

## Explicit Instruction for Phonics Intervention

### Skill: **cvce (all vowels), Week 1**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight word practice: Give each student list of current sight words or sight word cards. Give students a sentence that prompts a certain sight word – have students read-spell-read the sight word.</p> <p><b>Word List:</b></p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Student hold up notecard labeled short vowel or long vowel for the vowel sound in the following words. dog, mat, kiss, came, drove, mile, mit, sat, page</p> <p><b>Articulation:</b> Review with students each of the long vowel sounds: a, e, l, o, and u: Model the pronunciation of each sound, have students echo sounds, monitor and provide corrective feedback.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Review with students that when words have the CVCE pattern, the vowel stands for the long vowel sound. Review a_e; i_e, o_e, u_e. Remind students that there are very few words that have the e_e pattern. Use visual examples. As you hold up each example, have student articulate the sound.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p><b>Word List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p><b>I Do:</b> Have each word written on large card or piece of paper, visually draw attention to the CVCE-pattern. Use a think aloud to model blending 1 or 2 words.</p> <p><b>We Do:</b> Use prompting routine your students are familiar with, and practice blending 2-3 words.</p> <p><b>You Do:</b> Have each student whisper read words from word list. Move around and listen to each student read to provide corrective feedback.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p><b>I Do:</b> Provide students a_e, i_e, u_e, i_e, o_e cards. Build words on card with letter tiles. Model with the word rake – think aloud “rake-/r/ I need to put the r on the a_e card and the “k” for the /k/ sound. “/r/ /a/ /k/” since we have the a-consonant e pattern the a stands for the long a sound.</p> <p><b>We Do:</b> Repeat the process with fade with students blending chorally.</p> <p><b>You Do:</b> Repeat process with other words.</p>	5 min.
Dictation	rake, pile, note, mule	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **cvce (all vowels), Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> phoneme segmentation: have students use manipulatives to indicate how many sounds in each word</p> <p><b>Word List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> As you read words, students stand up when hear long vowel sounds.</p> <p><b>Articulation:</b> Review with students each of the long vowel sounds: a, e, i, o, and u: Model the pronunciation of each sound, have students echo sounds, monitor and provide corrective feedback.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Have students highlight the CVCE patterns in each of the words in the word list as they articulate the sound. Model and think aloud. Monitor students for correctness.</p> <p><b>Word List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p><b>I Do:</b> word sort: model blending word using routine students are familiar with – sort on pocket chart into correct long vowel category.</p> <p><b>We Do:</b> Repeat process chorally with another word.</p> <p><b>You Do:</b> give each student a word to sort –students model blending and other students echo blending to maintain engagement.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p><b>I Do:</b> use magnetic letters to build words – model with think aloud with the word fade.</p> <p><b>We Do:</b> As a group, build the word code. Model for students</p> <p><b>You Do:</b> Have students build next word. As a quick formative assessment, give each student a different word.</p>	5 min.
Dictation	fade, mile, code, rode, cube, tape	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story one with identified target words.</li> <li>2. Read clean copy of story one.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: **cvce (all vowels), Week 1**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> diagraph review: give student notecards with learned diagraphs. As you read word, they hold up correct diagraph –adjust list for student needs.</p> <p><b>Word List:</b> ship, wash, chin, itch, thin, bath (mix up words)</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p><b>I Do:</b> “We’ve been practicing reading words with the vowel consonants silent e patterns- I’m going to practice reading these words that have that pattern. The first word is /k/ /ō/ /d/ - code.”</p> <p><b>We Do:</b> “Now, let’s read the next one together - /f/ /ā/ /d/ - fade”</p> <p><b>You Do:</b> “As you whisper read, I’m going to listen to each of you. After we read the list once by ourselves, then we will read the list to our partners.”</p>	5 min.
Word Work	<p><b>Word Building Words:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p><b>I Do:</b> “We have sorted these words together on the pocket chart, now we are ready to sort the words with our partner. My partner and I will practice one for you to watch.” (Choose a student to model with you.</p> <p><b>We Do:</b> Sort one with group.</p> <p><b>You Do:</b> Have students sort words with partner – trade partners to check work.</p>	5 min.
Dictation	<p>you rake get the cube pet the mule</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Identify target words in story 2.</li> <li>2. Read story 2.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **cvce (all vowels), Week 1**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> blends review: students hold up corresponding blend that they hear in the words read by teacher (st, bl, fr, tr, sl)</p> <p><b>Word List:</b> step, black, Fran, stop, blot, track, trip, slap, slip)</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, Jake, robe, size, cute, late, joke, made</p> <p><b>I Do:</b> “We’ve been practicing reading words with the vowel consonants silent e patterns- I’m going to practice reading these words that have that pattern. The first word is /k/ /ō/ /d/ - code.”</p> <p><b>We Do:</b> “Now, let’s read the next one together - /f/ /ā/ /d/ - fade”</p> <p><b>You Do:</b> “As you whisper read, I’m going to listen to each of you. After we read the list once by ourselves, then we will read the list to our partners.”</p>	5 min.
Word Work	<p><b>Word Building Words:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, Jake, robe, size, cute, late</p> <p><b>I Do:</b> With dry erase markers if available, model writing the word tape – use explicit think aloud to model for students.</p> <p><b>We Do:</b> With students write the next word, encourage students to participate in think aloud.</p> <p><b>You Do:</b> Continue process with students each writing words, provide a visual model for students to check work.</p>	5 min.
Dictation	<p>My dog is cute.            Jake has a blue robe.            Jane rode the mule but was late.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **cvce (all vowels), Week 1**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> sight word speed drill</p> <p><b>Word List:</b> Students time a partner reading word list provided by teacher.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, Jake, robe, size, cute, late, rat, gap, spin</p> <p><b>I Do:</b> We have practiced word sorts as a group, with a partner, and now we are ready to sort words on our own but there are words in the list now that do not belong in a long vowel group. You will have to put them in an “out of sorts” group. Choose a word, model blending and putting into a group – use think-aloud”</p> <p><b>We Do:</b> Repeat process with group, intentionally choose one of the out of sort words to model with group.</p> <p><b>You Do:</b> Students sort words independently with teacher monitoring in order to provide corrective feedback.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, Jake, robe, size, cute, late</p> <p><b>I Do:</b> Model for students segmenting word and writing the word with pencil/paper.</p> <p><b>We Do:</b> Choose a word to write together with all students chorally segmenting and writing word.</p> <p><b>You Do:</b> Students independently writes with pencil paper. Can give students different words as an informal, formative assessment.</p>	5 min.
Dictation	<p>You should rake them into a pile. The note is in code. Jake will tape the cube.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story three.</li> <li>2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Target Words For **cvce all vowels** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
rake	Jake	Jane	Pete
pile	robe	mile	June
note	size		blaze
mule	stripe		smile
Jane	cute		rose
made	dude		late
mile	trade		tune
code	drive		gave
rode			home
joke			gripe
taped			

