Current research indicates that a structured reading tutorial program provides achievement gains for students needing extra reading practice and instruction beyond what they receive in their regular classroom. With this understanding, the USOE has produced a reading tutorial program called **Student Tutoring Achievement for Reading (STAR)**. The STAR Program supports the Utah Elementary Language Arts Core Standards.

The purpose of STAR is to provide primary grade students reading below grade level with additional reading practice. Students participating in STAR meet with an adult volunteer or paraprofessional who is trained to provide them with a series of targeted lessons. The lessons enhance primary reading instruction offered by classroom teachers and support the following research-based components of reading: comprehension, fluency, phonemic awareness, phonics, and vocabulary. These components are reinforced as students receive guided practice reading engaging and appropriately leveled reading material.

Students benefit from increased reading time, improved reading performance, and rewarding reading experiences. Elements of the STAR Program that serve the student include the following:

- Identifying students through formal and informal assessments
- Pairing students with a trained volunteer tutor
- Providing students with additional practice reading instructional-level texts
- Providing students with research-based lessons that support their regular classroom instruction
- Providing students with rewarding reading experiences

The STAR Program strengthens the literacy framework of local districts and schools as well. Elements of the STAR Program that serve the local district and school include the following:

- Professional development support from the USOE to train tutors and coordinators
- Financial support from the USOE to purchase appropriate tutoring materials (as funds permit)
• Increased community involvement in school improvement efforts
• Gains in student reading achievement

**Responsibilities of STAR Program Participants**

The STAR Program supports students who are reading below grade level by involving an entire “team,” including the USOE, local school districts, elementary school principals, classroom teachers, trained volunteer tutors, school support staff, and parents.

**Responsibilities of the Utah State Office of Education:**

- Provide professional development, including materials.
- Provide materials reimbursements to purchase approved leveled books (as funds permit).
- Supervise STAR implementation through site visits.

**Responsibilities of District Literacy Specialists:**

- Attend STAR professional development provided by the USOE.
- Train staff to implement the STAR Program in local schools.

**Responsibilities of the School Principal:**

- Appoint a STAR Coordinator (it is recommended that this be a paid member of the school staff, e.g., a teacher, literacy coach, AmeriCorps member, or paraprofessional).
- Designate a tutor center within the school building.
- Assist the STAR Coordinator in applying for the STAR Materials Reimbursement (as funds permit).
- Be knowledgeable about the students who receive STAR services.

**Responsibilities of the School STAR Coordinator:**

- Attend initial STAR training provided by the State Office of Education.
- Apply for the STAR Materials Reimbursement (as funds permit).
- Conduct a STAR Program overview for school faculty and staff.
• Secure and manage tutoring materials
• Recruit and oversee volunteer tutors.
• Train volunteer tutors.
• Coordinate STAR services among classroom teachers, tutors, and students, including pairing students with tutors and scheduling tutoring times.
• Review each student’s lesson plans and progress on a weekly basis.
• Provide the State Office with a year-end summary of the STAR Program.

Responsibilities of the STAR Tutor:
• Meet all volunteer requirements of the local school district.
• Commit to volunteering at least two hours each week, for one school year.
• Attend initial and ongoing STAR training.
• Use the USOE STAR Lesson Plan for each tutoring session.
• Document each lesson and keep accurate records of all tutoring sessions.
• Maintain confidentiality. Never meet with a student alone. All tutoring should be conducted in the school tutor center, with the door open, during the scheduled tutoring time.
• Avoid physical contact with the student.
• Never touch a bleeding student. Only school personnel should handle bleeding or ill children. Notify the student’s teacher or office personnel for any medical concerns.
• Be dependable and attend all scheduled tutoring sessions. Call the school to report a conflict or emergency.
• Follow the specific legal responsibilities associated with report allegations of or suspected child abuse.
• Have a positive attitude.
• Provide the student with sincere and specific praise.
Initiating the STAR Program

Inform the Faculty and School Staff

The STAR Coordinator initiates the STAR Program by introducing it to the faculty, school staff, PTA, and community council. Through a brief presentation of the program's purpose and design, all participants are informed about the benefits and responsibilities of being involved with STAR. They can help recruit volunteers, provide financial assistance, or organize materials and paperwork.

Acquire and Organize Quality Materials

The Tutor Center is designated within the school building by the principal. In order for tutors and students to work most effectively, this place should be inviting and organized. It should contain general use materials, student files, and leveled books.

General Materials

One of the most important elements of a successful tutoring program is communication and collaboration among volunteer tutors and classroom teachers. The tutoring center serves as an ideal location for comments, questions, and scheduling issues to be shared. Provide a bulletin board with a calendar of school events such as holidays, assemblies, and early-release days. Post a specific tutor schedule, including time, tutor, student, and classroom teacher.

In a general use area, provide a variety of paper, notebooks, pencils, scissors, sticky notes, index cards, and other desk supplies. Provide teachers and tutors with easy access to student work by determining a filing system. Use a file cabinet, bins, or baskets to organize student folders. Books should be clearly labeled, placed in bins, and organized by level.

Leveled Books

All schools that commit to participating in the STAR Program have the opportunity to apply for a STAR Materials Reimbursement (as funds permit). The purpose of this reimbursement is to provide leveled texts required to implement and administer the program. With the support of the school principal, the STAR Coordinator should apply for this reimbursement (see STAR website for application).
Recruit Dependable and Consistent Volunteer Tutors

STAR Coordinators have the responsibility to:

• Follow district guidelines when recruiting tutoring volunteers.
• Use district guidelines for background and fingerprint information on volunteers.
• Prepare a written statement about the purpose of the STAR Program and a detailed list of tutor responsibilities (included in this manual).
• Recruit tutors from the following groups:
   Para-educators and classroom aides
   PTA, including parents and grandparents
   Community clubs
   Church groups
   Senior citizen centers
   AmeriCorps volunteers
   United Way
   Foster grandparents
   Local high schools, universities, and colleges (work-study and service learning students)
   Business partners

Provide Training for Volunteer Tutors

• The key to successful volunteer tutoring is most likely the training and close supervision given to the tutors.
• The STAR Coordinator, who has attended a state-sponsored training, is certified to train volunteer tutors. The District Literacy Specialist should be certified as well.
• Schedule a meeting room and all necessary equipment (e.g., VCR, LCD player, overhead projector, white board, etc.).
• Use the district or school printing services for any printing needs.
• Organize the training. Prepare the following things: a list of tutor responsibilities (see website), a training agenda, samples of all tutoring materials, and a school orientation packet.
• Ongoing training is necessary. The STAR Coordinator should provide modeling and feedback.

### Identify Students

- Student selection is based on assessments and determined by the classroom teacher.
- Students receiving STAR tutoring are usually about a year below grade level in reading.
- Once a student is identified as needing tutoring services, the classroom teacher completes the Teacher Recommendation Form (see manual and STAR website) and returns it to the STAR Coordinator.
- Prior to scheduling tutoring sessions, the classroom teacher or STAR Coordinator sends home a permission slip/information letter with each student participating in the STAR Program (see STAR website for letter).
- Once the letter has been signed and returned, it is kept in the student’s folder.
- The STAR Program is intended for students who need additional reading practice to support their growth in reading. The STAR Program is not considered an intervention program, but a program that provides practice and support for classroom instruction.

