



# 95 Percent Teaching Blending

2025



# Learning Target

I am learning how to support my students with blending whole words together when reading.

01

I can determine when a student needs support with blending.

02

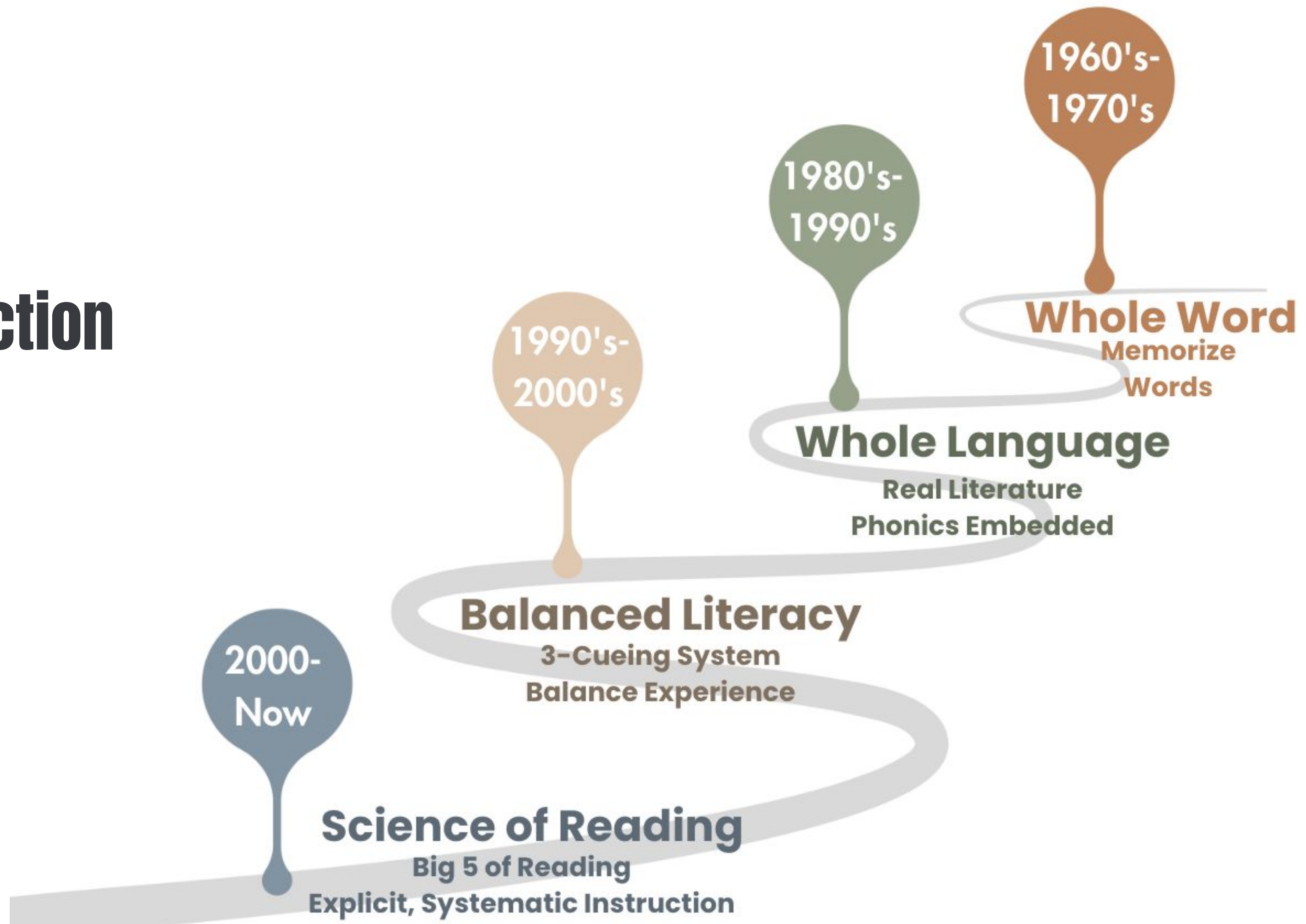
I understand the steps taught in the blending process.

03

I can teach a lesson from the blending process.

