



## CHECKLIST

### *Language Experience*

1. Identify an experience or topic through conversation.
2. Record students' words exactly as spoken.
3. Read the story, asking the students to read the story after you.
4. Ask the students to select meaningful words, underlining those words and putting them on individual word cards.
5. Teach each selected word. Ask the students to shuffle the word cards and read them, referring to the story if necessary.
6. Reread the story together. Ask the students to reread the story.
7. Give a copy of the story and word cards to the students for home study, keeping a copy for yourself.



## CHECKLIST

### *Sight Words*

1. You and your students select words to be taught as sight words from experience stories, reading material, students' personal lists, or students' survival word lists.
2. Ask your students to pick one word.
3. Write or have the students write the word in manuscript on a small card (in cursive, too, on the reverse side, if a student writes in cursive).
4. Ask the students to put the word in a new sentence. You or the students can write the new sentence on a piece of paper and on the back of the word card.
5. Teach the word by having the students read the word aloud while looking at the word card.
6. Have your students match the word card to the word in the sentence, saying the word as it is being matched.
7. Go on to the next word if the sequence is completed. If not, go back to Step 5.
8. Ask the students to shuffle the word cards and practice rereading them.
9. File known word cards. Keep others for additional practice.

## CHECKLIST



### Phonics (Consonants)

1. Tutor names the letter. Tutor writes it. Student repeats the letter name.
2. Student listens for the sound of the letter at the beginning of some words while the tutor says the words and then while the student says them.
3. Student picks a key word. Tutor writes the word.
4. Student produces the sound of the letter by producing the beginning sound of the key word.
5. Student listens and recognizes the sound in the beginning of other words.
6. Student listens and recognizes the sound at the end of words.
7. Student produces the sound at the end of words.
8. Student and tutor review the name, sound, and key word for the letter.
9. Student writes the letter.
10. Tutor explains and writes the capital letter.

## CHECKLIST



### Word Patterns

1. Tutor writes the first word in a pattern, saying the letters and the word.
2. Tutor writes the second pattern word directly under the first, using a beginning sound the students know. Tutor asks the students to read the word.
3. If the students respond correctly, the tutor adds more words in pattern asking the students to read the words.  
If the students give no response or a wrong response, the tutor reviews possible elements of difficulty:
  - a. The students may not remember the beginning sound.
  - b. The students may not remember the sound of the letter cluster.
4. Tutor asks the students to read the list of patterned words.
5. Tutor asks the students to identify the letters that are the same in all the words. Tutor accepts the sounds of the pattern or the names of the letters.
6. Tutor and students make word cards for the words in each pattern.

## CHECKLIST



### Multi-Syllabic Words

1. Students look at the word, searching for familiar patterns (*outstanding*).
2. Students indicate letter clusters by slash marks (*out / stand / ing*).
3. Students pronounce each letter cluster, quickly blending into a word.
4. Students check against the context clues, asking "Does this make sense here?"