### Schedule Tutoring Sessions

- Research has determined that **two times** per week is the minimum number of tutoring sessions that will produce gains in reading achievement.
- Each STAR lesson is 30 minutes in length.
- Students should **never** be tutored during their core instruction in reading or mathematics.
- Tutors should commit to two hours per week, but flexibility is important.
- Determine tutor schedules and match students to tutors by looking at the Teacher Recommendation Form (see manual and STAR website).
- Post a tutor schedule in the tutor center. Include teacher name, student name, and tutor name.
- Provide the school principal, secretary, classroom teacher, and volunteer coordinator with a copy of the master schedule.
Sustaining the Program

Facilitate Collaboration

• The STAR Coordinator is responsible for facilitating and encouraging a collaborative environment among those involved with the STAR Program.

• The classroom teacher and the STAR Coordinator should review each student’s lesson plans and progress frequently.

• The STAR Coordinator has the responsibility to help volunteers feel accepted, appreciated, and valued.
# STAR Glossary of Terms

<table>
<thead>
<tr>
<th>Component</th>
<th>Definition</th>
<th>Instructional Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>The process of gathering data in order to better understand student strengths and weaknesses.</td>
<td>Developing instructional strategies based on students’ needs, identifying gaps in learning, isolating sources of confusion, and assessing the effectiveness of instruction.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Ability to understand what has been read. Readers make sense of the text.</td>
<td>Students understand what they read, remember what they read, and communicate to others what they have read.</td>
</tr>
<tr>
<td>Fluency</td>
<td>The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension.</td>
<td>The reader groups words quickly to help gain meaning. Reading sounds natural, as if he/she is speaking with expression.</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Voluntary or leisure reading for pleasure, not to develop skills. Reading with no assistance with 95% accuracy.</td>
<td>Increased fluency and expression, independent use of skills and strategies, exploring interest and building confidence, using knowledge of decoding words in reading and encoding words in writing.</td>
</tr>
<tr>
<td>Onset and Rime (Chunks)</td>
<td>Units smaller than words, but making a word when combined. The onset is the part that precedes the vowel (e.g., <em>bl</em> in the word <em>black</em>). The rime is the part including the vowel and any consonants that follow (e.g., <em>ack</em> in the word <em>black</em>).</td>
<td>The knowledge of rimes can help children decode words at the point of difficulty.</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>The ability to hear, identify, and manipulate individual sounds and phonemes in spoken words; individual knowledge that every spoken word is made up of a series of phonemes that can be represented by letters of the alphabet.</td>
<td>The ability to notice, think about, and work with the individual sounds in spoken words.</td>
</tr>
<tr>
<td>Component</td>
<td>Definition</td>
<td>Instructional Outcomes</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Phonics teaches relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</td>
<td>Phonics instruction helps children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds. This will help children recognize familiar words accurately and automatically, and decode new words.</td>
</tr>
<tr>
<td><strong>Running Records</strong></td>
<td>The teacher listens to a child read and monitors the child’s errors.</td>
<td>The running record helps the teacher determine the instructional and independent reading level of the child.</td>
</tr>
<tr>
<td><strong>Sight Words/High Frequency</strong></td>
<td>A list of words most frequently encountered as students read; level one words.</td>
<td>The automatic use of these words increases the reader’s fluency rate.</td>
</tr>
<tr>
<td><strong>Small Group/Level Reading</strong></td>
<td>The teacher leads a small group reading lessons at a level appropriate for success and challenge.</td>
<td>Individual reading instruction in strategy use, problem solving, comprehension, and phonics instruction.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Words students know, recognize or use in print.</td>
<td>Reading words students need to know to understand what they read.</td>
</tr>
</tbody>
</table>
Student’s Name: ___________________________ Date: __________

Classroom Teacher’s Name: ___________________________ Grade Level: __________

☐ All letter names of the alphabet are known.
   Letters unknown:

☐ All sounds of the letters are known.
   Sounds unknown:

☐ Uses vowel patterns when decoding words:
   ○ Never  ○ Often  ○ Sometimes  ○ Always

COMPREHENSION
   ○ Minimal recall  ○ Partial recall  ○ Excellent recall

Instructional reading level: _________________________

Classroom teacher’s signature: _______________________

Description of student:

18
Text Gradient

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Kindergarten
Grade One
Grade Two
Grade Three
Grade Four
Grade Five
Grade Six
Grades Seven–Eight

1 Adapted from Common Core State Standards, Appendix A, p. 8 ©2012, Common Core Standard Initiative
University of Utah Reading Clinic: 11/20/2013 MB
## Approximate Text Level Correspondences

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Guided Reading</th>
<th>DRA2</th>
<th>Utah Core Lexile&lt;sup&gt;1&lt;/sup&gt;</th>
<th>DIBELS ORF&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>A</td>
<td>A, 1</td>
<td>BR to 220L</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>D</td>
<td>6</td>
<td>220L to 500L</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>8</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>16</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>2</td>
<td>J</td>
<td>18</td>
<td>450L to 790L</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>20</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>24</td>
<td></td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>N</td>
<td>30</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>34</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>38</td>
<td></td>
<td>100</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Guided Reading</th>
<th>DRA2</th>
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<th>DIBELS ORF&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Q</td>
<td>40</td>
<td>770L to 980L</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td></td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>50</td>
<td></td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td></td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>6</td>
<td>W</td>
<td>60</td>
<td>995L to 1155L</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>7+</td>
<td>Z</td>
<td>70</td>
<td></td>
<td>120+</td>
</tr>
</tbody>
</table>

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<sup>1</sup> Adapted from Common Core State Standards, Appendix A, p. 8, ©2012, Common Core Standard Initiative University of Utah Reading Clinic: 11/20/2013 MB

<sup>2</sup> Oral Reading Fluency
Tutors are required to be aware of the following rules and regulations:

1. ACCIDENTS
   • Do not treat a child if he/she has an accident. Do not try to stop bleeding in non-emergency situations.
   • Report the accident to the teacher, who has been trained and has the equipment to deal with such situations.
   • Volunteers are not trained to deal with AIDS, HIV, or other communicable diseases.

2. ATTITUDE
   • Maintain a professional attitude while tutoring.
   • Never initiate a physically close situation. If a child hugs you, be sure to respond, but only if the child initiates the action and you are in an open area observed by others.

3. CHILD ABUSE
   • Contact the principal if you suspect a child is being physically abused or sexually molested. The person who suspects the abuse does the reporting. **It is a federal law to report child abuse. If you do not report, you are considered as guilty as the perpetrator and will be so treated.**

4. CONFIDENTIALITY
• Keep confidential all information about personal or family issues that the child volunteers. Do not repeat private family matters.
• Share the student’s progress only with the child’s teacher and parents, and do so with your student’s knowledge. Be certain that sharing information is a positive experience.

5. TUTORING SITE AND INSURANCE COVERAGE
• All tutoring is to be conducted during school under the direction of the STAR Coordinator, classroom teachers, and school administrator. By following this regulation, tutors are covered by school insurance.
• Never tutor in a closed area. Keep doors open; tutor in open spaces such as the designated Tutor Center. Keep all actions public and open to observation.
Suggested Materials List

1. Leveled books
2. Double-pocket folder for each student
3. Magnetic letters, letter tiles, or letter cards
4. Beginning sound card
5. Timer
6. White boards and dry erase markers
7. 3” x 5” index cards
8. Notebook (spelling)
9. Desk supplies: paper, highlighter pens, pencils, markers, scissors, sticky notes, paper clips, stapler, rubber bands, etc.

STAR Tutoring website: http://www.schools.utah.gov/curr/star/
Suggested Materials List for General Use

1. Volunteer sign-in sheet
2. Visitor name badges
3. File cabinet or storage bins for student folders
4. Bulletin board
5. Tutoring master schedule
6. School calendar
7. Communication box—an area for notes to tutors or teachers
8. Leveled books inventory/tracking form
9. Extra lesson plan forms
10. Desk supplies: markers, pencils, scissors, sticky notes, a variety of paper, paper clips, stapler, etc.
Dear Tutor,

We are excited that you have the opportunity to work with students to help them improve their reading skills. We hope it will be a very rewarding experience, both for you and for the students you tutor.