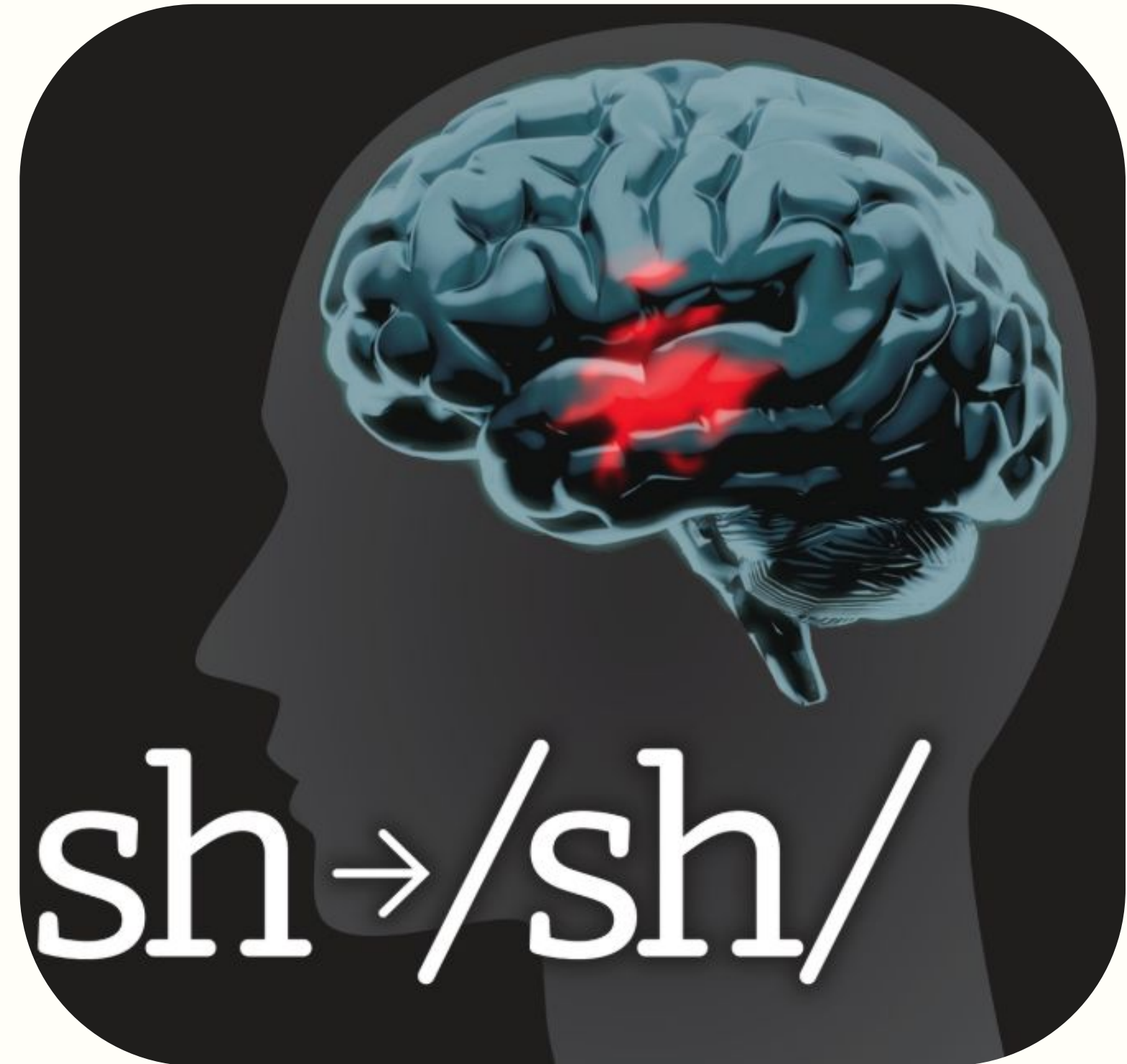


# The History of Reading Instruction



# Science of Reading & The Brain

**Each time you learn a new connection a tiny part of your brain gets rewired. It is a lot like building a muscle.**





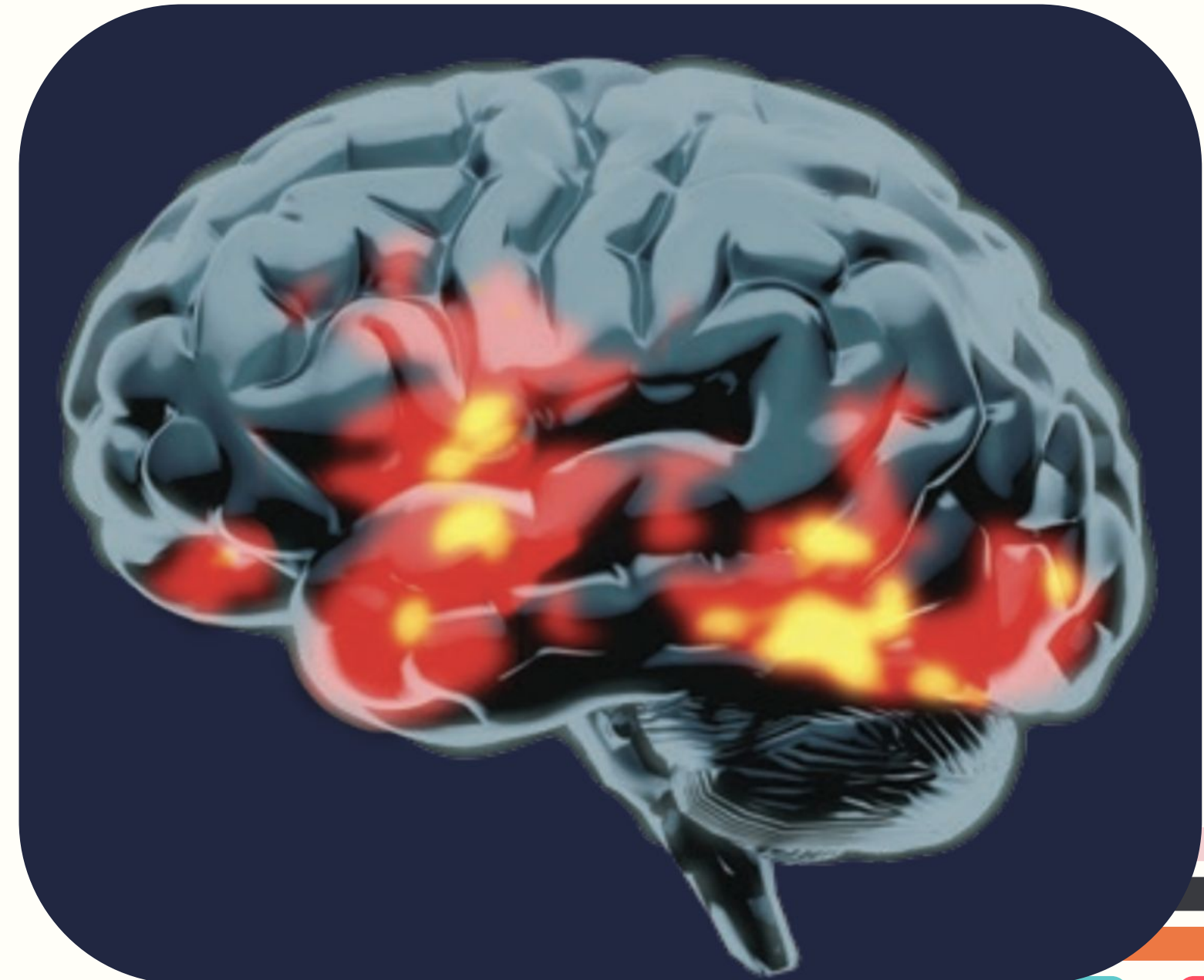
# Science of Reading & The Brain



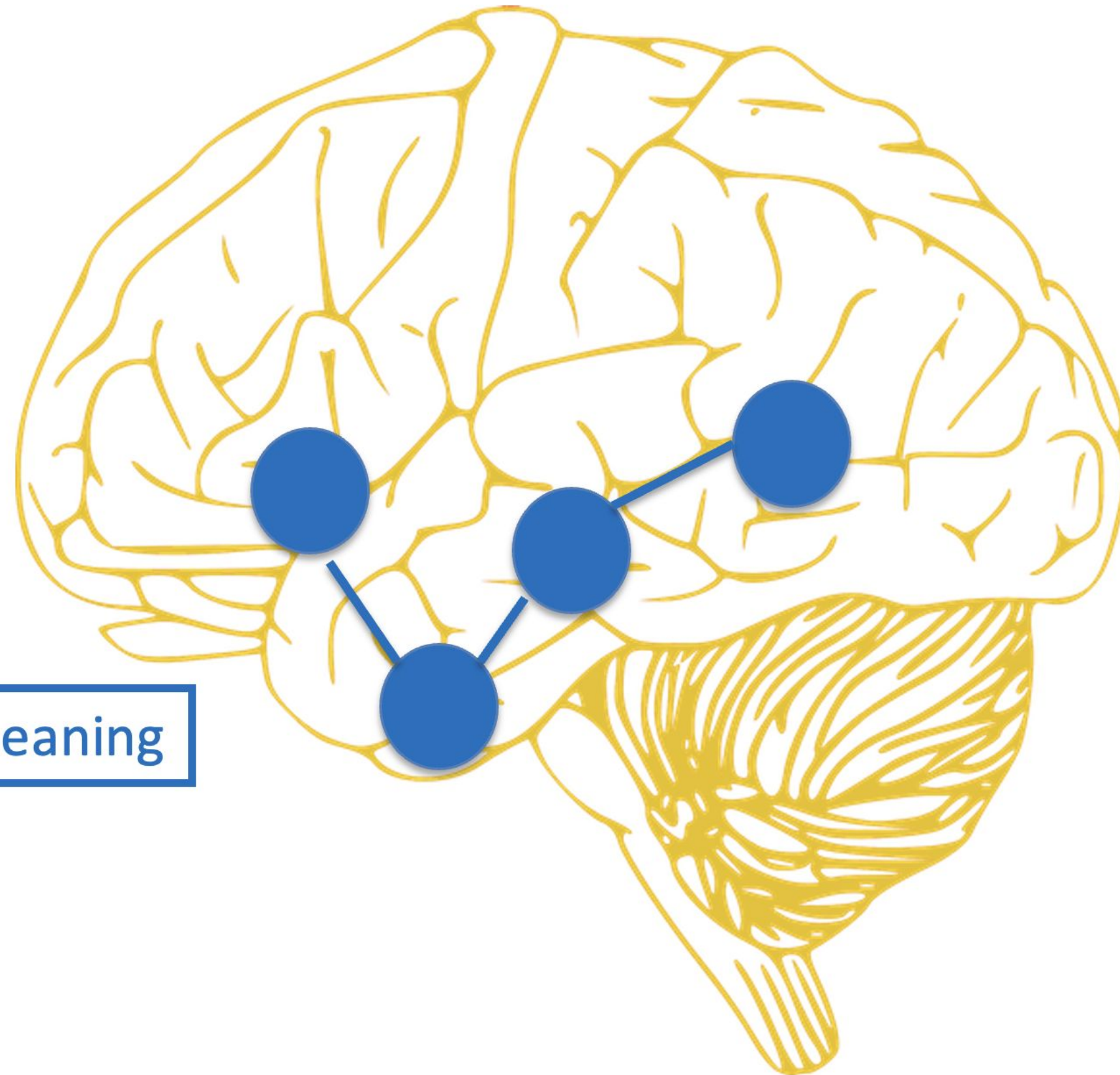
## Spoken Words



## Written Words



# Science of Reading & The Brain

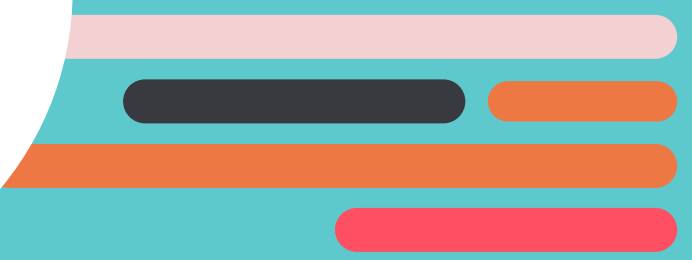
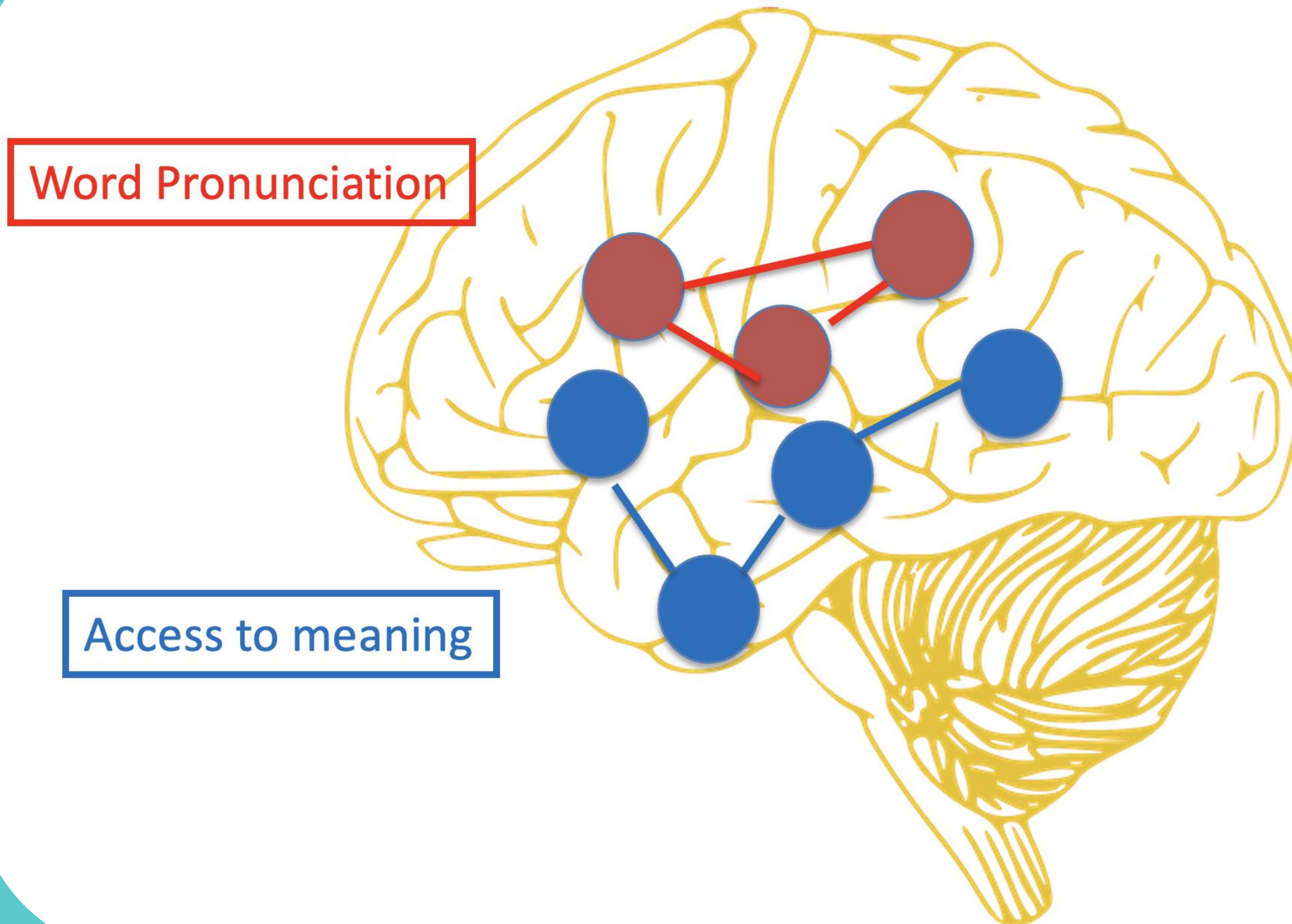


