

Step 1: Gaining Fluency and Measuring Progress

- *What is the purpose of step 1?*
 - In step 1, students reread familiar books to improve their fluency and the teacher conducts a running record with one student to monitor progress. This step should take about 3-5 minutes.
- *How do I know which student to assess?*
 - Assess one student per lesson and rotate which student is assessed each lesson. A rotation of running records in one group may look like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Student A	Student B	Student C	Student D	Student A

- *What book do I use for the running record?*
 - Administer a running record using the previous lesson's new book. For example, if the group read *Bear Goes to School* on Monday during step 3, on Tuesday, the teacher would listen to one student read *Bear Goes to School* and take a running record. Note that students are not all assessed on every book. The running record is meant to serve as an informal progress monitoring checkpoint.
- *Should I assess all students in my group on every text?*
 - **No**, it is **not** necessary to assess all students in each group on every text.
- *How do I know when to move my group up a book level?*
 - When students' running records are showing above 95% accuracy, this is an indication the group is ready to move up a book level.
 - When students' running records are showing 90-95% accuracy, this is an indication they should stay on their current book level.
- *What do I do if the students in my group are scoring at different accuracy levels?*
 - If one student in a group is performing significantly higher or significantly lower than the rest of the group, this is an indication that student may need to be placed in a group more appropriate for their needs.
 - If a student is performing slightly lower than the rest of the group and there is not another group that would be a more appropriate fit, differentiate lessons for this student by adding some one-on-one instruction before or after the lesson, providing additional coaching, or modifying tasks to better meet their needs.
- *What type of books can I use for UFLI lessons?*
 - Leveled readers are the best fit for small group UFLI lessons. Refer to the Leveled Books chart in the UFLI Small Group Instruction Handbook for level correlation between a variety of publishers.

Grade Level	EIL/ Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels
Kindergarten	1	A	1	PrePrimer	
	2	B	2		
	3	C	3		
	4		4		
Grade 1	5	D	6	Primer	
	6				
	7	E	8		
	8				
	9	F	10	Grade 1	
	10				
	11	G	12	Grade 1.5	
	12				
13					
14					
Grade 2	15	H	14	Grade 2	200-299
	16				
	17	J	20		
	18				
	19	K	28		
	20				
Grade 3	21	N	30	Grade 3	300-399
	22				
	23	O	34		
	24				
Grade 4	25	P	38	Grade 4	400-499
	26				
Grade 5	27	Q	40	Grade 4	500-599
	28				
		R	44	Grade 5	600-699
		S			700-799
		T,U,V			800-899

- *This step takes too long. How do I make it quicker?*
 - If the book being re-read for the running record is more than 100 words, stop the running record at the first 100 words to make this step quicker.
 - Students should be reading familiar books somewhat fluently. If students are reading so slowly that they cannot finish a book in the 3-5 minute time allotted, this is an indication that the instructional book level should be adjusted.

Step 2: Word Work

- *What is the purpose of step 2?*
 - In step 2, students build and change words using manipulative letters to build decoding and encoding skills and reinforce knowledge of phoneme-grapheme relationships. This step should take about 4-8 minutes.
- *How do I select words for word work?*
 - Refer to the data collected from the phonics assessment to determine students' areas of need. Instruction should start with the least complex skills first and progressively move towards more complex phonics skills. The UFLI scope and sequence can also be used to support teachers in sequencing their word work instruction.
 - Each word work lesson should focus on a specific phonics concept (e.g., short e) for targeted intervention.
- *How many words should I plan?*
 - Plan for about 10 words per lesson and take note of how many words students work through in the time allotted to adjust for future lessons. Use the UFLI Word Work Script as a planning aid.
- *Can I use the same word chain in multiple lessons?*
 - Multiple lessons can focus on the same phonics skill, but it is best to use new words in each lesson or re-order words from previous lessons to provide students with multiple and varied opportunities for practice and ensure students are relying on their decoding and encoding skills and not simply memorizing a specific series of words.
- *How do I know if a word chain is too easy/too hard?*
 - A word chain is too easy if students are able to build the words effortlessly. A word chain is too difficult if the instructor has to coach students through the bulk of the word chain.
- *What do I do if I can't get through the word chain in the allotted time?*
 - If the step is taking too long because of material management, practice procedures for appropriate material use with students.
 - If the step is taking too long because students need a significant amount of coaching for each word, consider adjusting the difficulty level of the word work.
 - If students are fluent in material use and do not need much coaching and the step is still taking too long, consider reducing the number of words in the word chain and/or the amount of teacher talk.
- *How do I manage materials during this step?*
 - An excellent way to manage materials is with the use of letter trays. Teachers can use magnetic whiteboards, cookie sheets, or stove burner covers to place the letters on for each student. The letters of the alphabet can also be written in alphabetical order on trays as a holding spot for each manipulative letter. Another management option is using a word mat that uses a file folder with Velcro to keep each letter attached.



