**Module 5: Early Reading**

**Template – Option A**

**Assignment:**

Pull a leveled reader in the grade band that you teach, or at random if you span multiple grades. Analyze 1-3 pages of text in order to sort words into the following categories: high frequency words, words that contain *only* taught sound and spelling patterns and words that contain untaught sound and spelling patterns.

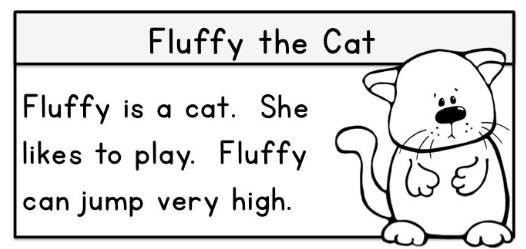
An example has been provided on the next page.

|  |  |  |
| --- | --- | --- |
| **High Frequency Words**  (words that commonly appear in texts and often taught as wholes) | **Decodable Words**  (words with only taught sound and spelling patterns) | **Not Yet/Not Fully**  **Decodable Words**  (words with sound and spelling patterns not yet taught) |
|  |  |  |

**Challenge: Highlight the taught sound and spelling patterns in the “undecodable words” column. Remember that you can often reinforce taught phonics even in these words!**

**Sample**

Kindergarten Text:



Taught phonics: Basic sound and spelling patterns for all consonants and short vowels.

|  |  |  |
| --- | --- | --- |
| **High Frequency Words**  (words that commonly appear in texts and often taught as wholes) | **Decodable Words**  (words with only taught sound and spelling patterns) | **Not Yet/Not Fully**  **Decodable Words**  (words with sound and spelling patterns not yet taught) |
| is  a  like(s)  to  she | can  jump  cat | play  Fluffy  very  high |

**Challenge: Highlight the taught sound and spelling patterns in the “Undecodable Words” column. Remember, that you can often reinforce taught phonics even in these words!**

**Module 5: Early Reading**

**Template – Option B**

**Assignment:**

Select a text meant for use in Grades K-2. Analyze 1-3 pages of text in order to sort words into the following categories: high frequency words, words that contain *only* taught sound and spelling patterns and words that contain untaught sound and spelling patterns.

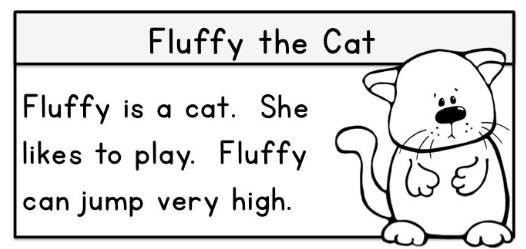
An example has been provided on the next page.

|  |  |  |
| --- | --- | --- |
| **High Frequency Words**  (words that commonly appear in texts and often taught as wholes) | **Decodable Words**  (words with only taught sound and spelling patterns) | **Not Yet/Not Fully**  **Decodable Words**  (words with sound and spelling patterns not yet taught) |
|  |  |  |

**Challenge: Highlight the taught sound and spelling patterns in the “undecodable words” column. Remember that you can often reinforce taught phonics even in these words!**

**Sample**

Kindergarten Text:



Taught phonics: Basic sound and spelling patterns for all consonants and short vowels.

|  |  |  |
| --- | --- | --- |
| **High Frequency Words**  (words that commonly appear in texts and often taught as wholes) | **Decodable Words**  (words with only taught sound and spelling patterns) | **Not Yet/Not Fully**  **Decodable Words**  (words with sound and spelling patterns not yet taught) |
| is  a  like(s)  to  she | can  jump  cat | play  Fluffy  very  high |

**Challenge: Highlight the taught sound and spelling patterns in the “undecodable words” column. Remember that you can often reinforce taught phonics even in these words!**