Access to meaning





# Science of Reading & The Brain



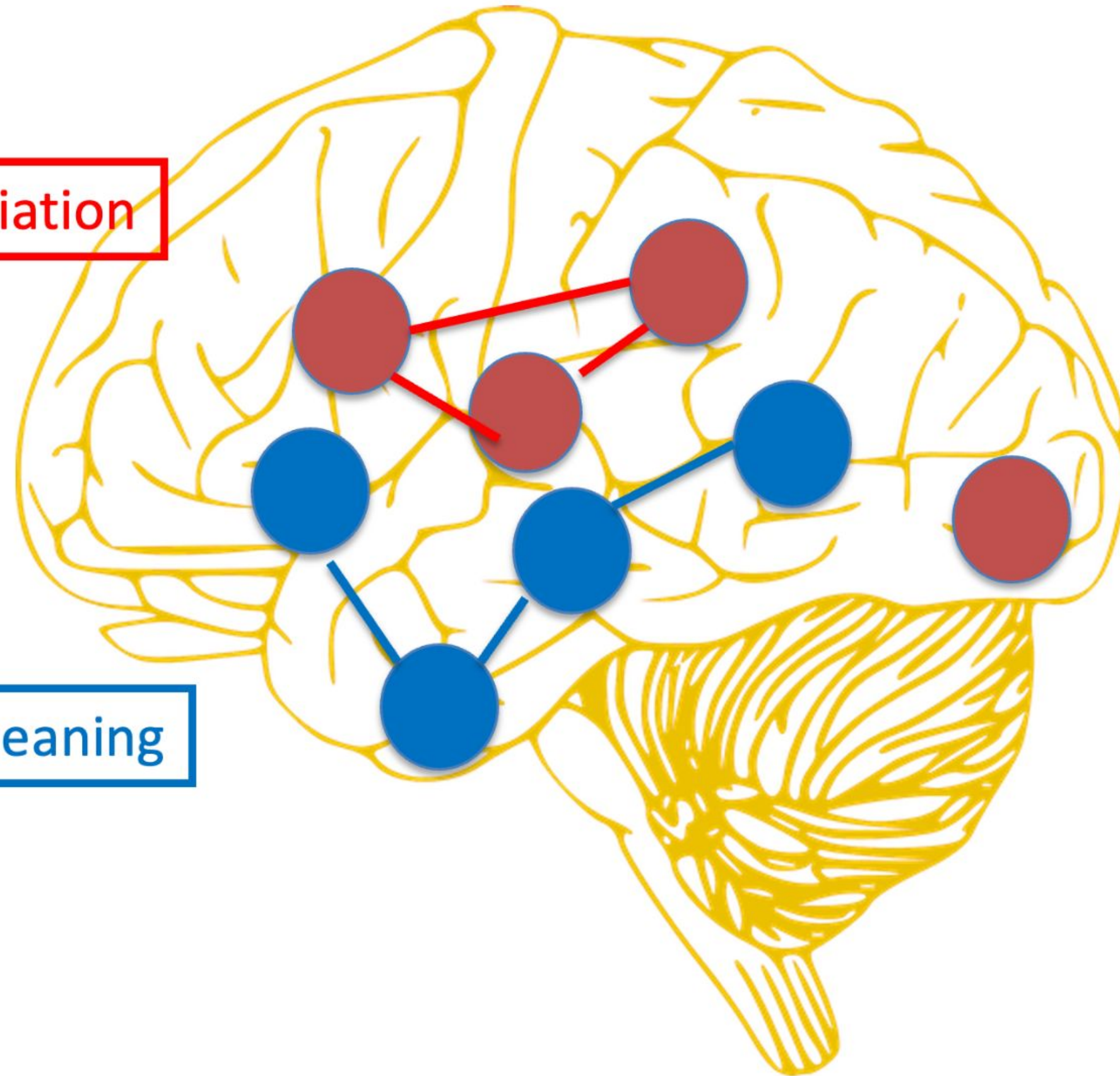
# Science of Reading & The Brain



Word Pronunciation

Access to meaning

Visual input  
Letter & Word  
Recognition





# Science of Reading & The Brain

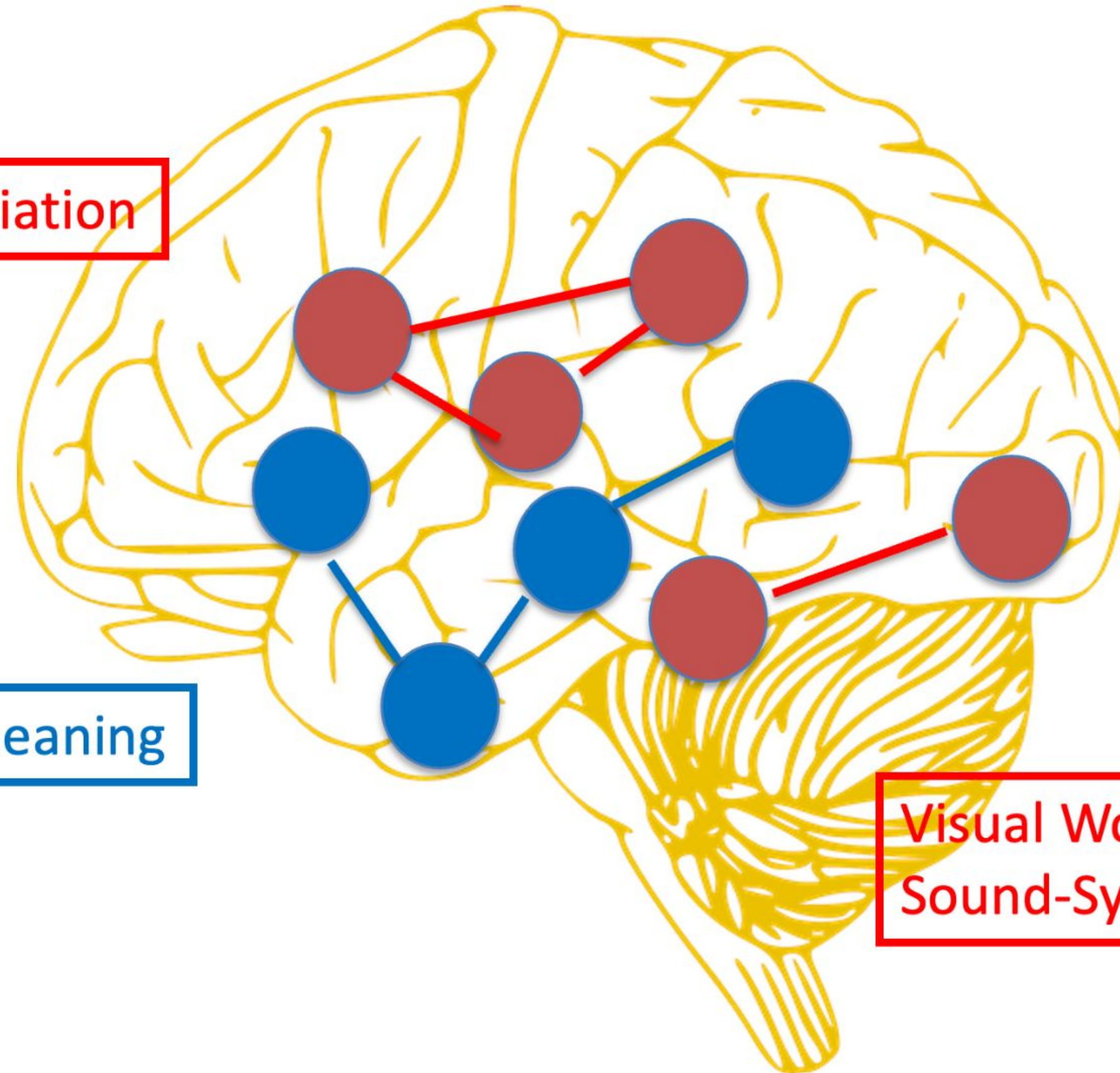


Word Pronunciation

Access to meaning

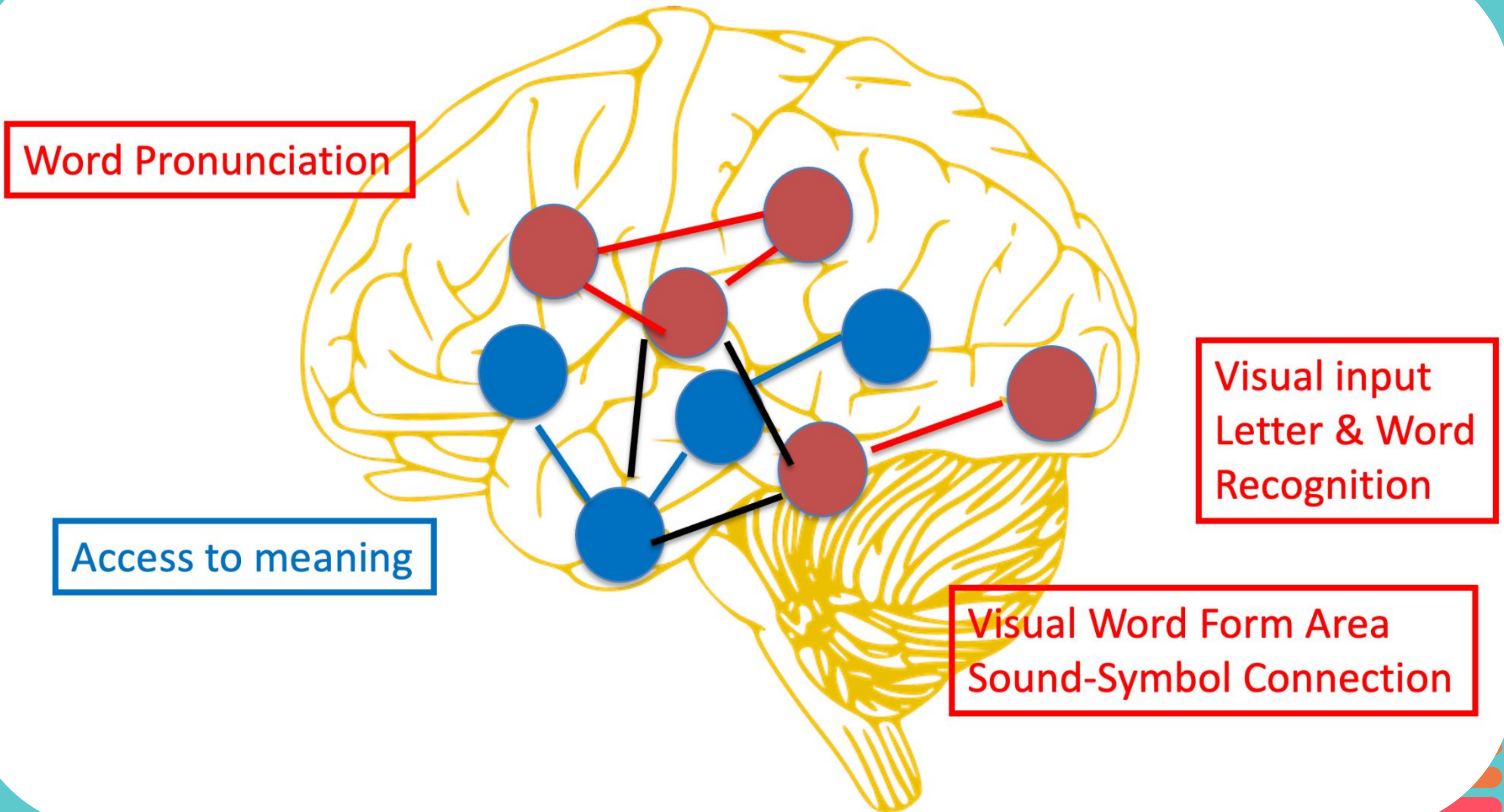
Visual input  
Letter & Word  
Recognition