**You might be wondering:**

**What will it take to become a great tutor?**

- Be positive, and make a personal commitment to the students you are tutoring.
- Help your students feel confident, learn to trust you, and experience success every day.
- Have fun reading!
STAR Tutoring Program Lesson Plan

Reading Levels A–P (30 minutes)

1. Word Bank (1 minute)
2. Familiar Reread (3 minutes)
3. New Book Introduction (1–2 minutes)
4. Read New Book (8–10 minutes)
5. Comprehension (1–2 minutes)
6. Sight Word Lesson (2–3 minutes)
7. Fluency (2–3 minutes)
   Eliminate this section on reading levels A–C.
8. Early Steps (K–1) or Next Steps (grades 2–3) Word Study (8–10 minutes)
   - Word Sort
   - Fast Pencil
   - Memory Game
   - Spelling

Note: A detailed STAR lesson plan is available in the appendix or on the STAR Tutoring website: [http://wwwschools.utah.gov/curr/star/](http://wwwschools.utah.gov/curr/star/)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Bank</td>
<td>1</td>
</tr>
<tr>
<td>Familiar Reread/Retell</td>
<td>3</td>
</tr>
<tr>
<td>New Book Introduction</td>
<td>1-2</td>
</tr>
<tr>
<td>Read new book/chapter book</td>
<td>8-10</td>
</tr>
<tr>
<td>Comprehension (Narrative or Informational)</td>
<td>1-2</td>
</tr>
<tr>
<td>Sight Words</td>
<td>2-3</td>
</tr>
<tr>
<td>Fluency</td>
<td>2-3</td>
</tr>
<tr>
<td>Word Study (total for 4 activities)</td>
<td>8-10</td>
</tr>
<tr>
<td>Word Sort</td>
<td>3-4</td>
</tr>
<tr>
<td>Fast Pencil</td>
<td>30 seconds</td>
</tr>
<tr>
<td>Memory Game</td>
<td>3-4</td>
</tr>
<tr>
<td>Spelling Words</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes:
1. Word Bank

1 minute

MATERIALS:
3” x 5” index cards, black marker, STAR lesson plan

ACTIVITIES:
1. Tutor writes one or two of the missed sight words from the books the student reads on index cards (total of 25 cards, eventually).
2. Tutor helps the student practice the word cards.
3. Tutor keeps the cards in the student’s folder.

TIP:
Tutor sends home the word cards the student knows.

RECORD:
Tutor checks off Word Bank on the STAR lesson plan.

http://stream.schools.utah.gov/videoarchive/curriculum/STAR_Reader/flashdvd.swf
2. Familiar Reread (A–M) or Student Retell of Chapter Book (N–P Approximately)

3 minutes

MATERIALS:
Book from previous session on student’s independent level, STAR lesson plan

ACTIVITY:
1. Student rereads the book aloud (A–M) or retells the section of a chapter book from the last session (N–P approximately).
2. Tutor helps student focus on expression, accuracy, rate, and smoothness (EARS).

TIP:
Tutor models fluent reading for the student on difficult sentence(s).
- Say, “My turn” (model reading sentence[s]).
- Say, “Our turn” (read sentence[s] together).
- Say, “Your turn” (student reads sentence[s] alone at least three times).

RECORD:
Tutor counts and records number of errors on the STAR lesson plan.

http://stream.schools.utah.gov/videoarchive/curriculum/STAR_Reader/flashdvd.swf
3. **New Book Introduction**

**1–2 minutes**—Skip introduction if the student is reading a chapter book.

**MATERIALS:**  
New book on student’s independent reading level, *STAR lesson plan*

**ACTIVITY:**
1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text (character names and difficult vocabulary words).

2. Tutor asks the student to make some predictions by looking at the pictures.

**TIP:**  
Tutor gives the student an opportunity to share what he/she knows about the subject.

**RECORD:**  
Tutor checks off *New Book Introduction* on the *STAR lesson plan*.

4. Student Reads New Book Aloud

8–10 minutes

MATERIALS:
New book (or next portion of chapter book), STAR lesson plan

ACTIVITY:
1. Student reads the new book aloud.
2. Tutor counts and records number of errors on the STAR lesson plan.

TIP:
Tutor uses the following prompts if the student can’t decode the word:
• “Look at the word and say the letter sounds/phonemes in the word” (tapping technique).
• “Blend the sounds together in sequence.”
• “Think about the word chunks/parts you know to decode the word.”
• “Does the word make sense in the sentence?”
• After three attempts, tell the student the word. Then point to the beginning of the sentence/phrase and say, “Please start here and read.”

RECORD:
Tutor counts and records number of errors on the STAR lesson plan.

http://stream.schools.utah.gov/videoarchive/curriculum/STAR_Reader/flashdvd.swf
5. Comprehension (Narrative/Literature)

Levels A–P Narrative/Literature Comprehension Questions

1–2 minutes

MATERIALS:
Comprehension chart (follows), STAR lesson plan, dry erase board, marker, pencil, paper

ACTIVITIES:

Levels A–C  Narrative/Literature

1. Tutor asks the student, “What do you remember about the story?”
2. Tutor always asks the student what else he/she remembers.

Levels D–P  Narrative/Literature

Tutor uses the “Story Face” graphic organizer to ask the student comprehension questions.

http://stream.schools.utah.gov/videoarchive/curriculum/STAR_Reader/flashdvd.swf
Levels D–P  Narrative/Literature Comprehension Questions

**Setting Details**
- SETTING: Where When

**Secondary Characters**
- MAIN CHARACTER: Who

**Problem Solution**

**Story Sequence (Key Details):**

**Perspective:** Who's telling the story?

**What does the author want us to understand?**

**Record:**
Tutor checks off Comprehension on the STAR lesson plan.

Informational Comprehension Questions **Levels A–P**

1–2 minutes

**MATERIALS:**
Comprehension chart (follows), **STAR lesson plan**, dry erase board, marker, pencil, paper

**ACTIVITIES:**

**Levels A–C**  Informational Comprehension

1. Tutor asks the student, “What do you remember about the book?”
2. Tutor always asks the student what else he/she remembers.

**Levels D–P**  Informational Comprehension

Tutor uses the graphic organizer (see following page) to ask the student comprehension questions.

Informational Comprehension Questions Levels D–P

I can identify the main topic and retell key details of the text.

DAY 1
Who, What, Where, When, Why, How?

What is the author’s purpose? (Answer, explain, describe.)

DAY 2
Retell using text features (graphics, charts, etc.).

What did you learn? (new words/ideas)
What do you want to learn?

One-sentence summary

TIP:
Tutor asks the student to use the text to talk about and the key details.

RECORD:
Tutor checks off Comprehension on the STAR lesson plan.
6. Sight Word Lesson

**2–3 minutes**  
**STAR Grades K–3**

**MATERIALS:**
Sight word lists, 3” x 5” index cards, highlighter, marker, timer, notebook and pencil, or dry erase board/marker, magnetic letters/tiles/cards, **STAR lesson plan**

**ACTIVITIES:**
1. Student reads the words in the first column on list #_____. Tutor marks missed words. Goal: 95% accuracy, one-minute timing (no more than five words missed in 100).
2. Tutor writes one or two missed sight words on 3” x 5” index cards and practices them with the student. Tutor keeps the sight word cards with the Word Bank cards in the student’s folder.
3. Tutor chooses **one** of the following sight word activities daily (time permitting):
   • Tutor picks one or two of the missed sight words from the column. Tutor asks the student to read each word, write it, and spell it aloud five times.
   • Student mixes up letter tiles and practices spelling one or two missed word(s) five times.
   • Tutor asks the student to write and say the missed word(s) correctly as many times as possible in one minute.

