

Word Mix Up

Phonics

Small Group Administration

Tier 2 Intervention

Intervention Guide: Word Mix Up

Type: Intervention Guide (Tier 2 Intervention)

Objective: To improve accuracy and automaticity in blending and decoding at the word level (e.g., CVC, consonant digraphs, consonant blends, CVCe).

Instructional Need: Accuracy + Automaticity

Recommended Level: Beginning readers. (Grades 1-2)

Recommended Group Size: 2 – 6 students

Duration: 4-5 times per week, 15-20 minutes, 6-12 weeks.

Progress Monitoring: 1 day every 2 weeks, 3 minutes per students

Rationale

The CCSS state grade 1 students and grade 2 students will *know and apply grade-level phonics and word analysis skills in decoding words*. (CCSS.ELA-Literacy.RF.1.3, CCSS.ELA-Literacy.RF.2.3)

▪ **Grade 1 students:**

- *Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.* (CCSS.ELA-LITERACY.RF.1.2.B)
- *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.* (CCSS.ELA-LITERACY.RF.1.2.C)
- *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).* (CCSS.ELA-LITERACY.RF.1.2.D)
- *Know the spelling-sound correspondences for common consonant digraphs.* (CCSS.ELA-LITERACY.RF.1.2.A)
- *Decode regularly spelled one-syllable words.* (CCSS.ELA-LITERACY.RF.1.3.B)
- *Know final -e and common vowel team conventions for representing long vowel sounds.* (CCSS.ELA-LITERACY.RF.1.3.C)

▪ **Grade 2 students:**

- *Distinguish long and short vowels when reading regularly spelled one-syllable words.* (CCSS.ELA-LITERACY.RF.2.3.A)
- *Know spelling-sound correspondences for additional common vowel teams.* (CCSS.ELA-LITERACY.RF.2.3.B)

Before Intervention

Format

- As a Tier 1 intervention, this is designed to provide additional large group instruction to support mastery and accuracy in decoding different types of words.
 - See the Tier 2 Intervention *Word Mix Up* for use with smaller groups (2-6 students).

Pre-Assessment

- Review universal screening data to identify students who are below grade-level target on a nonsense word fluency, decodable word fluency and/or CBMreading assessment.
 - Students should fall in the ‘some risk’ category in the earlyReading Nonsense Words or Decodable Words assessment.
 - If using CBMreading, identify students who are below 70% accuracy and below grade-level target on correct words per minute.
 - Students should know all letter sounds. If not, use the *Word Box Intervention*.

Duration

- 4-5 times per week for 15-20 minutes until the student(s) attain appropriate grade-level accuracy and automaticity level in reading decodable words (about 6-12 weeks).

Prepare Materials

- Small white boards (or *word sheet template* and sheet protectors) for each student
- Dry-erase markers and erasers for each student and teacher
- Prepared *Word Mix Up Word List* (based on selected word type for the lesson)
- *Word Instruction Sheet*
- Connected Text: *Word Mix Up Words Lists with Sentences* or *Word Lists with Stories* for each student and teacher

Daily Lesson Plan

- Introduce unknown word type each week or every other week (CVC, consonant digraphs, consonant blends, CVCe, R-controlled, Vowel Digraphs) using the prepared word list materials.
 - Begin teaching word type that fits with student needs and move on to additional word types as needed using the word lists:
 - Word lists 1-15 = CVC words (15 lessons)
 - Word lists 16-27 = digraphs (12 lessons)
 - Word lists 28-48 = consonant blends (21 lessons)
 - Word lists 49-60 = long vowels (12 lessons)
 - Word lists 61-72 = R-controlled (12 lessons)
 - Word lists 73-91 = vowel teams (19 lessons)
 - Word lists 92-109 = variant vowels (18 lessons)

Progress Monitoring

- 1 day every 2 weeks, 3 minutes per student (approximately 6-12 weeks)
- Assessment options:
 - grade-level CBMreading
 - AUTOREading (an automated, computer administered assessment).
 - FAST earlyReading Nonsense Words or Decodable Words assessment
 - Use only if teaching CVC words with 1st grade students
 - May also opt to use other paper/pencil assessments available in your curriculum or classroom assessment materials.