Visual Word Form Area  
Sound-Symbol Connection

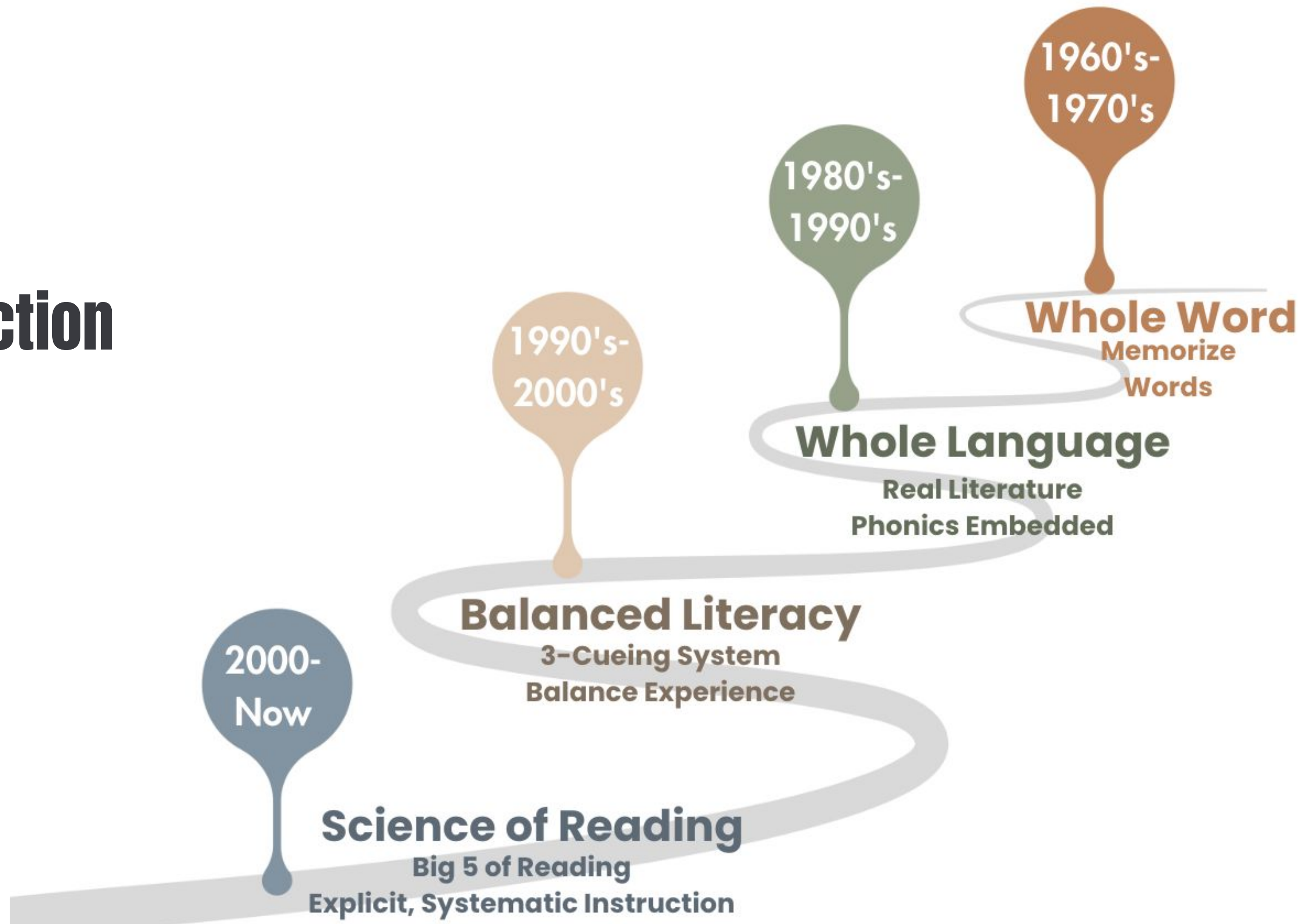




# Science of Reading & The Brain



# The History of Reading Instruction





**Previously when teachers taught blending it would look like writing a letter & saying the sound and then repeating the process with each letter.**

**C**



**Previously when teachers taught blending it would look like writing a letter & saying the sound and then repeating the process with each letter.**

**ca**





**Alphabetic principle is the awareness that letters represent the sounds in words. When sounds are blended together, children can read words.**

**This important skill fits between phonological awareness and phonics, and is often not given enough attention.**

**TALK**

**Have you worked with any students who couldn't quite blend words quickly enough? How did this impede their reading journey?**



Blends can stop new readers in their tracks.

But when blends become familiar, students are equipped with the skills to quickly master new words.

When students have the letter combinations unlocked, they are ready to read whole words with greater fluency.



# Prerequisite Skills

**Proficiency in phonemic awareness at the phoneme segmentation level**

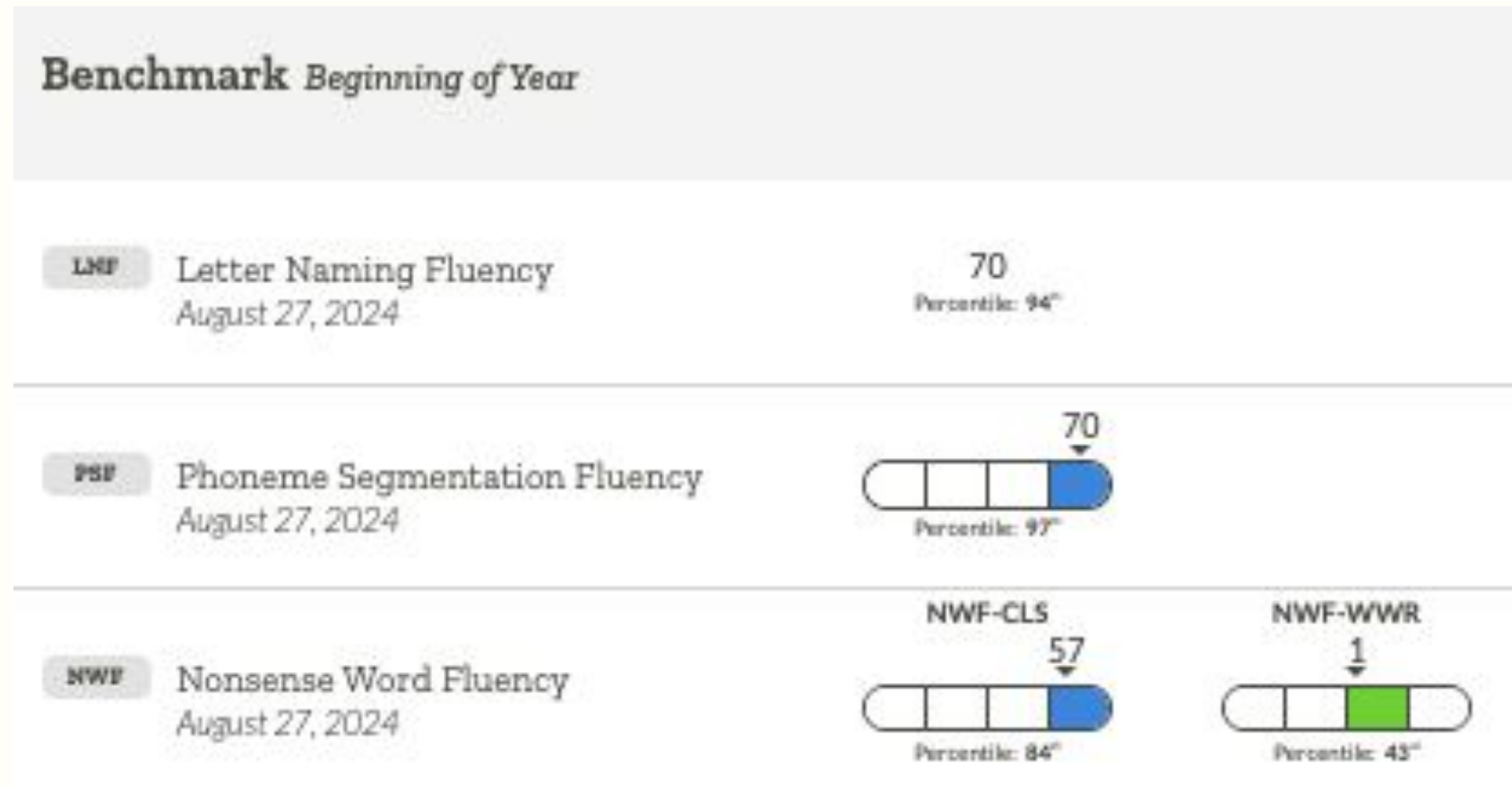
**Know the difference between consonants and vowels**