**TIP:** Sight words are words we can’t sound out, or that we use so frequently we learn them by sight.

**RECORD:** Tutor marks the missed words on the student’s copy and records the list number on the **STAR lesson plan**.

http://stream.schools.utah.gov/videoarchive/curriculum/STAR_Reader/flashdvd.swf
Name: ____________________________

Date: ________
Score: ____/100

GOAL: 95% Accuracy

1. __the 21. __at 41. __there 61. __some 81. __my
2. __of 22. __be 42. __use 62. __her 82. __than
3. __and 23. __this 43. __an 63. __would 83. __first
4. __a 24. __have 44. __each 64. __make 84. __water
5. __to 25. __from 45. __which 65. __like 85. __been
6. __in 26. __or 46. __she 66. __him 86. __called
7. __is 27. __one 47. __do 67. __into 87. __who
8. __you 28. __had 48. __how 68. __time 88. __am
9. __that 29. __by 49. __their 69. __has 89. __its
10. __it 30. __words 50. __if 70. __look 90. __now
11. __he 31. __but 51. __will 71. __two 91. __find
12. __was 32. __not 52. __up 72. __more 92. __long
13. __for 33. __what 53. __other 73. __write 93. __down
14. __on 34. __all 54. __about 74. __go 94. __day
15. __are 35. __were 55. __out 75. __see 95. __did
16. __as 36. __we 56. __many 76. __number 96. __get
17. __with 37. __when 57. __then 77. __no 97. __come
18. __his 38. __your 58. __them 78. __way 98. __made
19. __they 39. __can 59. __these 79. __could 99. __may
20. __I 40. __said 60. __so 80. __people 100. __part

1-Minute Timing

52
7.1 Fluency

2–3 minutes (Levels D–P. [Eliminate this section on reading levels A–C.])

MATERIALS:
New book/chapter book, leveled passage, timer, pencil, colored pencils or markers, Movin’ On Up Chart, fluency record sheet, STAR lesson plan

ACTIVITIES:
1. Tutor models fluent reading of difficult sentence(s) in the new book, and the student rereads the same sentences using expression, accuracy, rate, and smoothness (EARS).
2. Student reads the daily leveled passage (one-minute timing). Tutor should ask the student to read from the new book if no passage is available.
3. Student retells key points of the passage. (This is important comprehension work!)
4. Student colors in total WCPM on the Oral Reading Chart by subtracting errors from total words read.

TIP:
See criteria for moving student up a reading level. (Movin’ On Up Chart follows). Check with STAR Coordinator.

RECORD:
Tutor records WCPM on the STAR lesson plan and fluency chart.

Words read 70
Minus errors  -3
Total WCPM  67

http://stream.schools.utah.gov/videoarchive/curriculum/STAR_Reader/flashdvd.swf
When is it time to move up a level?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level</th>
<th>WCPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>E</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>F</td>
<td>26</td>
</tr>
<tr>
<td>1</td>
<td>G</td>
<td>34</td>
</tr>
<tr>
<td>1</td>
<td>H</td>
<td>42</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
<td>47</td>
</tr>
<tr>
<td>2</td>
<td>J</td>
<td>58</td>
</tr>
<tr>
<td>2</td>
<td>K</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>L</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>87</td>
</tr>
<tr>
<td>3</td>
<td>N</td>
<td>91</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>P</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level</th>
<th>WCPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Q</td>
<td>104</td>
</tr>
<tr>
<td>4</td>
<td>R</td>
<td>108</td>
</tr>
<tr>
<td>4</td>
<td>S</td>
<td>112</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
<td>115</td>
</tr>
<tr>
<td>5</td>
<td>U</td>
<td>120</td>
</tr>
<tr>
<td>5</td>
<td>V</td>
<td>125</td>
</tr>
<tr>
<td>5</td>
<td>W</td>
<td>130</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td>135</td>
</tr>
<tr>
<td>6</td>
<td>Y</td>
<td>140</td>
</tr>
<tr>
<td>6</td>
<td>Z</td>
<td>145</td>
</tr>
</tbody>
</table>

Answer:
1. Count words the student read and subtract errors.
2. Student must reach WCPM on his/her level on three different passages on three separate days.
3. Check with the STAR Coordinator before moving the student up a level.
ORAL READING WORDS PER MINUTE 10 WCPM to 56 WCPM

Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then have student color in squares from the red baseline up to the words correct per minute read.

<table>
<thead>
<tr>
<th>Date</th>
<th>Passage</th>
<th>Level</th>
<th>WCPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/1/2014</td>
<td>1</td>
<td>G</td>
<td>22</td>
</tr>
</tbody>
</table>

Example:

Student Name:

|       | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 | 44 | 46 | 48 | 50 | 52 | 54 | 56 |
|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
8.0–8.4 Word Study

8–10 minutes total

EARLY STEPS (ES), Grades K–1 OR NEXT STEPS (NS), Grades 2–3

MATERIALS:
Current word sort and STAR lesson plan—see word study videos on the STAR website: http://www.schools.utah.gov/curr/star/. NOTE: Letter names and sounds should be known before beginning this section. (See Early Steps Alphabet, etc.)

8.1 Word Sort 5 minutes

ACTIVITIES:
Tutor guides the student through the current word sort.

1. Tutor places the bold anchor words from the sort in the correct order (see the inventory/sequence chart in the appendix).
2. Tutor tells the student the vowel pattern/vowel sound in each anchor word.
3. Tutor hands the student a card and asks the student, “Where does it go?” Student places the card under the column with the matching vowel pattern.
4. Tutor asks the student to “Point to the words in each column and read them.” Student points to each word and reads down that column every time a new word is added.

Note: When the matrix is complete (ES 3 x 4 = 12 cards; NS 4 x 4 = 16 cards):

5. Tutor asks the student, “What is the vowel pattern?” Student points to each vowel pattern and reads down the columns (example: a–consonant—as in hat).
6. Tutor asks the student, “What is the vowel sound?” Student points to each vowel sound and reads down the columns (example: /ā/ hāt).
Word Study Video

http://stream.schools.utah.gov/videoarchive/curriculum/STAR_Reader/flashdvd.swf
Matrix examples:

**EARLY STEPS**, Grades K–1

- man
- sad
- cat

12-card matrix

**NEXT STEPS**, Grades 2–3

- hat
- pig
- mom
- red

16-card matrix
8.2 Fast Pencil

**MATERIALS:**
Word sort, pencil or pen, **STAR lesson plan**

**ACTIVITY:**
Tutor points to four or five words in the matrix with a pencil and asks the student to read each word aloud.

**TIP:**
Tutor points to some easy and some difficult words.

**RECORD:**
Tutor checks off *Fast Pencil* on the **STAR lesson plan**.
8.3 Memory Game (Other approved games are available.)

3–4 minutes

MATERIALS:
Current word sort cards built into a 12-card matrix (Early Steps, K–1) or a 16-card matrix (Next Steps, 2–3); STAR lesson plan

ACTIVITIES:
Memory Game: Tutor and student use the matrix that is already set up.

1. Student places the cards face down, mixes them up, and forms a matrix. If time is short, use only four or eight matching cards.

2. Student and tutor take turns turning over two cards to see whether the vowel patterns match. If the vowel patterns match, say to the student, “Justify that please.”

3. Student reads the cards while pointing to and saying the vowel pattern and vowel sound. Tutor should try to lose convincingly.

