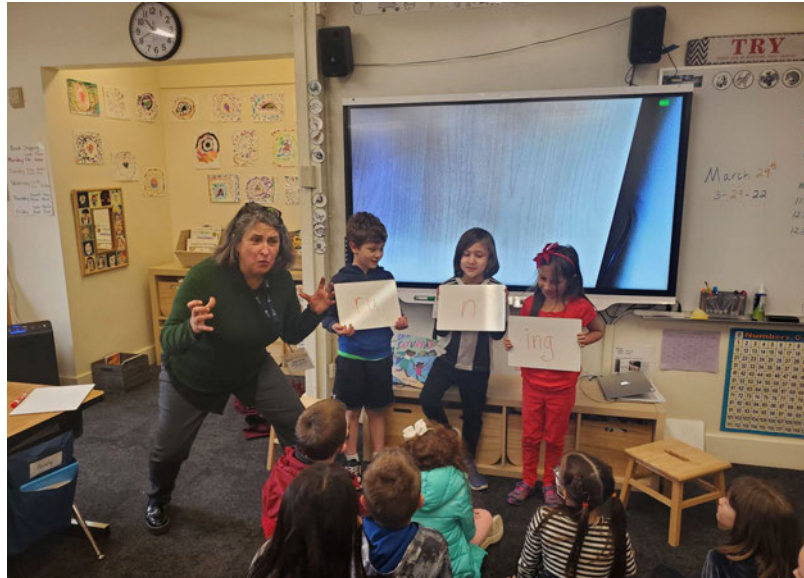
ta fe pa le bo

ra ho cu lo ti

hi me fa so fl

\_\_\_\_/15 (Stop if less than 12)

## Push In or Partner Instruction



Gradual release works for teachers too.

Specialist pushes in and co-teaches.

Gradual release with the goal of the teacher taking over.

20 minutes twice a week.

## Wild R Tier 3

Wild r



# Jennie Tier One - Wild R

## Phonetically Controlled Readers - Aligned to instruction

Wild and Crazy r Slick Sheet A

bar	stir	or	her	for
born	cord	bird	jar	pork
turf	torn	pork	farm	corn
fork	form	forts	corks	fort
dark	barn	sorts	cards	cars
bark	forth	burn	porch	hard
yard	turf	park	nerd	curb

1. Is your pet short?
2. The cat made the bird chirp.
3. Do not be a jerk!
4. Did that dog bark or burp?
5. That cat has a lot of charm.
6. Take care when you cut with
7. My dog and cat like to dig in the
8. Sit on the curb to see the \_\_\_\_
9. I had to get up my nerve to ju
10. The shirt with the lines is the b
11. That cat will lurk in the yard to
12. I will park my car by the park.

## Hidden Word in Partner Pairs

Wild and Crazy r Slick Sheet A

bar	stir	or	her	for
born	cord	bird	jar	pork
turf	torn	pork	farm	corn
fork	form	forts	corks	fort
dark	barn	sorts	cards	cars
bark	forth	burn	porch	hard



## Picture-Ade

1. Is your pet short?
2. The cat made the bird chirp.
3. Do not be a jerk!
4. Did that dog bark or burp?
5. That cat has a lot of charm.
6. Take care when you cut with
7. My dog and cat like to dig in the
8. Sit on the curb to see the \_\_\_\_
9. I had to get up my nerve to ju
10. The shirt with the lines is the b
11. That cat will lurk in the yard to
12. I will park my car by the park.