**Can distinguish between letters and sounds**

**Ready to learn to read CVC words with all 5 short vowel sounds.**



# When should we use the Blending Intervention?





# When should we use the Blending Intervention?

## Benchmark Beginning of Year

**LNF** Letter Naming Fluency  
August 27, 2024  
28  
Percentile: 16<sup>th</sup>

**PSF** Phoneme Segmentation Fluency  
August 27, 2024  
40  
Percentile: 36<sup>th</sup>

**NWF** Nonsense Word Fluency  
August 27, 2024  
NWF-CLS: 26  
Percentile: 37<sup>th</sup>  
NWF-WWR: 0  
Percentile: 19<sup>th</sup>

## Benchmark Beginning of Year

**LNF** Letter Naming Fluency  
August 27, 2024  
42  
Percentile: 44<sup>th</sup>

**PSF** Phoneme Segmentation Fluency  
August 27, 2024  
52  
Percentile: 69<sup>th</sup>

**NWF** Nonsense Word Fluency  
August 27, 2024  
NWF-CLS: 55  
Percentile: 83<sup>th</sup>  
NWF-WWR: 0  
Percentile: 19<sup>th</sup>



# 5 Parts of Each Stage of the Blending Lessons

**1: Set the Stage**

**2: I Do**

**3: We Do**

**4: You Do**

**5: Apply & Practice**





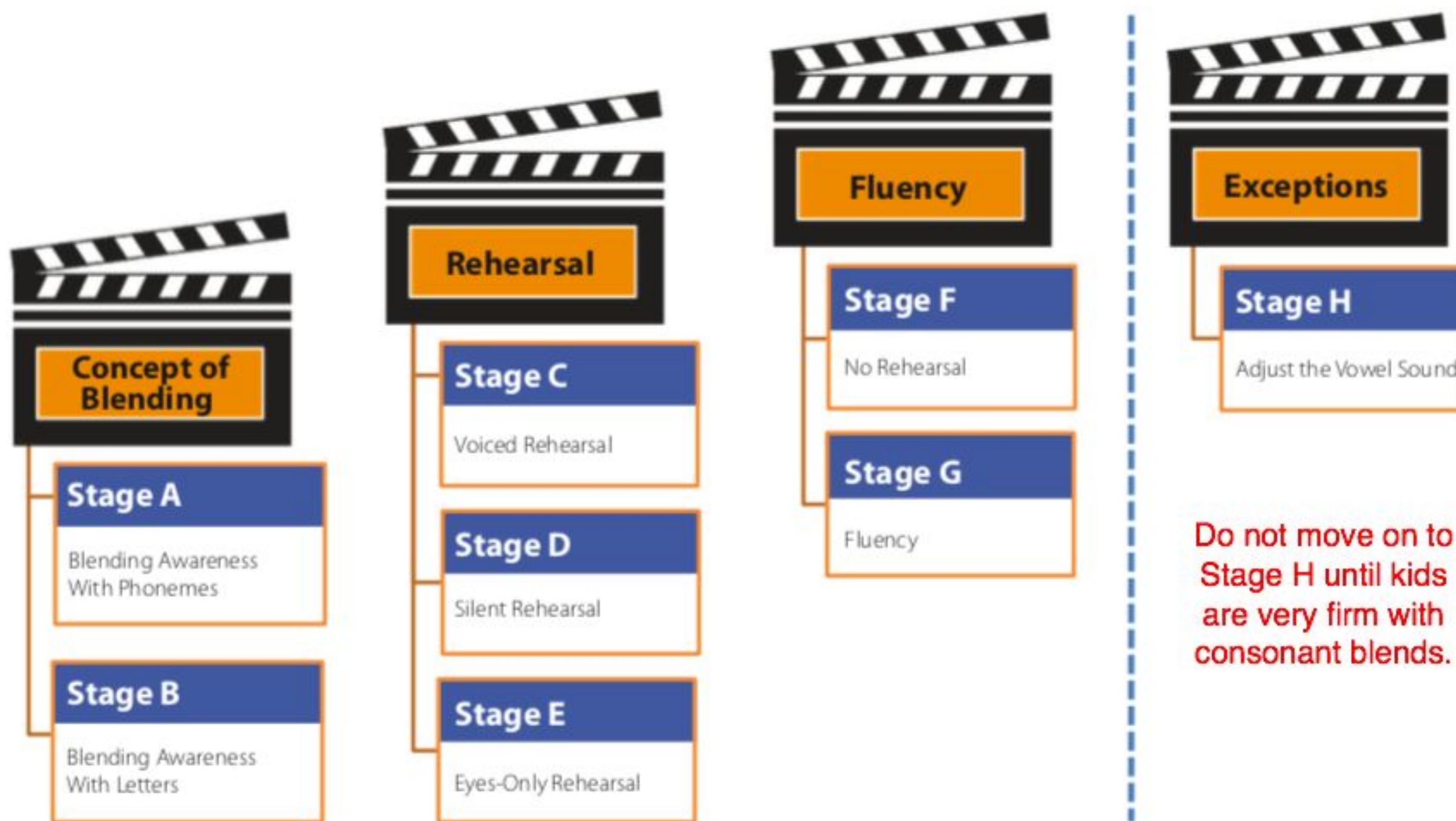
# Lesson Timing & Pacing

- Teaching all 5 parts takes between **17-19 minutes**
- Instruction is intended to continue from **1-5 days** per stage depending on the students
- Each stage should be taught to mastery before moving on





# 95 Percent Group's Blending Continuum





# Blending Awareness or Concept of Blending

## Stage A

**Goal:** Blending Awareness with Phonemes

**Description:** Develop awareness that spoken words are pronounced without pauses between sounds.

## Stage B

**Goal:** Blending Awareness with Letters

**Description:** Develop awareness that when reading words, there are no pauses between sounds.





# Stage B



**Goal: Develop awareness that when reading words, there are no pauses between the sounds.**

**Materials:**

2 blue sound chips  
1 red sound chip  
Various letter chips  
Magnetic white board



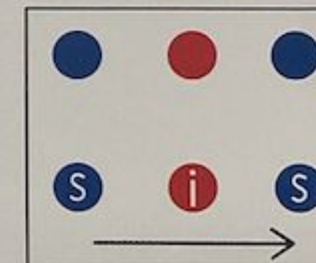
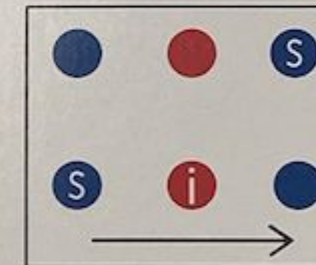
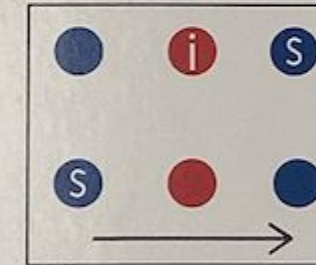
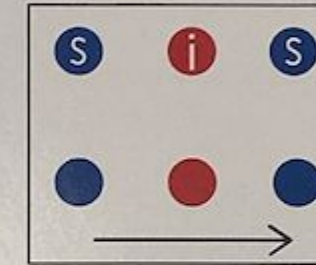
**Word List:** fan, fin, fun,  
ham, hen, hum, man,  
mom, Nan, ram, ran,  
rim, run, Sam, sis, sun,  
van, win

**Set the Stage** (1 minute)

**Trade Sound Chips for Letter Chips**

Draw an arrow at the bottom of the whiteboard.  
Place blue-red-blue circles on the line with large spaces  
between them. Place letter chips on the mat in the ready  
position.

- We're learning that when we read words, there are no pauses between the sounds. We've been using colored chips to represent the sounds in a word. Now we'll go from sounds to the letters that spell sounds.
  - The first sound is /sss/, which is spelled with the letter s. I'll trade the blank blue chip for the blue s letter chip.
  - The next sound is /i i i/, which is spelled with the letter i. I'll trade the blank red chip for a red i letter chip.
  - The last sound is /sss/, which is spelled with the letter s. I'll trade the blank blue chip for a blue s letter chip.

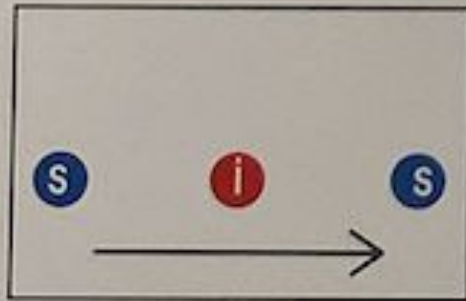




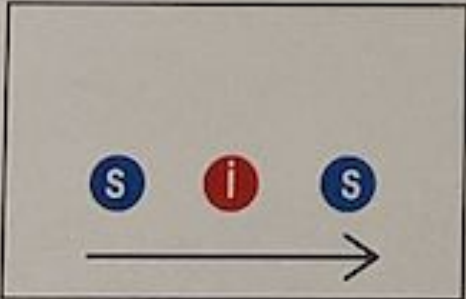
# Stage B

## I Do (3 minutes)

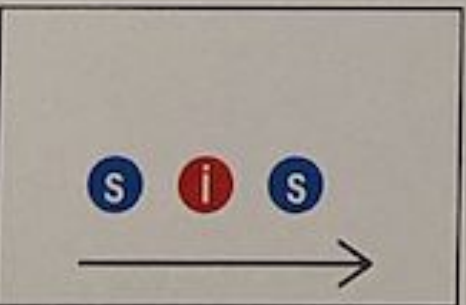
Leave chips widely spaced apart on the line, as they were in "Set the Stage." In Steps 1–3, you'll pause between each sound, gradually moving the chips closer together and reducing the length of the pauses until you reach Step 4. In the final step, move the chips so that they touch. Then blend the word, eliminating all pauses between sounds. Tap and/or move chips with your dominant index finger unless otherwise noted.



- **Step 1: Watch me touch each letter chip while saying the sounds again: /ssss/.../īīī/.../ssss/.** (Simultaneously hold your finger on the center of each chip and say the sound, pausing for 3 seconds between the sounds, emphasizing that when the chips are far apart, the sounds are separated with pauses.)