RECORD:
Tutor checks off Memory Game on the STAR lesson plan.
**8.4 Spelling**

2 minutes

**MATERIALS:**
Current word sort, notebook, pencil, or dry erase board/marker; **STAR lesson plan**

**ACTIVITIES:**

1. Tutor selects four or five words from the current word sort. Tutor states the word, uses it in a sentence, and asks the student to repeat the word and then write the word.
2. Student writes the word. Tutor helps the student correct errors immediately by pointing to the anchor word or asking the student to tap the sounds/phonemes.
3. "**Say it, match it, check it.**" Tutor gives the student the four or five spelling cards one at a time, and asks the student to say the word, match the card to the spelling word the student wrote, and check the spelling by pointing to each letter and saying the letter names aloud. Student puts a check by the correct words.

**TIP:**
Tutor uses a word from each vowel pattern of the word sort for spelling.

**RECORD:**
Tutor checks off **Spelling** on the **STAR lesson plan**.

**Note:** See Word Study Check in the Appendix to move the student to the next Word Sort.
Dear Tutor,
Thank you for making a difference in a child’s life today! You are greatly appreciated!

Warmest regards,
The Utah State Office of Education
Give it all you’ve got!
1. **Word Bank (1 min.)**
   - Tutor and student practice sight words in the Word Bank (up to 25 total eventually; see #4)

2. **Familiar Reread/Retell (3 minutes)**
   - Student reads the book aloud from the last session, OR student retells events or information from the last reading of a chapter book
   - Focus on fluent reading, expression, accuracy, rate, and smoothness Level _____ Errors ______

3. **New Book Introduction (1–2 minutes) Skip this step if the student is reading a chapter book.**
   - Tutor reads the text title aloud and notes the roles of the author and illustrator
   - Tutor points out and discusses difficult vocabulary words
   - Tutor shows the student the first few pages of the text and uses pictures to talk about the content

4. **Student Reading New Book (8–10 minutes)**
   - Student reads the new book or a section of a chapter book aloud
   - Tutor writes one or two missed sight words from the new book on 3” x 5” index cards for the student to practice in the Word Bank section (see #1)
   - Book Title ___________________________ Level _____ # of errors ______ student said ____________________________
     text said ____________________________

**Decoding Prompts.** Use the following prompts to help the students decode the words

- “Look at the word and say the letter sounds/phonemes in the word” (tapping)
- “Blend the sounds together in sequence”
- “Think about the word chunks you know to decode the word”
- “Does the word make sense in the sentence?”
- **After three prompts, tell the student the word. Then point to the beginning of the sentence/phrase and say, “Please start here and read.”**
5. Comprehension (1–2 minutes)
   • Tutor asks the student comprehension questions from the STAR manual (Narrative/Literature or Informational)
   • Tutor marks whether or not the student understood the vocabulary: Yes ______ No ______
   • Tutor marks the student’s recall: Minimal recall ______ Partial recall ______ Excellent recall ______

6. Sight Words (2–3 minutes)
   • Student reads the words in the first column on list #______ Tutor marks any missed words
   **Goal:** 95% accuracy, 1-minute timing (no more than 5 words missed in 100)
   • Tutor writes one or two missed sight words on 3” x 5” index cards and practices them with the student. Keep the sight word cards with the Word Bank cards in the student’s folder.
   • Tutor chooses **one** of the following sight word activities daily (time permitting):
     - Tutor picks one or two of the missed sight words from the column. Tutor asks the student to read each word, write it, and spell it aloud five times.
     - Student mixes up letter tiles and practices spelling one or two missed word(s) five times.
     - Tutor asks the student to write and say the missed word(s) correctly as many times as possible in one minute.

7. Fluency (2 minutes). This section does not apply to reading levels A–C.
   • Tutor models fluent reading of difficult sentence(s) in the new book and student rereads the same sentences using expression, accuracy, rate, and smoothness (EARS).
   • Student reads the daily leveled fluency passage (1-min timing)
   **Note:** Tutor should use the student’s new book for the day if no passage is available.
   • Student retells key points of the passage.
   • Student colors in total WCPM on Oral Reading Chart by subtracting errors from total words read.
   **Note:** See criteria for moving student up a reading level in the fluency section (Movin’ On Up Chart) or on the STAR website. Always check with STAR Coordinator before moving the student to a higher reading level.

8. Early Steps (ES) or Next Steps (NS) Word Study (8–10 minutes)
   **Note:** Letter names and sounds should be known before beginning this section. (See Early Steps Alphabet, etc.)
   a. **Word Sort Title** ____________________________ Anchor Words 1 _____ 2 _____ 3 _____ 4 _____
      - Tutor places the **bold anchor words** from the sort in the correct order; see the inventory/sequence chart in the appendix.
      - Tutor tells the student the vowel pattern/vowel sound in each anchor word.
• Tutor hands the student a card and asks the student, “Where does it go?” Student places the card under the column with the matching vowel pattern.

• Tutor asks the student to: “Point to the words in each column and read them.” Student points to each word and reads down the column every time a new card is added.

Note: When the matrix is complete (ES 3 x 4 = 12 cards; NS 4 x 4 = 16 cards):

• Tutor asks the student, “What is the vowel pattern?” Student points to each vowel pattern and reads down the columns aloud (Ex a-consonant—as in hat).

• Tutor asks the student, “What is the vowel sound?” Student points to each vowel pattern and reads down the columns aloud (Ex /á/ hát).

b. Fast Pencil.

• Tutor points to four or five words in the matrix with a pencil and asks the student to read each word aloud.

Memory Game. Use the matrix that is already set up.

• Tutor asks the student to: “Turn the cards face down, mix them up, and arrange the cards in the same matrix pattern. If the time is short, play with only 4 or 8 matching cards.

• Tutor and student each take turns flipping over two cards to look for matching vowel patterns. Student reads each card as it is turned over, including the tutor’s cards. When the student finds a match, the tutor asks the student to, “Justify that please.”

• Student reads the cards while pointing to and saying the vowel pattern and vowel sound. Tutor should try to lose convincingly.

Spelling.

• Tutor selects four or five words from the current word sort. Tutor states the word, uses it in a sentence, asks the student to repeat the word, and then to write it.

• Student writes the word, saying each letter aloud. Tutor helps the student correct errors immediately by pointing to the anchor word or asking the student to tap the sounds/phonemes.

• “Say it, match it, check it.” Tutor gives the student the four or five spelling cards one at a time and asks the student to say the word, match the card to the spelling word the student wrote, and check the spelling by pointing to each letter and saying the letter names aloud. Student puts a check by the correct words.