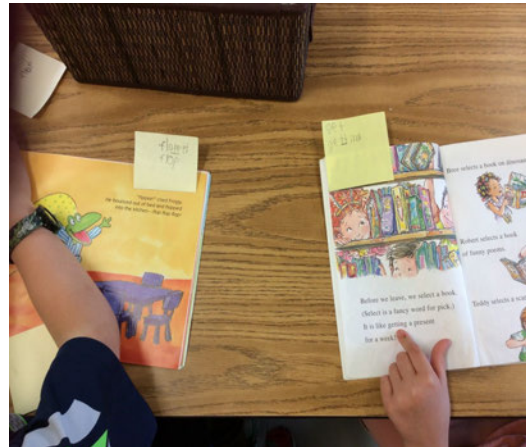
## Spell Sort

Baby Short

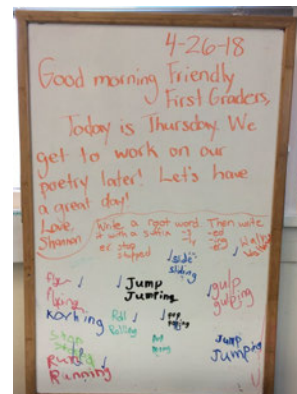
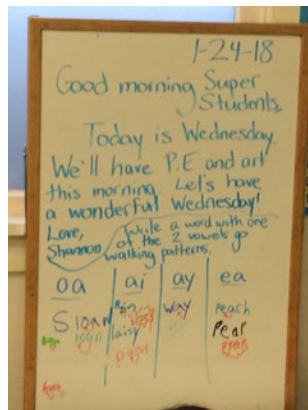
Wild R

Name

## Tier One - Practice and Apply



## Practice, Apply, Automate - JBG Add pictures



## Assess Application

[illegible]

## Across Years

## Systematize language

## K-2 language and routines

3-5 concepts

You change the y, to i, and add es.

Have kids tell stories - easy assessment.

## Entry points for higher level teachers















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



## Appendix C: Vowel Tables

## Vowel Table

Vowel Table

Baby Short 		Open Teen 		2 Vowels Go Walking		Leftovers 	
a 		a	a e	ai / ay		ar 	
e 		e / y	ee	ea		ur, ir, er 	wor
i 		i / y	i e		igh(t) 	or 	war
o 		o	o e	oa	ow 		
u 		u	u e		ew 		

O-Team					Leftovers	
oo 	ou 	oi 	au 		all 	wa
oo 	ow 	n 	oy 	aw 		

Flip Strip

-ild -ind, -old, -ost, -olt

ea

## Unit 7—Lesson 10: Wild r Story Part 1

*ur, ir, er*

TEACHER	STUDENTS
<b>Connection:</b> Review Babies with u and the babysitter p.	Read <i>up</i> . Hold thumb up for clear vowel sound and thumb down for mushy vowel sound.
<b>Teach:</b> Direct characters u and p in a play. u is the baby and p is the babysitter who gets called away for an emergency.	Discuss what happens when there's an emergency and a babysitter has to leave?
Direct students to act out play. Assume the role of Wild r. Ignore baby and direct her to suck her thumb.	Discover the first sound of Wild r.
Model underlining vowel, finding on key and stretching to read.	
<b>Summary Teaching Point:</b> When r comes after Baby u, i, or e, the vowel sound is /er/. Knowing the Wild r story help us remember that we don't hear the Baby Short sound when r closes in u, i, or e—we just hear /er/. The Key, color-coding, and the story help us hear, feel, see and remember Wild r vowel patterns.	
<b>Guided Practice:</b> Lead partners in Hidden Word with list one.	Partner A, choose word and give hint. Partner B, underline vowel, find on Vowel Key, guess word.
	<b>Independent Practice:</b> Continue with Hidden Word in partners.

**MATERIALS** Hidden Word lists A or B for partner groups; red writing tools; White board or sheets to write the letters u, p and r for actors; Class and Student Vowel Keys

### Connection

Earlier we sorted our consonants by whether they were good babysitters, babysitters with issues, and letters that never babysit.

To get ready to learn about a wild babysitter with issues, let's first review what happens when a Baby vowel has a good babysitter. (Write *up*. Underline vowel, point to Key.) What's the vowel sound? /u/. What's the word? /up/. How clearly can you hear that /u/? Give me a thumbs up if it's Crystal Clear, thumbs down if you can't hear it at all. (Thumbs up. Continue with *ten* and *hit*).