- **Step 2: Now I'll push the chips a little closer together.** (Move blue chips toward middle red chip about one-third of the distance originally between them.) **Because the chips are closer together, I'll say the sounds closer together: /sss/../īī/../sss/.** (Touch the center of each chip as you say the sound. Pause for 2 seconds between sounds.)



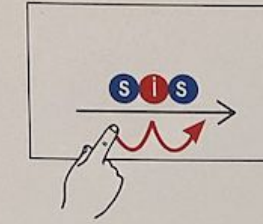
- **Step 3: Now I'm going to push the chips even closer together.** (Move blue chips toward middle red chip another one-third of the distance originally between them.) **I'll say the sounds even closer together: /ss/./ī/./ss/.** (Tap each chip as you say the sounds, but still pause for 1 second between each sound, reflecting that they are not yet blended.)



# Stage B

## We Do

### I Do, continued



- Step 4: I'll push the chips together so that they are touching. This time I *won't* pause between each sound because the chips are touching. I'll use the scooping motion to blend the sounds: /sīs/. The word is "sis" for sister.

### We Do (5 minutes)

For each new word, start with the chips in the farthest apart position. Move the chips closer together in each step. When you point to the letter chip, if the student gives the letter name, say "That's the letter name. What's the sound?"

- Now do it with me. I'll move the chips and you'll say the sounds with me.

- Step 1: Look at the chips on the line.



- Are they far apart or close together? (far apart)
- When the chips are far apart, are the pauses between sounds short or long? (long)

- Now let's say the sounds together.

- First letter? (f) Sound? (/ffff/)
- Middle letter? (a) Sound? (/ääää/)
- Last letter? (n) Sound? (/nnnn/)
- Now say all the sounds. (3-second pauses) (/ffff/.../ääää/.../nnnn/)
- Was the pause between the sounds short or long? (long)

- Step 2: Now I'll push the chips a little closer together.



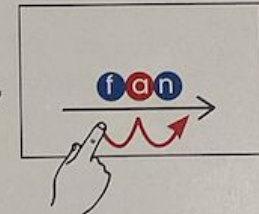
- Are they far apart or a little closer together? (closer together)
- Will the pauses get shorter or longer? (shorter)

- That's right. When the chips are closer together, the pause between sounds is shorter.

- First sound? (/ff/)
- Middle sound? (/ää/)
- Last sound? (/nn/)
- Now say them all. (1-second pauses) (/ff/./ää/./nn/)

- Step 3: Now watch me push the chips together.

- Are the chips touching? (yes)



- Now we *won't* pause between each sound. We'll scoop and blend. There is no pause between sounds.
  - Say all the sounds. I'll scoop and we'll say the sounds. (/fän/)
  - What is the word? (fan)
  - Were there any pauses? (no)
  - When the sounds are said together without a pause between them, that's called blending.

- (Repeat using other words from the word list.)



# Stage B

## We Do

### You Do (5 minutes)

Give each student a Student Booklet open to Stage B: You Do.

- Now it's your turn. Place these 3 letter chips in the ready position at the top of the mat.
- Look at my mat. See how my letter chips are on the line, but they are far apart. This is where your chips will end up when you're done with this step.
- I'll tell you a sound, and you'll pull the letter chip down to the line while saying the sound.

- Step 1: Look where my first blue chip is located on the line. That's where your blue chip will be.



- First sound: /ffff/. Letter? (f) Repeat the sound? (/ffff/)
- Now pull the blue letter *f* chip down while saying the sound. (/ffff/)
- Is your blue letter *f* chip in the same place as mine? (yes)
- Look at my middle red letter *i* chip. That's where yours will be.
- Middle sound: /iiii/. Letter? (i) Repeat the sound? (/iiii/)
- Now pull the red letter *i* chip down while saying the sound. (/iiii/)
- Is your red letter *i* chip in the same place as mine? (yes)
- Look at my blue letter *n* chip. That's where yours will be.
- Last sound: /nnnn/. Letter? (n) Repeat the sound? (/nnnn/)
- Now pull the blue letter *n* chip down while saying the sound. (/nnnn/)
- Is your blue letter *n* chip in the same place as mine? (yes)
- Now we'll say all the sounds.
- Take your pointer finger and touch under the chip and say the first sound. Sound? (/ffff/)
- Put your finger under the middle chip. Sound? (/iiii/)
- Put your finger under the last chip. Sound? (/nnnn/)
- Now you touch and say all the sounds. (/ffff/.../iiii/.../nnnn/)

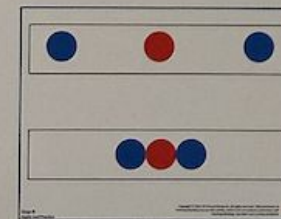
- Step 2: Look at my mat. Now push your chips together so they are touching.



- I'll review the sounds. /f/ /i/ /n/. Scoop and say all the sounds blended. (/fin/) Word? (fin)
- What's a **fin**? (something that a fish uses to swim)
- (Repeat using other words from the word list.)

### Apply and Practice (5 minutes)

Give each student a Student Booklet open to Stage B: Apply and Practice.



- Look at your mat. There are 2 rows of chips. The top row is for when the sounds are pronounced apart. The bottom row is for when the sounds are together, or blended.
- The first word is /w/ /i/ /n/.
- Point to the row that shows how I made the sounds in this word. (Students point to top row.)
- Since I said the sounds separately, you should have pointed to the top row.
- (Repeat with more words.)
- (See the website for more activities.)



# Rehearsal

## Stage C


**Goal:** Voiced Rehearsal

**Description:** Rehearse sound by sound orally before reading blended words aloud.

## Stage D

**Goal:** Silent Rehearsal

**Description:** Rehearse by silently mouthing sounds before reading blended word aloud.





# Stage C



## Goal: Rehearse sound by sound orally before reading blended word aloud.

### Materials:

2 blue sound chips  
1 red sound chip  
Various letter chips  
Magnetic white board



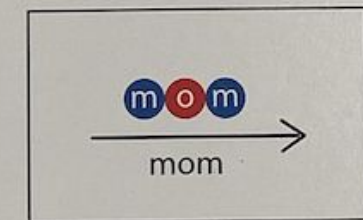
**Word List:** fed, fig, fit, hot, hum, lit, mad, mat, mom, nod, rag, rip, rug, run, sap, set, sun, vat, web, win, zap

### Set the Stage (1 minute)

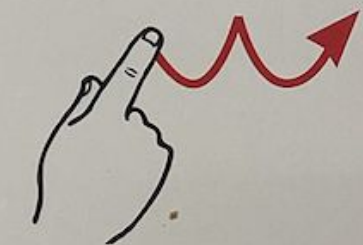
#### Introduce Rehearsal and Perform Gestures

Draw an arrow near the bottom of the whiteboard—leave space to write below the arrow. Place a blue *m* chip, a red *o* chip, and another blue *m* chip touching each other above the line.

- We've been representing the sounds in words with letter chips. Look at the chips on the line. Look below the line.
- Notice that below the line, some letters are written without the chips. From now on, we don't need the chips.



- Have you ever seen a play or movie? (Let students share.) First you have to rehearse or practice your lines. You have to rehearse many times before you know your lines by heart. While rehearsing, the actors read from a script. When we rehearse as readers, we use our index finger and scoop under each letter to practice, or rehearse, the sounds.
- When we're rehearsing, the gesture is scooping my finger. (Make rehearse gesture.) Try it with me. (Students make rehearse gesture.)
- After a lot of practice, you're ready to perform. When we perform as readers, we use our index finger and slide straight under the word. (Make perform gesture.) Try it with me. (Students make perform gesture.)
- Let's practice these gestures.
  - Show me rehearse. (Students make rehearse gesture.) Show me perform. (Students make perform gesture.) (Repeat several times.)
  - Now I'll show you a gesture, and you tell me which one it is.
    - (Show rehearse gesture.) Rehearse or perform? (rehearse)
    - (Show perform gesture.) Rehearse or perform? (perform)



Rehearse Gesture



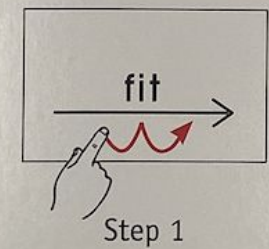
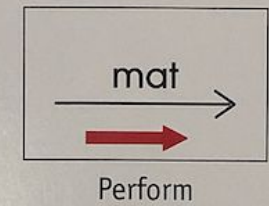
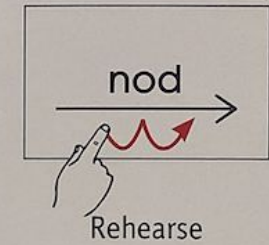
Perform Gesture



# Stage C

## I Do (3 minutes)

- I'll show you a word and I'll either rehearse or perform it. I'll show the gesture and say "rehearse" or "perform."
  - Here's the first word: (Scoop finger under the sounds as you read them.) **Nod.** That was rehearse. (rehearse)
  - Here's another word: (Slide finger straight under the word as you read.) **Mat.** That was perform. (perform)
- I'll use 2 steps to read words. First I'll *rehearse* the sounds, and then I'll *perform* by reading the word blended. (Write the word *fit* above the line on the whiteboard.)
  - **Step 1:** (Touch finger below first letter and then scoop from one letter to the next as you say each sound, to show continuous blending.) **Rehearse.** /f/ /i/ /t/.
  - **Step 2:** (Touch finger below first letter and then slide finger under the word while reading it blended.) **Perform.** **Fit.**
- Watch me read another word. I'll rehearse the sounds first, and then I'll perform by reading the word blended. (Use the word *hat*.)



## We Do (5 minutes)

Write the words above the line on the whiteboard.

- Now do it with me. For this stage we won't use the chips. I'll write words and you'll rehearse and perform them with me.
- Here's our first word.
- **Step 1:** In a moment when I say "rehearse," I'll scoop my finger and you'll hold each sound. Put your finger in the air and scoop with me.
  - Ready? Rehearse. (/s/ /u/ /n/) (Scoop from one letter to the next as you say each sound.)
  - Good. From now on, you'll make the rehearse gesture when you're rehearsing a word.
- **Step 2:** Now we'll perform. I'll slide my finger straight under the word instead of scooping. This time when I say "perform," you'll read the word because you've already rehearsed it. Put your finger in the air and slide with me.
  - Ready? Perform. (sun) (Slide finger straight under the word.)
  - Good. From now on, you'll make the perform gesture when you're performing a word.
- (Repeat using other words from the word list.)