- *Should students take turns building words?*
 - Every child should build each word on their own letter tray. Teachers should see every student's work on their letter tray and hear every student's response in unison.
- *This step takes too long. How do I make it quicker?*
 - Some tips for making this step quicker:
 - Be sure to have the word chain planned prior to the UFLI Small group session.
 - Have a system in place for distributing, using, and collecting manipulative letters.
 - Set a timer with the amount of time allotted for word work. When the timer goes off, begin to wrap up word work even if the group did not build every word in the chain. The remaining words can be completed within a future lesson if needed.

Step 3: Reading a New Book

- *What is the purpose of step 3?*
 - In step 3, students read a new book on their instructional level with some coaching from the teacher. This step should take about 4-8 minutes.
- Planning & Choosing a Book
 - *How do I know what book or book level to choose to assess a student on?*
 - The teacher should select books that the students are able to read with between 90% and 95% accuracy. Books selected should provide the students with sufficient challenges without causing frustration.
 - *What should I look for when picking a book to read?*
 - The first thing to consider when choosing a new book to read is analyzing and using the data from the running record. Based upon the running record data, the book chosen for this step should be at the instructional reading level for all or most of the students in the group. However, variations can be present even within one reading level. Here are some other things to consider when choosing a book within a certain reading level:
 - **Genre:** Is this a genre the students in the group are familiar with? Will extra instruction need to occur to fill the gaps in their knowledge on how to navigate the genre?
 - **Topic:** Is this a topic the group has background knowledge on? Is this topic connected to what the class is currently learning or has learned about in the past?
 - **Number of unknown words:** Are the majority of the words in the book decodable? Do the students know the grapheme/phoneme correspondences to these decodable words? Are many of the words irregular? Do the students know these irregular words?
 - *Can I read the same book with multiple groups?*
 - Yes, as long as the book meets the needs of the students in those groups (see above).
 - *Can I use the same book multiple times? (e.g., reading the same book start to finish every day for multiple days OR taking multiple sessions to get through one book)*
 - Generally, we want students to be exposed to as many texts as possible, especially in the lower reading levels (kindergarten and early first grade). Therefore, it is recommended for students to encounter a new book each session. The new book can then be added to their familiar book bag where students may finish reading the book during step 1.
 - Once students get to the higher levels of text (late first grade and second grade), we want to instill in them the practice of finishing the text that they have started, so the same book can be read in multiple sessions. These levels of texts are usually longer and are broken up into chapters or sections. Each session can focus on a new or different section of the text until the text is completed.
- Previewing a New Book
 - *How do I introduce the book? How much of the book should I preview?*
 - The book introduction should take no more than 1-2 minutes. It is important to think about students' background knowledge during this portion of the lesson. Students need to be cued into what the text is about and engaged enough to want to read it, however, time should not be spent on providing a long retelling or picture walk of the book.
 - A good strategy to use is the "Read to Find Out" (RTFO) statement.
 - EX: "Boys and girls today we will be reading about whales in the ocean. We will read to find out how they live together, what they eat, and even how they raise their babies."
 - *What words should I pick to preview before reading the new book?*
 - The teacher should choose 2-4 words that may be challenging for the students. These are words the teacher may frontload the students with or plan to coach them through when they get to these words within the text. These words usually fit into one of the following categories:
 - **Decodable words:** The focus while instructing this type of word should be on the grapheme/phoneme correspondences within the word.