When Baby vowels have good babysitters, we can hear their Baby Short sounds Crystal Clear. But what happens if Wild r is babysitting?

### Teaching Point

This is a discovery lesson and the teaching point will come at the end in a summary format.

**COACHING TIP** Choose actors and practice the play ahead of time.

**INSIGHT** The directions you give the actors during the play are actually an engaging method to teach the material.



## Teach

I need two actors to help me act out the story of Wild r. (Direct students in front of other children.) One of you is the Baby Short vowel u and one is the good babysitter p. Baby u, when p is babysitting you, you're going to make your sound Crystal Clear. P you pat u's back because you're a good Babysitter.

But then P you're going to get a phone call because there's been an emergency.

(To the Class:) What happens when a grown up or a Babysitter gets called away and can't take the baby? Turn and Talk to your partner about what they should do. (Circulate.) I heard you say they would find someone else to come babysit because you can't leave a baby alone. So that's what p's going to do. She's going to get on the phone and find another consonant who can take care of the baby. Actors, do you understand your parts? Good. I'll be the narrator and Wild r.

(To the whole class:) When I say "the only consonant that could come at such late notice was" . . . you say "dun, dun, dun" like the music in a dramatic movie. OK. Let's go.

(As narrator:) Once upon a time, little Baby u was being babysat by the excellent babysitter p. Together they spelled? (Students say up.) All of a sudden, P got a phone call (possibly lead class to making ringing noise for telephone) and needed to rush to help someone in an emergency. Being a responsible babysitter, she knew she couldn't take Baby u with her and needed to find another consonant to babysit.

She called all the letters she could think of. N couldn't do it. T couldn't do it. The only consonant that could come on such short notice was (lead class in descending horror-movie notes: "dun, dun, dun") Wild r.

I'm going to step out and pretend to be Wild r. (To p:) You let me in and pretend to rush out the door. (To Baby u:) When Wild r comes in, pretend to suck your thumb and don't say anything. (Leave and pound on door.)



(P answers door and says "Thanks for coming, gotta go.") Now r goes wild: (very loud) Rrrr this place is great. Rrrr do you guys have a TV in here? Rrrrr how about some pizza? Rrrrr I don't hear the baby. Rrrrr why isn't the baby saying

anything? (Go over to baby. Be wild and make the rrrr sound in an overly friendly way next to the baby.)

(Break character.) So what happens when Wild r babysits? Can you hear the baby? Did the baby say anything? That's what happens in words. The Wild r is so obnoxious that it's all you can hear. (Actors bow.)

Let's figure out where to write Wild r on our Vowel Key. Everybody turn to your partner and make the /rrr/ sound and figure out where your tongue is working. (Circulate.) I heard you say it's a Back Curl. That's right, it's curled high in the back. (Point to the /er/ box behind the round neighborhood.) It's a little crazy to put Wild r all the way back here but we're running out of room!

There's going to be three ways to spell /er/. (Write ur, ir, er on Key in red.) In one beat words, we will see ur most often. We will see er at the end a lot. er likes to go last. Your turn. On your Vowel Key write ur, ir, and er, in the box high in the back in red as you say /er/. (Circulate to make sure students are writing in the correct box.) Writing all the Wild r spelling choices on the Key in the same color helps us use our mouths to find the sound and our eyes to see the letter patterns.

Let me show you what this looks like in a word. (Write turn.) First, I'm going to underline my vowel sound. In this word, the vowel sound is two letters; the u and the r so I underline both. I touch ur on my key and say /ur/. Now I'll Stretch to Read /t/ /ur/ /n/; the word is turn.

## Summary Teaching Point

When r comes after Baby u, i, or e, the vowel sound is /er/. Knowing the Wild r story help us remember that we don't hear the Baby Short sound when r closes in u, i, or e—we just hear /er/. The Key, color-coding, and the story help us hear, feel, see and remember Wild r vowel patterns.