# Stage C

## You Do (5 minutes)

From now on, cue students with “Rehearse” or “Perform” and expect students to use gesture. Give each student a Student Booklet open to Stage C: You Do.

fed	lit	nod
fig	mad	rag
sun	web	zap
vat	mom	hum

- Now it's your turn. Look at your page and find the first word. When I say “rehearse,” you'll scoop your finger under each letter and say the sounds without pausing. When I say “perform,” you'll slide your finger straight under the word and read the word.
  - Let's try the first word together. Put your finger on scoop. Say rehearse. (rehearse) Now rehearse the word. (fed)
  - Now touch the arrow. Say perform. (perform) Now slide your finger and perform the word. (fed)
- (Repeat using all words on page.)

## Apply and Practice (5 minutes)

Give each student a Student Booklet open to Stage C: Apply and Practice.

- Now turn to the next page in your Student Booklet. Your paper may not have the same words as your neighbor.
- Begin with the word at the top. Rehearse and perform all the words on the page. Go across each row.
- (See the website for more activities.)



# Stage D



**Goal: Rehearse by silently mouthing sounds before reading blended word aloud.**

**Materials:**  
Magnetic white board  
Dry erase marker

**Word List:** bed, bet, cap, cat, dig, fun, gap, gum, hop, it, jam, job, jot, kid, kit, lap, lid, met, mid, net, pan, pop, rat, rig, rip, run, sap, sip, tag, Tim, top, yum

**Set the Stage** (1 minute)

**Introduce Blending With Silent Rehearsal**

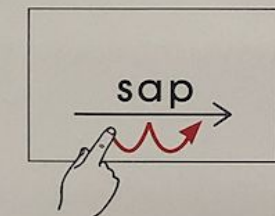
- We're going to learn to practice blending words first with silent reading and then by reading the whole word out loud. In the past lessons, we've been rehearsing the sounds out loud before putting them together to say a word. Watch me as I continue to *rehearse* the sounds, but this time, I'll do it silently. There are still 2 steps.
- The first step is to *rehearse*; this time I'll do a silent rehearsal where my mouth forms the sounds, but I won't use my voice. (Make scooping finger gesture.)
- The second step is to *perform* by reading the word blended out loud. (Make sliding finger gesture.)
- (Write the word *sap* on the whiteboard.) **Look at this word. Watch my mouth.** (Scoop finger under each letter while silently reading each sound: /s/ /ă/ /p/.)
  - Did you see my mouth move? (yes)
  - Did you hear any sounds? (no)
  - When my mouth moves without making any sounds, it is a silent rehearsal. Make the rehearse gesture with me. (Students make rehearse gesture.)



Rehearse Gesture

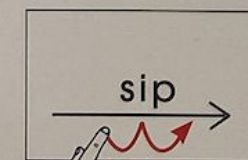


Perform Gesture

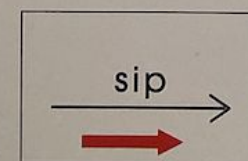


**I Do** (2 minutes)

Erase *sap* and write *sip* on the whiteboard.



Step 1



Step 2

• **Look at this word.**

- **Step 1: I'll rehearse the word by silently mouthing the sounds.** (Scoop finger between *s* and *i* and then between *i* and *p* while silently mouthing each sound: /s/ /i/ /p/.) **No sounds, but my mouth moved.**

• **Step 2: I'll perform.** (Slide finger while reading word blended out loud.) **Sip.**

- **Watch me read another word.** (Write the word *pan*.) I'll rehearse by silently mouthing the sounds first, and then I'll perform by reading the word blended out loud. /p/ /ă/ /n/ (scoop). Pan (slide).

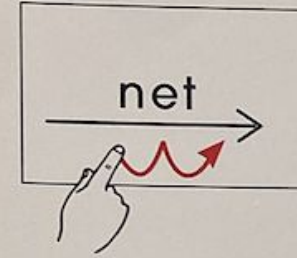


# Stage D

## We Do (5 minutes)

Write the We Do words on the whiteboard as you present each one.

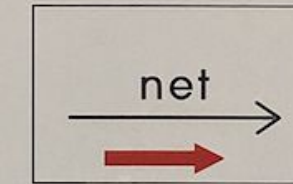
- Now do it with me. I'll show you words. First we'll do a silent rehearsal and then we'll perform.



- Step 1: First we rehearse. In a moment when I say "rehearse," put your finger in the air, scoop, and do a silent rehearsal with me.

- Ready? Rehearse. (net)

- Good. From now on, make the scooping gesture while doing a silent rehearsal.



- Step 2: Next we'll perform. We've already done a silent rehearsal, so we're ready to perform. This time when I say "perform," put your finger in the air, slide, and perform with me.

- Ready? Perform. (net)

- Good. From now on, make the sliding finger gesture when you're performing a word.

- (Repeat using other words from the word list.)

## You Do (5 minutes)

Give each student a Student Booklet open to Stage D: You Do.

Ned	cat	fun
rat	pop	kid
cap	dig	jam
net	pan	rip

- Now it's your turn. Look at your page and find the first word.
- When I say "rehearse," you'll scoop your finger and do a silent rehearsal.
- When I say "perform," you'll slide your finger straight and read it out loud.
- Let's try the first word together. Put your finger on the open mouth. Say silent rehearsal. (silent rehearsal) Now silently rehearse the word. (Ned)
- Now touch the arrow. Say perform. (perform) Now slide your finger and perform the word. (Ned)

- (Repeat using all words on the page.)

## Apply and Practice (5 minutes)

Give each student a Student Booklet open to Stage D: Apply and Practice.

- Now turn to the next page in your Student Booklet. Your paper may not have the same words as your neighbor.
- Begin with the word at the top. Silently rehearse and perform all the words on the page. Go across each row.





# Rehearsal

## Stage E: Eyes-Only Rehearsal

**Goal:** Rehearse with eyes

**Description:** Rehearse with eyes only before reading blended word aloud.



# Stage E



**Goal: Rehearse with eyes only  
before reading blended word aloud.**

**Materials:**  
Magnetic white board  
Dry erase marker

**Word List:** bit, cab, dud,  
fed, gap, hip, it, led, mat,  
Ned, nut, on, pep, pop, rid,  
rug, Sam, sap, sat, tug, win

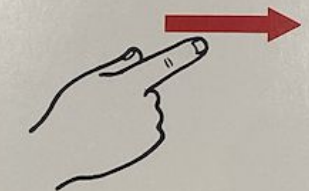
**Set the Stage** (1 minute)

**Introduce Blending With Eyes-Only Rehearsal**

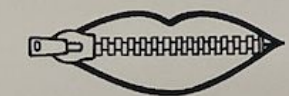
- We're going to learn to rehearse with eyes only and then read the word. We've been using 2 steps to read the words with a rehearsal followed by a performance.
- We'll continue to use 2 steps. This time we'll rehearse with our eyes only. Our mouth will not move. Think about letting your eyes and brain do the practicing and zip your mouth shut. Watch me. (Pretend to zip lips shut.) Can you pretend you're zipping your mouth shut now? Show me.
- The first step is to *rehearse* with eyes only; my eyes move from left to right looking at each letter. As I see the letters, I'll say the sounds in my head without moving my mouth.
- In the second step, I'll *perform* by reading the word blended out loud. (Make straight line gesture.)
- Write the word *sap* on the whiteboard. Look at this word. Watch me as I pretend to zip my lips before an eyes-only rehearsal. (Silently read each sound: /s/ /ă/ /p/. Don't mouth the letters.)
  - Did you see my mouth move? (no)
  - Did you hear any sounds? (no)
- My eyes moved from letter to letter as I said the sounds in my head. We'll call this "eyes-only rehearsal." Make the eyes-only gesture with me, which is zipping your lips. (Students make gesture.)



Rehearse Gesture



Perform Gesture



Zipped-lips Gesture

**I Do** (2 minutes)

Write the word *sat* on the whiteboard.

sat

nut

- **Step 1:** Look at this word. First, I'll pretend to zip my lips, and then use my eyes to do an eyes-only rehearsal. (Move your eyes and make zipped lips gesture.)
- **Step 2:** Then I'll perform the word. (Slide finger and read word.) **Sat.**
- **Watch me read another word.** (Show the word *nut*.) I'll zip my lips and do an eyes-only rehearsal. Then I'll perform. **Nut.**



# Stage E

## We Do (5 minutes)

Write We Do words on whiteboard as you present each one.

- Now do it with me. I'll show you words, and you'll rehearse and perform them with me.
- **Step 1: First we rehearse. In a moment, when I say "rehearse," pretend to zip your lips and do an eyes-only rehearsal.**
- **Ready?** (Write the word *gap*.) **Do an eyes-only rehearsal.** (Move your eyes across the word and make zip lips gesture.)
- **Step 2: Now we'll read to perform.**
- **Ready? Perform** (*gap*) (Students slide finger straight under the word.)
- (Repeat using other words from the word list.)

## You Do (5 minutes)

Give each student a Student Booklet open to Stage E: You Do.

fed	cab	bit
gap	dud	it
hip	mat	win
Sam	tug	led

- Now it's your turn. Look at your page and find the first word.
- When I say "rehearse," you'll zip your lips and do an eyes-only rehearsal.
- When I say "perform," you'll slide your finger straight and read it out loud.
- Let's try the first word together. Put your finger on the zipped lips.  
**Say eyes-only rehearsal.**  
(eyes-only rehearsal) **Now silently rehearse the word.** (*fed*)
- **Now touch the arrow. Say perform.** (*perform*) **Now slide your finger and perform the word.** (*fed*)
- (Repeat with all words on the page.)

## Apply and Practice (5 minutes)

Give each student a Student Booklet open to Stage E: Apply and Practice.

- Now turn to the next page in your Student Booklet. Your paper may not have the same words as your neighbor.
- Begin with the word at the top. Do an eyes-only rehearsal and then perform all the words on the page. Go across each row.
- (See the website for more activities.)