STAR Tutoring website: http://www.schoolors.utah.gov/curr/star/
**Individual Letter/Sound Score Sheet**

**Recognition:** Student points to and names letters as arranged.

<table>
<thead>
<tr>
<th>UPPER-CASE NAME RECOGNITION</th>
<th>A F P W K Z B C H O J U Y M</th>
<th>NUMBER CORRECT: ____/26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D L Q N S X I G R E V T</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOWER-CASE NAME RECOGNITION</th>
<th>a f p w k z b c h o j u y m</th>
<th>NUMBER CORRECT: ____/26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>d l q n s x i g r e v t</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOWER-CASE SOUND RECOGNITION</th>
<th>m y u j o h c b z k w p f a</th>
<th>NUMBER CORRECT: ____/26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t v e r g i x s n q l d</td>
<td></td>
</tr>
</tbody>
</table>
**Vowel Patterns and Related Vowel Phonemes**

<table>
<thead>
<tr>
<th>Core A Patterns:</th>
<th>Core I Patterns:</th>
<th>Core O Patterns:</th>
<th>Core E Patterns:</th>
<th>Core U Patterns:</th>
</tr>
</thead>
</table>
| a–consonant says /ä/  
Examples: hat, map | i–consonant says /i/  
Examples: pig, lip | o–consonant says /ö/  
Examples: mom, pot | e–consonant says /ê/  
Examples: web, bell | u–consonant says /ü/  
Examples: sun, cup |
| a–consonant–e says /â/  
Examples: name, lake | i–consonant–e says /ï/  
Examples: bike, five | o–consonant–e says /ö/  
Examples: rope, nose | e–consonant–e says /ê/  
Examples: feet, seed | u–consonant–e says /û/ or /oʊ/  
Examples: feet, seed |
| a–r says /r/  
Examples: jar, farm | i–r says /ur/  
Examples: girl, dirt | o–r says /or/  
Examples: horn, fork | e–r says /ur/  
Examples: her, germ | u–r says /ur/  
Examples: fur, burn |
| a–i says /â/  
Examples: rain, tail | i–g–h says /ï/  
Examples: night, light | o–a says /â/  
Examples: soap, road | e–a says /ê/  
Examples: leaf, heat | u–e says /oʊ/  
Examples: glue, true |
# UURC Vowel, Blend, and Digraph Keywords

## Word examples below:

### Short Vowels:
- a—apple—/ä/
- i—itch—/ī/
- o—octopus—/ō/
- e—ed—/ē/
- u—up—/ū/

### Long Vowels:
- a—cake—/ā/
- i—bike—/ī/
- o—rope—/ō/
- e—feet—/ē/
- u—cute—/ū/
- u—dude—/ū/
- y—my—/ī/
- y—pony—/ē/

## Include digraphs and blends in word bank only if necessary:

### Digraphs: Keyword:
- wh—whistle
- th—thumb
- sh—ship
- ck—sock
- ch—chin
- ph—phone

### Blend: Keyword:
- bl—block
- br—bread
- gr—grape
- ng—sing
- cl—clock
- pl—plane
- cr—crab
- pr—prize
- dr—dress
- qu—queen
- fl—flag
- sc—scarf
- fr—frog
- sk—skate
- gl—glove
- sl—slide

### Examples:

**Short Vowels:**
- a—apple—/ä/
- i—itch—/ī/
- o—octopus—/ō/
- e—ed—/ē/
- u—up—/ū/

**Long Vowels:**
- a—cake—/ā/
- i—bike—/ī/
- o—rope—/ō/
- e—feet—/ē/
- u—cute—/ū/
- u—dude—/ū/
- y—my—/ī/
- y—pony—/ē/
**Instructions:** Copy word sort cards onto cardstock (preferably white). Laminate and cut out cards. Word cards can be sorted into library pockets or snack size zip-lock baggies. Label each library pocket or zip-lock baggie with the printed labels. Place word cards into the corresponding library pocket or baggie. We suggest you separate each word sort section using tabbed dividers of colored cardstock. Organize pockets behind appropriate section divider & place in a container. Stick pre-printed labels on library pockets. Place word cards into the corresponding library pocket. Organize pockets behind appropriate section divider & place in a container.

**Early Steps (K-1) Word Study Inventory, Sequence & Kit Organization**

<table>
<thead>
<tr>
<th>Section 1 Divider: Alphabet</th>
<th>Section 2 Divider: Beginning Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa, Bb, Cc, Dd,, Ee, Ff,</td>
<td>B, M, R, S, T, G,</td>
</tr>
<tr>
<td>Gg, Hh, Ii, Jj, Kk, Ll, Mm,</td>
<td>N, P, C, H, F, D,</td>
</tr>
<tr>
<td>Nn, Oo, Pp, Qq, Rr, Ss, Tt,</td>
<td>L, K, J, W, Y, Z</td>
</tr>
<tr>
<td>Uu, Vv, Ww, Xx, Yy, Zz</td>
<td>V, Q</td>
</tr>
</tbody>
</table>

**Anchor Words = _____**

**Student must pass an untimed Word Study Check on each section before proceeding to the next section.**

<table>
<thead>
<tr>
<th>Section 3 Divider: Onset + Vowel (● one dot words)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Divider:</strong> Onset + Vowel Short A</td>
</tr>
<tr>
<td>-ma_  mad, map, mat, mad, Max</td>
</tr>
<tr>
<td>-sa_  sad, sat, sag, sap, Sam</td>
</tr>
<tr>
<td>-ca_  cap, can, cab</td>
</tr>
<tr>
<td>-pa_  pat, Pam, pass</td>
</tr>
<tr>
<td>-pan_</td>
</tr>
<tr>
<td>-bag_</td>
</tr>
</tbody>
</table>

92
### Onset + Vowel Short U

<table>
<thead>
<tr>
<th>-be</th>
<th>-ru</th>
<th>-bu</th>
<th>-gu</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed, bell, bet, Ben</td>
<td>run, rub, rut</td>
<td>bun, bud, bug, buzz</td>
<td>gum, gut, gun, Gus</td>
</tr>
</tbody>
</table>

### Mixed Short Vowels

<table>
<thead>
<tr>
<th>hat</th>
<th>pid</th>
<th>mom</th>
<th>red</th>
<th>cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat, ran, map, mad, back, had, has, snack, clap, glad</td>
<td>win, hit, lip, kid, his, sick, this, ship, with</td>
<td>fox, job, hop, doll, lost, cost, rock, chop, stop drop</td>
<td>bed, let, pet, web, tell, sled, less, sell, step, bend, when</td>
<td>nut, but, fun, bus, bug, cut, dust, stub, luck, shut, that, truck, must, hush</td>
</tr>
</tbody>
</table>

### Core Vowel Patterns of A

| Vowel Patterns a_ (三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三three three dot words |
| hat | cat dad ran had nap jam map bat fan mad bag ham cap band trap bath that glad flat cast hand last clap math snap back flag |

### Core Vowel Patterns of I

| Vowel Patterns i_ (三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三three dot words) |
|-----|-----|
| pid | pin lip hit win big hid fit mix fin him fix hill lid hip kick gift grin twin flip slim, lick shin list print swim sick |

### Core Vowel Patterns of O

| Vowel Patterns o_ (三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三三three dot words) |
|-----|-----|
| mom | top job pot jog dot pop fog mob dog nod hot log doll trot drop stop lock clock floss shock frog soft flock shop cloth lost chomp |

### Core Vowel Patterns of E

| Vowel Patterns e_ (三三三三三三三三三三三三三三三three dot words) |
|-----|-----|
| red | web ten beg get bed wed fed bell fed led let men when blend left sled test wept neck bend spend chest bench desk shed deck feed best |

### Core Vowel Patterns of U

| Vowel Patterns u_ (三三三三三三three dot words) |
|-----|-----|
| cut | sun bus mud tub puff sum hut cub gum run pup rug cut duck drum thud jump plug hunt strut plus club fund crust bump luck shut crush |

---

93
1. Alphabet Work
   Match 1 unknown and 2 known upper and lower case letters in a 2x3 matrix. (video)
   ES Alphabet Memory Arrange letters face down in a 3x2 matrix. (video)

2. Beginning Consonant
   Picture Sorts (video)
   ￥B M R ￥S T G ￥N P C ￥H F D ￥L K J ￥W Y Z ￥V Q

3.  ● Onset + Vowel
   * Begin with a 2 x 1 sort. Add more cards to the columns ASAP. (video)
     ●ma__, sa__
     ●ma__, sa__, ca__
     ●pa__, ba__, ra__
        *****
     ●si__, li__, fi__
     ●ki__, hi__, pi__
        *****
     ●mo__, ro__, do__
        *****
     ●be__, we__, pe__
        *****
     ●ru__, bu__, gu__

4.  ●● Mixed Short Vowels (video)
    ●•A I O
    ●•I O E
    ●•O E U

   (WORD STUDY ✓ using all 5 vowels)

5.  ●●● Vowel Patterns (video)
   a. Start with a 2 x 6 sort:
      ●●●a__, a_e
      (WORD STUDY ✓)
      ●●i__, i_e
      (WORD STUDY ✓)
      ●●o__, o_e
      (WORD STUDY ✓)
      ●●e__, e_e
      (WORD STUDY ✓)
      ●●u__, u_e
      (WORD STUDY ✓)
   b. Next do a 3 x 4 sort including “r” controlled patterns:
      ●●●a__, a_e, ar
      (WORD STUDY ✓)
      ●●i__, i_e, ir
      (WORD STUDY ✓)
      ●●o__, o_e, or
      (WORD STUDY ✓)
      ●●e__, e_e, er
      (WORD STUDY ✓)
      ●●u__, u_e, ur
      (WORD STUDY ✓)

   ⇒ Starting At Mixed Short Vowels, students must pass WORD STUDY ✓ where indicated to move on.