## Guided Practice

Let's play Hidden Word with Wild r. (Distribute and project the lists at the end of this lesson.) **Partner A**, underline the vowel and find it on the Key. Remember to underline the vowel letter and the r together because they spell the vowel sound. Now stretch the word. **Partner B**, check, use the word in a sentence, and then read the next word. (Circulate and ensure students are following steps.)

Now that we've read them, let's play Hidden Word. I'm thinking of a word in the first row that has an /er/ sound spelled with a ur. Discuss with your partner which one it might be, and both of you raise your hands when you think you've got it.

(Lead students to circle the words that have been chosen.) **Yes, my word was curb.**

## Independent Practice

Continue to play Hidden Word with your partner. Remember to underline the vowel in each word and find them on your key before you read them. Not all the words on these lists are Wild r words; some are Baby Shorts and Magic e's that we've already practiced. Underline those and find them on your Vowel Keys tool!

## Enrichment

As students finish playing Hidden Word, they can continue to play Picture Cue with the lists, where one partner draws and the other partner figures out which one they are drawing.

Students who are ready can make up sentences with words from the list.

**Color-code the vowels in the lists.** (Blue for Baby, orange for Magic, and red for Wild r.)

**INSIGHT** Ur and ir are more likely in root words. er is much less likely, but it makes a huge comeback as a suffix. You can number the choice for the /er/ sound as follows: 1. ur, 2. ir, 3. er. The numbers can serve as a cueing system as students begin to spell /er/. For example, if you're dictating fern you can say, "If you can't picture how to spell this word look at me," and hold up three fingers to indicate it uses the third choice.



## Word List

A: No Blends—*er, ir, ur*, Wild *r* (Some Babies, Magic *e*, and Superstars)

her	bun	curb	fit	sir
turn	tune	sit	girl	her
fern	third	hurt	cute	fern
bird	pet	soon	firm	bird
fur	girl	burn	beet	curl
curl	get	fine	sir	firm
firm	curl	shirt	dirt	take
hurt	cut	home	firm	hurt

B: Blends—*er, ir, ur*, Wild *r* (Some Babies, Magics, and Superstars)

her	stir	turn	bird	stir
turn	spin	flesh	slurp	slurp
fern	slurp	dirt	steep	dirt
bird	spine	slid	fur	bird
fur	smirk	stir	smirk	girl
curl	slap	slide	sir	stern
firm	stern	step	stern	smirk
hurt	slime	burn	spoon	fern

## Teach

Something a little different happens when Wild r babysits Baby a and Baby o. See if you can figure out what happens when r babysits a. (Choose two students to play baby a and babysitter t.)

(As narrator) **Once upon a time, little Baby a was being babysat by the excellent babysitter t. Together they spelled?** (Students say *at*.) **Suddenly the phone rang.** (Possibly lead class to making ringing noise for telephone.) **And t needed to rush to help someone right away and it wasn't safe to take the Baby with him. The only consonant that could come on such short notice was** (lead class in descending horror-movie notes:) **... dun, dun, dun.**



**Wild r.** (Go outside and pound on door. When t opens the door:) **T said "Thanks for coming, gotta go."** (Run in and around and say /ar/ /ar/ /ar/ as Baby a sucks its thumb. Go over to baby. Be wild and make the /ar/ sound in an overly friendly way next to the baby.)

(Break character.) **What did you hear Wild r say with Baby a?** /ar/ **Yes, it says the name of the letter this time and I still don't hear the baby.** (Actors bow.)

Let's figure out where to write Wild /ar/ on our Vowel Key. Put your hand on your chin and say /ar/ in slow motion. Where does it start? Right, it starts at your Widest. Does it stay there or only start there? Yes, it moves up all the way to the /er/ sound. (Touch /ar/ box on Key). I'll write ar on my Key in red as you say /ar/.