# Fluency

## Stage F: No Rehearsal


**Goal:** Read words out loud without any rehearsal.

**Description:** In Stage F, there is no rehearsal at all. The student can still use a pointer finger for this stage.

## Stage G: Fluency

**Goal:** Build fluency by decreasing the amount of time it takes to read the word.

**Description:** The final stage focused on reading the word fluently at a rate that enables attention to move to meaning of the word.





# Stage F



## Goal: Read words out loud without any rehearsal.

**Materials:**  
Word Cards

**Word List:** bag, bat, can,  
cod, cub, den, dip, dot,  
fad, fig, gab, Gus, hit, in,  
jig, lip, lot, mad, nap, not,  
on, pet, pig, pop, red, rib,  
sag, Ted, tin, yes, yet, zip

### Set the Stage (1 minute)

#### Introduce Blending Without Rehearsal

- We're going to learn to read words out loud without any rehearsal. In the past we used 2 steps to read the words. First we rehearsed and then we performed.
- Good readers use only *one* step to read words. They don't need to rehearse—they just perform. Now we'll learn how to perform, or read the word, in one step.
- Instead of telling you to perform each time, I'll just ask you for the word. When you hear me ask, "Word?", read the word. You'll be performing without any rehearsal.

### I Do (3 minutes)

It's important to model no hesitation between the prompt "Word?" and reading the word. Hesitating after the prompt could look like you're rehearsing the word in your mind before saying it, which we don't want at this stage.

mad

- Show the word card *mad*.
- Look at this word. Watch me use only one step to read it. I'll look at the letters and say all the sounds blended together to make a word. Word? (Slide finger and immediately say the word.) Mad.
- Watch me read another word. (Show the word card *gab*.) I'll perform without rehearsing by reading the word blended out loud. Word? Gab.



# Stage F

## We Do (5 minutes)

- Now do it with me. We'll use these word cards to read words without any rehearsal. You'll have to watch me as I flip the cards so you are ready to read them with me.
- There is only 1 step. In a moment, when I say "Word?", I'll slide my finger under the word and we'll read it blended. Ready? (Show the word card *nap*.) Word? (nap) (Slide finger under word.)
- Let's read another word. Ready? (Show the word card *pig*.) Word? (pig)
- (Repeat using other words from the word list.)

## You Do (5 minutes)

Give each student a Student Booklet open to Stage F: You Do.

bag	up	tin
can	cod	sag
dip	red	pig
dot	gab	nap

- Look at this page. I'll do the first one to show you.
  - There is one word in each box.
  - I'll put my finger on the arrow and immediately read the word without any practice.
  - Watch me touch the arrow, and then slide my finger and read. Bag.
- Now it's your turn. Start with the second word. Repeat with each word on the page.
- (See the website for more activities.)

## Apply and Practice (5 minutes)

Give each student a Student Booklet open to Stage F: Apply and Practice.

- Now turn to the next page in your Student Booklet. Your paper may not have the same words as your neighbor.
- Begin with the box at the top. Read the word. Then go on to the next box.
- Continue across each row.
- (See the website for more activities.)



# Stage G



**Goal: Build fluency by decreasing the amount of time it takes to read the word.**

**Materials:**  
Word Cards

**Word List:** bat, can, cup, did, dig, dip, dug, fed, got, gut, hid, in, it, jot, lap, let, mat, met, net, nip, nut, pin, pip, pit, rag, rub, sun, tap, ten, tip, tub, up, yap

NOTE: When building fluency, do not allow students to go back to rehearsing orally or silently. Fluency means increasing speed while accurately reading the words.

## Set the Stage (30 seconds)

### Practice Blending Without Rehearsal to Build Fluency

- We already know how to read words in one step without rehearsal. Now we'll practice one-step reading more quickly.
- When good readers read words, they don't use their fingers. They're able to read the words so quickly that sliding their fingers under the words would slow them down. Let me show you the difference.
- (Show the word card *met*.) Watch me read this word two ways. Afterward, I'll ask you which way you think was faster.
  - **First way.** (Slide finger under word while reading it.) **Met.**
  - **Second way.** (Read quicker without finger.) **Met.**
  - **Which way was faster?** (without finger)
- We're going to practice reading words quickly without using our fingers. By reading quickly and without sliding a finger, good readers can focus all their attention on what the words mean.

## I Do (1 minute)

This is fast paced. As soon as the card is shown, the word has to be read immediately when prompted. Avoid letting students see the word card until it's time to read it.

mat

- **Step 1: Watch me read these word cards without sliding my finger.** I'll ask "Word?" Then I'll read the word.

- (Show the word card *mat*.) **Word? Mat.**

- **I read quickly without any hesitation.** By reading it quickly, it's easier to pay attention to what the word means.

- **Watch me read another word.** Listen to how quickly I read the word. **Word? Lap.**

lap





# Stage G

## We Do (5 minutes)

- Now do it with me. I'll show you words, and you'll read them with me.
- We have only 1 step. In a moment, once I turn over the card, don't blurt it out until I say "Word?" so everyone can answer together. That's your cue to read the word immediately.  
Ready? (Show the word card *sun*.) Word? (sun)
- Ready? (Show the word card *cup*.) Word? (cup)
- From now on, as soon as I say "Word?", read it immediately.
- (Repeat using other words from the word list.)

## You Do (5 minutes)

Give each student a Student Booklet open to Stage G: You Do.

met	fed	hid	can	lap	it
at	tip	sun	can	rag	cup
gag	let	pip	did	fed	dug
up	can	at	bat	let	lap

- Now it's your turn. Look at your page and find the first box. There are 2 words in each box.
- When I say "words," you'll read the 2 words in the box.
- (Continue to prompt students at each box. Do entire page together.)

## Apply and Practice (5 minutes)

Give each student a Student Booklet open to Stage G: Apply and Practice.

- Now turn to the next page in your Student Booklet. Your paper may not have the same words as your neighbor.
- Begin with the box at the top. Read each pair of words. Then go on to the next box.
- (Continue with 3 words per box as long as students are fluent and accurate.)
- (See the website for more activities.)




# Adjust Vowel Sound

## Stage H: Adjust Vowel Sounds

**Goal:** In irregular words, adjust the sounds until pronouncing a word that is recognized.

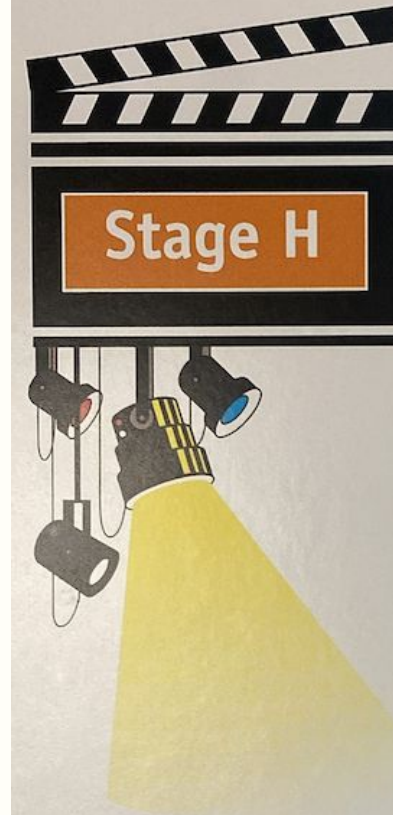
**Description:** This lesson happens after the student has practiced short vowel sounds with blends and digraphs. So, you would take a break and not teach this lesson immediately after teaching stage G. You would want to use this lesson at an appropriate point when students need an explanation of what to do when they pronounce a word with an expected short vowel.





# Stage H

**Note to Teacher:** Do not automatically move from Stage G to H. Introduce this stage after a gap in time from the other stages. It should be taught after teaching consonant blends, digraphs, and the floss rule. Use this stage at the point in time when students realize that not all words are read the way they are sounded. Some of the words in the word list are pronounced differently based on region of the country; use only ones that apply where you live.



**Goal: In irregular words, adjust the sounds until pronouncing a word that is recognized.**

**Materials:** Word Cards

**Word List:\***

Word	Before Adjusting	After Adjusting	Word	Before Adjusting	After Adjusting
bind	bĭnd	bĭnd	mall	măll	môll
both	bŏth	bŏth	post	pŏst	pŏst
colt	cŏlt	cŏlt	sloth	slŏth	slŏth
cost	cŏst	cŏst	small	smăll	smôll
dog	dŏg	dŏg	stall	stăll	stôll
find	fĭnd	fĭnd	tall	tăll	tôll
fog	fŏg	fŏg	ton	tŏn	tŭn
gold	gŏld	gŏld	toss	tŏss	tôss
host	hŏst	hŏst	troll	trŏll	trôll
log	lŏg	lŏg	wall	wăll	wôll

*\*In some regions, the words used in this lesson may be pronounced differently than shown (e.g., /dŏg/ instead of /dôg/). If this is the case, substitute a different word from the word list.*

**Set the Stage** (30 seconds)

**Introduce “Adjusting” the Vowel Sound**

- Sometimes when we read words, we may not recognize or know the word we’ve just read. We may need to adjust the sounds.
- The gesture we’ll use to show that we have to adjust the vowel sound is turning a knob. Have you ever seen someone adjust the volume on the radio by turning the knob one way and then the other until it’s just right? (Make the gesture of twisting a knob.) That’s like adjusting the vowel sound until we recognize the word. Practice making the gesture with me. (Students make adjust gesture.)



**I Do** (3 minutes)

**Note to Teacher:** When modeling a word initially, pronounce it incorrectly by using the pronunciation shown in the Word List.

- **Step 1:** (Show the word card *gold*.) Watch me read this word: /gŏld/. That doesn’t sound like a word I know.
- **Step 2:** I need to adjust, or change, the vowel sound to see if it becomes a word I recognize. (Make adjust gesture.)
- **Step 3:** I’ll adjust the /ŏ/ sound to the /ô/ sound: gôld. That’s a word I know. After adjusting the vowel sound I’m pronouncing a word that I recognize.
- **Let’s review.** When I read a word and it doesn’t sound like a word I know, I try adjusting the vowel sound. (Make adjust gesture.) I might need to adjust the vowel sound more than once. I’ll know I’m done when I’ve pronounced a word that I know.



**Thank you for attending!**

Please fill out this form to record your attendance and let us know how we can best support you!