Review #1
Review by combining “a” & “i” patterns as needed. Examples:
●●a__, i__, a_e
●●a__, ar, ir
●●i__, i_e, a_e

Review #2
Review by combining “i” & “o” patterns as needed. Examples:
●●i__, o__, i_e
●●o__, o_e, i_e
●●i__, or, ir

Review #3
Review by combining “o” & “e” patterns as needed. Examples:
●●o__, e__, ee
●●e__, ee, o_e
●●o__, or, er

Review #4
Review by combining “u” & “e” patterns as needed. Examples:
●●u__, u_e, ee
●●u__, u_e, ce
●●u__, ur, er

NO WORD STUDY ✓
done after a REVIEW
Early Steps Word Study Check, Grades K–1

Untimed

Note: Use this only to determine whether a student is ready to move on to the next word sort.

MATERIALS:
Current word sort, STAR lesson plan

ACTIVITIES:
1. Select 40 random word cards from the current word sort
2. Flash the cards from the deck to the student
3. The student needs to get eight or fewer errors to proceed to the next word sort
4. This is not timed in grades K–1

TIP:
Don’t do word sort, fast pencil, memory game, or spelling on the day you do a Word Study Check

RECORD:
Record the word sort title, the number of words correct, and the number of errors on the STAR lesson plan
Instructions: Copy word sort cards onto cardstock (preferably white). Laminate and cut out cards. Word cards can be sorted into library pockets or snack size zip-lock baggies. Label each library pocket or zip-lock baggie with the printed labels. Place word cards into the corresponding library pocket or baggie. We suggest you separate each word sort section using tabbed dividers of colored cardstock. Organize pockets behind appropriate section divider & place in a container. Stick pre-printed labels on library pockets. Place word cards into the corresponding library pocket. Organize pockets behind appropriate section divider & place in a container.

Next Steps (Grades 2-3) Word Study Inventory, Sequence & Kit Organization

<table>
<thead>
<tr>
<th>Anchor Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah Reading Clinic 5/5/2014 MB</td>
</tr>
</tbody>
</table>

### Section 1 Divider: Mixed Short Vowels (two dot words)

<table>
<thead>
<tr>
<th>Vowel Patterns a_</th>
<th>Vowel Patterns e_</th>
<th>Vowel Patterns o_</th>
<th>Vowel Patterns a_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>had</td>
<td>cat, ran, map, mad, back, had, has, snack, clap, glad</td>
<td>win, hit, kid, his, sick, this, ship, with</td>
<td>lost, cost, rock, shop, stop drop</td>
</tr>
<tr>
<td>ha</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
<td>arm, jar, far, car, hard, dart, part star park</td>
</tr>
<tr>
<td>ha</td>
<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
</tr>
<tr>
<td>ha</td>
<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
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<tr>
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<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
</tr>
</tbody>
</table>

### Section 2 Divider: Core Vowel Patterns of A (three dot words)

<table>
<thead>
<tr>
<th>Vowel Patterns a_</th>
<th>Vowel Patterns a_e</th>
<th>Vowel Patterns ar</th>
<th>Vowel Patterns ai</th>
</tr>
</thead>
<tbody>
<tr>
<td>had</td>
<td>cat, ran, map, mad, back, had, has, snack, clap, glad</td>
<td>win, hit, kid, his, sick, this, ship, with</td>
<td>lost, cost, rock, shop, stop drop</td>
</tr>
<tr>
<td>ha</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
<td>arm, jar, far, car, hard, dart, part star park</td>
</tr>
<tr>
<td>ha</td>
<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
</tr>
<tr>
<td>ha</td>
<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
</tr>
<tr>
<td>ha</td>
<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
</tr>
<tr>
<td>ha</td>
<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
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<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
</tr>
<tr>
<td>ha</td>
<td>hat, cat, dad, ran, had, nap, map, bag, ham cap band</td>
<td>cake, lake, tape, name, make, gave, made, same page</td>
<td>ear, far, car, tar, art</td>
</tr>
</tbody>
</table>

---

**Student must pass a one minute timed Word Study Check on each section before proceeding to the next section.**
### Section 6 Divider: Core Vowel Patterns of U (●●● three dot words)

#### Vowel Patterns u_
- sun
- bus
- mud
- tub
- puff
- sum
- hut
- cub
- gum
- run
- pup
- rug
- duck
- drum
- thud
- jump
- plug
- hunt
- strut
- plus
- club
- fund
- crust
- bump
- luck
- shut
- crush

#### Vowel Patterns u_e
- dude
- use
- tune
- mule
- rude
- June
- cute
- dune
- rule
- huge
- fuse
- duke
- mute
- truce
- prune
- brute
- crude
- fluke
- spruce

#### Vowel Patterns ur
- turn
- fur
- curb
- burn
- hurt
- curl
- surf
- hurl
- burp
- turf
- curt
- blur
- burst
- church
- churn
- spurt

#### Vowel Patterns ue
- blue
- sue
- due
- glue
- true
- clue

### Section 7 Divider: ed ending sorts (●●●● four dot words)

#### Baseword + /ed/
- test
- tested
- expect
- expected
- act
- acted
- invent
- invented
- list
- listed
- fold
- folded
- add
- added
- rent
- rented
- need
- needed
- trade
- traded
- end
- ended
- hunt
- hunted
- count
- counted
- melt
- melted
- land
- landed
- sort
- sorted
- fade
- faded
- want
- wanted
- skate
- skated
- hand
- handed
- twist
- twisted

#### Baseword + /d/
- rain
- rained
- obey
- obeyed
- study
- studied
- pray
- prayed
- play
- played
- yell
- yelled
- stay
- stayed
- move
- moved
- learn
- learned
- hug
- hugged
- copy
- copied
- carry
- carried
- try
- tried
- sneeze
- sneezed
- burn
- burned
- climb
- climbed
- cry
- cried
- live
- lived
- snow
- snowed
- worry
- worried
- smell
- smelled
- film
- filmed

#### Baseword + /t/
- look
- looked
- camp
- camped
- jump
- jumped
- hope
- hoped
- kick
- kicked
- lick
- licked
- help
- helped
- crash
- crashed
- trap
- trapped
- hop
- hopped
- wish
- wished
- like
- liked
- trick
- tricked
- ask
- asked
- walk
- walked
- miss
- missed
- place
- placed
- stop
- stopped
- push
- pushed
- touch
- touched
- laugh
- laughed
- blink
- blinked