**Your turn.** On your Vowel Key write a r as you say /ar/. (Circulate to make sure students are writing in the correct box.)

**When Wild r comes to babysit little Baby o, little Baby o tries to act like a Teenager. It's going to start to say its name, o, but Wild r will cut him off.** (Call student up to be Baby o.) **You start to say o.**

**Student:** o

**Teacher:** /er/ (playfully cut off student to make the sound /or/. Repeat.)

**When we slow this down, we hear or.** Put your finger under your lip and say /or/. Where does it start? Turn and Talk with your partner. (Circulate.) I heard you say it starts at the Rising Round but instead of going to the Roundest, it goes up to /er/. I'll write or on my Key in red as you say /or/.

**Your turn.** Write or on your Key as you say /or/. (Circulate to make sure students are writing in the correct box.)

Writing all the Wild r spelling choices on the Key in the same color helps us use our mouths to find the sound and our eyes to see the letter patterns.

Wild r can be kind of tricky but we have the Vowel Key and the story to help us remember it. Another way we can remember all of our Wild r sounds is Wild r's short car. Let me show you what it looks like. (Show picture of Wild r's car.) **Wild r's short car goes /er/ /er/ /er/.** (Point out letters in picture.)



(Post Wild r's short car in the classroom for reference.)

## Summary Teaching Point

When r comes after Baby a, the vowel sound is /ar/. When r comes after Baby o, you hear /or/. Knowing the Wild r story helps us remember that we don't hear the Baby Short sound when r closes in a or o. Instead we hear /ar/ and /or/. The Key, color-coding, the story and Wild r's car help us hear, feel, see and remember those tricky Wild r vowel patterns.

## Guided Practice

Now we'll play Hidden Word with Wild r. Let's read the first few together. Remember, we have to underline the vowel letter and the r together because they both spell vowel sound. (Coach as students read the first few words and then begin Independent Practice.)

**COACHING TIP** If students are making every /er/ sound into a syllable beat, for example saying r-ake, remind them that r is only a vowel when it's babysitting. For more information on consonant r versus Wild r see the Wired for Reading Teacher's Manual r-blend lesson.

## Word List

A: No Blends—Wild r (Some Babies, Magics, and Superstars)

bar	farm	jar	charm	sir
car	shark	arch	girl	her
for	third	corn	thorn	for
fork	barn	north	form	corn
cure	girl	porch	feet	part
far	yarn	form	goop	tar
tar	curl	far	horn	bar
hurt	harm	pork	born	torn

B: Blends—Wild r (Some Babies, Magics, and Superstars)

bar	storm	sport	sleep	stir
car	star	cart	shirt	form
for	smart	dirt	born	part
fork	start	plan	short	start
cure	fort	plane	cart	spark
far	stork	yard	start	smirk
tar	thorn	flirt	stir	bark
hurt	charm	stern	dirt	charm



## PAAT Wild r

### MUSIC CONNECTION "Crazy" by Gnarl's Barkley

#### Suggested Plan—Day 1

##### HANDWRITING

**Write the alphabet:** Use handwriting page one if scaffolding is necessary.

##### PHONOLOGICAL ACTIVITIES

**Mouth-O-Gram:** Spell these words with Mouth Pictures. Be sure to mark Wild r vowels with an upside down /r/ (Back Curl) Mouth Picture to show it is an R-Control Wild r. Have students consult with partners to figure out your word.

*bar, star, form, bird, turn*

##### PHONICS

**Spell Sort:** Use these or create your own based on the needs of your students—please add additional scaffolding to serve the needs of your students.