Intervention Procedures

Materials

1. Ensure all materials are prepared prior to beginning intervention procedures.

Explain the Activity

2. Explain the activity by providing the objective and what the activity includes (this step can be shortened when students become familiar with the activity).
 - ***“Today you will practice putting letter sounds together to make words. This is important to learn because you need to know how to blend letter sounds together to read different types of words. For the activity, we will review letters and sounds, go over what type of word we will learn, and then we will try and make new words!”***

Review Word Types

3. Share with students the specific type of word you have chosen for the lesson and provide direct instruction on how to decode the type of words you chose. Use the *Word Instruction Sheet* in the materials for strategies on how to teach each type of word.
 - ***“Let’s first review how to decode some words.”***

Model the Activity and Provide Guided Practice

4. After reviewing decoding the word, model the activity.
 - ***“Watch me, I am going to use some of the letters to make the word ____.”***
 - For example, ***“I hear the sounds /_/ , /_/ and /_/ so this letter __ comes first, the letter __ comes next, and the letter __ comes last. Let’s check.”*** Write the letter in the appropriate order on the line provided on the worksheet. Point to each letter as you say the sound.
 - Then say ***“Let’s do it again. This time you tell me which letter goes first, second and last.”*** With students participating chorally, model each sound again and then blend the sounds together to say the word. ***“/_/.../_/.../_/ - ____”***.
5. Then, show the students how to replace one letter in a word to make a new word.
 - ***“Now, we are going to mix up letters. I am going to take the ____ from the word and put a ____ in its place.”*** Erase the letter and write the new letter in its place.
 - ***“Now I have the word /_/ , /_/ , /_/ - ____ . What word do I have? (Students respond). Yes, the new word is ____.”***

Provide Independent Practice

6. Next, practice the activity together.
 - ***“Okay, now everyone look at their boards. Write down the word I have written.”*** Wait until all students have the word written. Ask them to hold up their boards so you can check.
 - Then say ***“Good job! Now we will replace one letter in the word. Can you take away the ____ and put ____ in its place. Now what word do you have?”***

- Provide specific and immediate feedback throughout the word building activity.
 - Correct response: **“Good, that word is ____.”**
 - Incorrect response: **“No, that word is _____. What word is it? Good.”**
 - If students make a mistake when replacing the letter, repeat the directions for what letter to replace and follow Step 4 if additional support is needed.
- 7. Continue to build the rest of the words on the prepared word sequence using the same procedure described in step 5.
 - Provide immediate corrective feedback when needed.
 - Have students take turns saying the words.
 - As the words are built, make a list on your teacher marker board of the words.

Provide Collaborative and Generalized Practice

8. After completing the word building sequence, check to see if the students can correctly read at least 90% of the words on a prepared word list. Have students respond chorally or have each student take a turn in saying all the words.
 - Say, **“Now we will review the words to make sure we all know the words we built today. When I point to a word, I want you all to say the word to me together.”**
 - If students are not able to read 90% of words, go back and review the words and the general rule for how to read the specific type of words being taught in the lesson.
9. Provide short story passages or create short sentences with the word list sequence for students to read in pairs or chorally as a class and then in pairs (e.g., paragraph with all of the words in it).
 - Read the sentences or short story to the students first and then have students read the text with you out loud chorally or in pairs.
 - Say, **“We have one last thing to do with the words we learned today. We are going to practice reading them in sentences (or in a short story). I will read the sentence first. Then we will read the sentence together. Next, you will read the sentences independently.”**

Accommodations

- Include types of words and syllables that are currently being taught during core instruction as target words for the intervention.
- Before reading the connected text, have each student go through the story and underline the words they learned during the lesson.
- If the activity is taking too much time to fit into one day, split the activity into two lessons with building the words the first day and reviewing the words and reading the words in sentences/short stories the second day.
- If students are struggling to identify letters and sounds, include the following explicit instruction at the beginning of the lesson during the review of words.
 - For reviewing letter sounds: “We will be using the letters __, __, __, __, __, and __ today to make words. I know the sounds of these letters are: /_/, /_/, /_/, /_/, /_/, and /_/.” (then have students repeat sound for each letter)
- Based on student ability to remain focused, provide marker boards/letters to all students or use one set as the teacher and have students participate by taking turns.
- If writing the letters to build each word becomes challenging or takes too much time, consider using the *lowercase letter cards* provided in the *Word Boxes Interventions* or consider handing out magnetic letters for the white boards instead.

Intervention Extensions

- Use connected text from core instruction with a high proportion of words that were built. Before reading the connected text, have each student go through the story and underline the words they learned during the lesson.
- Use connected text from core instruction with a high proportion of words that were built.
- Have students use a marker and create/write short sentences with the words underlined in each sentence.