### Section 8 Divider: Additional Vowel Patterns of A

#### Vowel Patterns ay
- day
- hay
- say
- pay
- may
- way
- bay
- ray
- clay
- tray
- stray
- spray
- stay
- play

#### Vowel Patterns all
- fall
- ball
- all
- mall
- call
- tall
- hall
- gall
- stall
- small

#### Vowel Patterns aw
- jaw
- paw
- law
- saw
- raw
- claw
- draw
- law
- saw
- raw
- claw
- draw
- thaw
- straw
- hawk
- lawn
- yawn
- bawl

### Section 9 Divider: Additional Vowel Patterns of I

#### Vowel Patterns ing
- wing
- sing
- king
- thing
- bring
- swing
- sting
- sling
- fling

#### Vowel Patterns Rule Breaking
- mind
- kind
- mild
- find
- wild
- child
- blind
- grind
- climb

#### Vowel Patterns y like /ī/
- my
- by
- cry
- fly
- try
- sky
- fry
- pry
- sly
- shy
- why
- spry

### Section 10 Divider: Additional Vowel Patterns of O

#### Vowel Patterns Rule Breaking
- curl
- old
- cold
- host
- post
- folk
- solid
- hold
- jolt
- mold
- ghost

#### Vowel Patterns oi
- oil
- boil
- boil
- join
- soil
- coil
- spoil
- joint
- moist
- point

#### Vowel Patterns oo
- moon
- tool
- pool
- room
- hoop
- boom
- noon
- broom
- tooth
- scoop
- smooth
- shoot

#### Vowel Patterns ou
- bow
- tow
- row
- own
- flow
- shaw
- crow
- throw
- know
- snow
- grow
- blow

#### Vowel Patterns oy
- boy
- coy
- Roy
- oy
- joy
- play

#### Vowel Patterns ow
- cow
- how
- now
- ow
- town
- down
- gown
- crowd
- crown
- brown
- frown
- down
- plow

#### Vowel Patterns ow
- loud
- out
- found
- oach
- count
- shout
- sound
- proud
- mouth
- cough
- south
- round
- cloud
- scout
### Section 11 Divider: Additional Vowel Patterns of E

<table>
<thead>
<tr>
<th>Vowel Patterns</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ea</td>
<td>head, dead, deaf, bread, sweat, meant, leapt, spread, breath, thread, dread, death, tread, threat</td>
</tr>
<tr>
<td>ear</td>
<td>earth, pearl, earn, learn, heard, speech, Earl</td>
</tr>
<tr>
<td>er_e</td>
<td>verse, serve, merge, nerve, swerve</td>
</tr>
<tr>
<td>ew</td>
<td>few, dew, knew, drew, blew, stole, chew, crew, flew, grew, screw, threw, news</td>
</tr>
</tbody>
</table>

### Section 12 Divider: Additional Vowel Patterns of U

<table>
<thead>
<tr>
<th>Vowel Patterns</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ur_e</td>
<td>nurse, urge, cuise, purse, curve, urge, surge, splurge</td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
</tbody>
</table>
Next Steps: Word Study Sequence

Note: You may spend one (1) or many days on a particular set of patterns.
Remember that students need to be able to verbalize "vowel pattern" and "vowel sound" as well as be able to meet or exceed word study check criteria before they move on to a new set of patterns.

1. Mixed Short Vowels
   - A I O E
   - I O E U
   (WORD STUDY)

2. Core Vowel Patterns
   - a, a_e, ar, ai
   (WORD STUDY)
   - i, i_e, ir, igh
   (WORD STUDY)
   - o, o_e, or, oa
   (WORD STUDY)
   - e, ee, er, ea (eat)
   (WORD STUDY)
   - u, u_e, ur, & ue
   (WORD STUDY)

3. Additional Sorts (optional)
   Include only if needed.
   - ed Ending Sorts:
   - Baseword + /ed/
   (WORD STUDY)
   - Baseword + /t/
   (WORD STUDY)
   - Baseword + /d/
   (WORD STUDY)
   - Combination /ed/, /t/, /d/
   (WORD STUDY)

4. Additional Vowel Patterns
   Always include the "vowel consonant" & "vowel-consonant-e" patterns in this section.
   - A -
   - a, a_e, ai, ay
     - a, a_e, ay, all
     - a, a_e, all, aw
     (WORD STUDY)
   - I -
   - i, i_e, igh, ing
     - i, i_e, ing, rule-breaking i
     - i, i_e, rule-breaking i, & y like i
     (WORD STUDY)
   - O -
   - o, o_e, oa & rule-breaking o
     - o, o_e, rule-breaking o & o
     - o, e, oo (moon) & ow (row)
     - o, o_e, ow (row) & oy
     - o, o_e, oy & oo (book)
     - o, o_e, Oo (book) & ow (cow)
     (WORD STUDY)
   - E -
   - e, ee, ear, ea (bread)
     - e, e, ea (bread), er_e
     - e, ee, er_e, ew
     (WORD STUDY)
   - U -
   - u, u_e, eu, ur_e
   (WORD STUDY)

5. Review of Vowel Patterns
   **Review #1:**
   - a, a_e, i, i_e
     - a, ar, i_c, ir,
     (WORD STUDY)
   **Review #2:**
   - o, o_e, e, o_e
     - i, i_e, ir, er,
     **Review #3:**
     - o, o_e, e, oo, ea (eat)
     (WORD STUDY)
   **Review #4:**
   - e, ee, u, u_e
     - ee, u_e, er, ur
     - cc, u, ca (eat), ur_e
     (WORD STUDY)
   **Review #5:**
   Review patterns that were particularly challenging to your student.

Examples:
- a_e, i_e, o_e, u_e
  - ai or ea (eat) ue
  - ar or ur
  - ai or ay or oy
  - ea (eat) ee, Oo (moon), Oo (book)
  - aw, ew, ow (row), Ow (row)
  - o_e, Oo (book) ow (row), Ow (row)
  - ear, er_e ea (eat), ea (bread)
  (WORD STUDY)
Next Steps Word Study Check, Grades 2–3

1 minute

Note: Use this only to determine whether a student is ready to move on to the next word sort.

MATERIALS:
Current word sort, STAR lesson plan

ACTIVITIES:
1. Select 40 random word cards from the current word sort
2. Flash the cards from the deck to the student
3. The student needs to get 35 words correct with no more than three errors
4. Time for one minute

TIP:
Don’t do word sort, fast pencil, memory game, or spelling on the day you do a Word Study Check

RECORD:
Record the word sort title, number of words correct, and number of errors on the STAR lesson plan.
References


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Title</th>
<th>Journal/Book Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morris, D, Shaw, B, &amp; Perney, J</td>
<td>1990</td>
<td>Helping low readers in grades 2 and 3: An after-school volunteer tutoring program</td>
<td><em>Elementary School Journal</em>, 91(2), 133–150</td>
</tr>
<tr>
<td>Morris, D, Tyner, B, &amp; Perney, J</td>
<td>2000</td>
<td>Early Steps: Replicating the effects of a first-grade reading intervention program.</td>
<td><em>Journal of Educational Psychology</em>, 92(4), 681–693</td>
</tr>
<tr>
<td>Roller, C M</td>
<td>1998</td>
<td>So... What’s a Tutor to Do?</td>
<td>Newark, Delaware: IRA</td>
</tr>
<tr>
<td>Staal, L A</td>
<td>2000</td>
<td>“The Story Face: An Adaptation of Story Mapping That Incorporates Visualization and Discovery Learning to Enhance Reading and Writing”</td>
<td><em>The Reading Teacher</em>, 54(1), 26–31</td>
</tr>
</tbody>
</table>
Contact Information
For further information, please contact Sue Okroy at 801.538.7765 or e-mail: susan.okroy@schools.utah.gov