- Each time the students stop to figure out a word, make sure to have them go back to the beginning of the sentence to read the whole thing.
- *What are some good coaching prompts?*
 - When the students encounter an unfamiliar but readily decodable word:
 - You might use magnetic letters to help the students see how each letter in the word represents a sound and how the letters come together to form the word.
 - You could use a dry erase board to help the students break the word apart.
 - You may choose to help the students relate the word to a similar word they already know and identify the similarities and differences.
 - For longer words, you might demonstrate how to cover up parts of the word and decode one part at a time.
- *How do I check my students' understanding of the text?*
 - Each time the students stop to figure out a word, make sure to have them go back to the beginning of the sentence to read the whole thing. Doing this helps the students maintain a focus on getting meaning from the text. This simple strategy can also have an enormous impact on the students' ability to read the book independently during the running record.
 - In addition, the teacher should lead the students in a brief 1-2 minute discussion about the text once they have finished reading.
- *This step takes too long. How do I make it quicker?*
 - Be sure to read the text prior to the lesson to anticipate aspects of the book students may struggle with in order for this step to run smoothly. The introduction and challenging words must be preplanned.
 - Using a timer is helpful to make sure that the majority of this step is spent on the students reading, instead of the teacher previewing the text.
 - Remember, students do not need to finish the whole book in this step. Other options (described above) are available for finishing the text.

Step 4: Writing for Reading

- *What is the purpose of step 4?*
 - In step 4, students write a sentence about the book they just read to practice handwriting, phoneme-grapheme correspondences, and high-frequency word writing. This step should take about 6-12 mins.
- *How do I generate a sentence?*
 - The sentence should generally summarize the text or a portion of it. At the end of step 3, the teacher can guide the discussion to mirror the sentence they have already generated and coded.
 - The sentence should include:
 1. 2-4 decodable words that have clear letter-sound correspondences that are instructed with Elkonin boxes (Code: Boxed words)
 2. 1-3 words high-frequency irregular words (Code: Circled words)
 3. 2-4 familiar words that students already know how to write independently (Code: Underlined words)
- *Should I write the sentence and have students copy it?*
 - No. The purpose of this step is for students to practice spelling on their own. If the sentence is written for the students to copy, they do not have the opportunity to practice their encoding skills.
- *My students work at different paces. How do I keep this step cohesive?*
 - Instead of allowing students to write the sentence at their own pace, guide them in writing the sentence together one word at a time. For each word, provide practice opportunities on the practice page before allowing students to add the word to their perfect sentence. Students who work more quickly can be given additional practice prompts.
- *Should I draw Elkonin boxes for my students?*
 - No. It may take more time in the initial lessons to instruct students on how to correctly create their Elkonin boxes. However, building this independence not only sets the foundation for faster and more efficient lessons in the future, it also provides students and teachers an extra opportunity to segment sounds within words.
- *I planned for a word to be taught with Elkonin boxes, but the kids already knew it, what do I do?*
 - If the students already know how to write the word: First, have them show you they can write the word on the “practice page”, next check the word to make sure it is spelled correctly, and then let them write it on their “perfect page”.
- *I planned for a familiar word, but students didn't know it, what do I do?*
 - If the word is decodable, follow the same steps you would do with a decodable word (Elkonin boxes).
 - If the word is an irregular high frequency word, follow the same steps you would with any irregular high frequency word (i.e., practicing the word multiple times on the practice page).
- *How will I know when my students are ready to generate their own sentences?*
 - For the teacher to be able to keep up with this type of differentiation, 1) the procedures for different types of words (i.e., decodable words, irregular words, and familiar words) must firmly be in place, 2) the students need to have strong blending/segmenting knowledge, and 3) the teacher and students should have tried to do a sentence frame first to slowly adjust to individualized sentences.
- *What do I do with the sentence books once all pages have been filled?*
 - There are several options for this: 1) they can be added to a portfolio to show progress, which can be very useful in parent-teacher conferences, 2) they can be put in an RTI/MTSS folder for data and documentation, or 3) they can be sent home so parents can see their progress and students can practice re-reading sentences they wrote at home.
- *This step takes too long. How do I make it quicker?*
 - Have the sentence prepared and coded it before the lesson; this is crucial for this step to run smoothly. Using a teacher generated sentence as opposed to a student-generated sentence will make the step quicker as well.
 - To promote efficiency, model and establish routines for interacting with each type of word (i.e., decodable, irregular, and familiar).
 - Also, pay attention to the number of decodable, irregular, and familiar words within the sentence. Having too many or too little of one type of word can elongate this step.