A: /er/ (spelled only *ur* to keep it safe) vs. *or* vs. *ar*: *bar, fur, car, fork, for, far, turn, hurt, yarn, barn, tar*

B: /er/ (spelled only *ur* to keep it safe) vs. *or* vs. *ar*: *stork, fur, turn, yard, start, spark, sport, charm, smart, bar, cart, form*

##### Phrase Writing

A: *turn the car, the red fur, a fork in the path, burn in the sun, torn on the porch, the hurt leg*

B: *grab the bar, my star, turn the green car, torn on the wood, start the car, the bug with charm*

##### PARTNER PRACTICE

**Hidden Word:** Use phonic cues

List A or B at end of PAAT

##### GLUE

*there*

##### MORPHOLOGICAL PLAY

Identify nouns (person place or thing), adjectives (describing words) and verbs (action words) from Wild r lists.

## Suggested Plan—Day 2

<b>HANDWRITING</b> <b>Word family dictation with emphasis on letter formation:</b> Dictate letters if students are not yet making automatic connections.	
<b>PHONOLOGICAL ACTIVITIES</b> <b>Stretch to Find the Vowel:</b> Possibly mark on Key <b>Make-It-Match:</b> (Signal Wild r vowel patterns by marking Vowel Key with the vowel finder and using the Back Curl card placed upside-down in the word.) Use these or make your own based on the needs of your students	<i>star, bird, first, car, for, corn, boil, out, fake, for, bar, fur</i> <i>A: form, farm, far, car, core, for, fur, firm</i> <i>B: storm, starm, star, tar, tore, bore, born</i>
<b>PHONICS</b> <b>Hidden Word</b>	Practice Hidden Word with small groups to make sure students are correctly reading Wild r vowel patterns
<b>PARTNER PRACTICE</b> <b>Read word lists:</b> Read lists below. Use for Hidden Word with picture or acting cues to guess.	List A or B at end of PAAT
<b>FLOWER</b>	<i>park</i>

## HANDWRITING/SOUND DICTATION

**/sh/, /a/** (two ways), /oo/ (as in moon) /ōō/ (as in hook), /o/ (two ways), /th/, /ch/, /-i/, /-i-/ /a-/ /ar/, /er/ (three ways), /or/ /ng/ /ee/, (two ways), /p/, /b/, /s/, /d/ (coach start like a c), /t/, /f/, etc. as needed for your particular students

*Coin, spout, fate, star, for, spur, corn, born, best, breed*

B: stor, tor, tar, car, cur, curt, cart, dart, part, pat, plat

B: *the star of the game; the first time; a bad storm; a crab with a curl; a spark in a jar*

## List A or B at end of PAAT

*return, curve*

**Word List: Baby Shorts, Magic e, Wild r****A: No Blends**

bar	chime	her	surf	nerd
that	pork	serve	short	rap
forth	corn	born	burn	shame
chirp	turf	her	kite	burp
charm	jerk	sheet	torn	sharp
dirt	fork	bird	race	ride
path	farm	bath	car	hard
firm	birth	cork	quirk	fan

**B: Beginning Blends and Some Ending Blends**

birth	blot	chard	mark	part
church	nerve	fort	scorn	spool
slurp	sort	scarf	skirt	verb
fork	star	quirk	brat	short
swirl	sweet	stare	lurk	jar
spark	storm	chart	cheep	twice
bark	plate	chirp	shirt	club
boot	scar	shine	hate	hole

**Safe Sentences**A: No Blends—*has*

That cat has a lot of charm.

Take care when you cut with  
sharp \_\_\_\_\_.

My dog and cat like to dig in the dirt.

Sit on the curb to see the \_\_\_\_\_.

I had to get up my nerve to tell my mom.

The shirt with the lines is the best.

The cat will lurk in the yard to get the bird.

It was so fun to see the birth of that bird.

The pig is not a fan of pork.

I will park my car by the park.



### Safe Sentences

B: Blends—*is, if, from*

That cat had a red scarf.

It is not hard to spell if I use the steps.

I like to sit on my porch and look at the street.

The shirt with the spots is the best.

The cat will spy on the bird.

A bird can chirp and fly.

My mom will call when we have to go home  
from the park.

The first time I met you we had a good time!

I like to sit in my yard and look at the stars.

The fur on the back of the cat stood up  
when the bird did chirp.