## Explicit Instruction for Phonics Intervention

### Instructional Focus: cvce all vowels, Week 1

#### Story Number: 1

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#### Jane's Mule

Jane has a brown mule. Jane can ride her mule for a mile. Jane found a note taped on her mule, but it was in code. Can Jane read the note in code? No, but her friend will crack the code. Jane will hold her friend's rake while he cracks the code on the note. The note says to get a rake and help make a pile. Jane's friend made the note as a joke.

## Explicit Instruction for Phonics Intervention

### Instructional Focus: cvce all vowels, Week 1

#### Story Number: 2

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#### The Cute Dude in a Robe

Jake is a dude. Jane is not a dude. Jake has a cute robe with a stripe. Is Jake's robe the right size? No, Jake's robe is too big! Jane has a robe with no stripe. Is Jane's robe the right size? No, Jane's robe is too small.

Should Jane and Jake drive a mile to get new robes? No, Jane and Jake could trade robes. Jane gets the robe with a stripe and Jake gets the robe with no stripe. Jane and Jake like their new cute robes!

## Explicit Instruction for Phonics Intervention

### Instructional Focus: cvce all vowels, Week 1

#### Story Number: 3

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#### Pete Makes June Smile

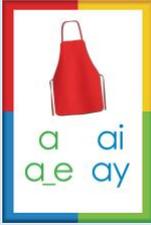
Pete and June are friends. Pete made June smile when he gave her a rose. The rose was blaze red. June takes her rose home.

The next day, June smiles when she looks at the rose that Pete gave her. June plans to sing a tune for Pete when he gets home. He was to be home at three but he is late. June will not gripe at Pete because he is late. June goes over the song she will sing until he comes home.

## Explicit Instruction for Phonics Intervention

### Skill: Long Vowels CVCe Combined, Week 2

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sound Substitution: Use sound boxes. Have students identify the sound that changes in the pairs of words by moving a chip.</p> <p><b>Word List:</b> dune-June; time-tide; rode-ride; hike-bike; bike-bake; dune-dude; time-tame; drove-grove</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Thumbs up for long vowel. Students listen to words with long and short vowel sounds read by teacher. Students will put their thumb up for words with long vowels.</p> <p><b>Articulation:</b> Have students watch their mouths in the mirror while making the long vowel sounds. Provide corrective feedback if needed.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> long a and long i closed sort as a group. Teacher reads a word card and students guide teacher as to place the word under the card with the A or the card with the I.</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div> <p><b>Word List:</b> hike, bike, time, tide, ate, grapes, whale, Shane, zile, wike, grame, sabe</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> ripe, five, wide, life, wife, phase, blame, skate, shake, safe</p> <p><b>I Do:</b> Place word cards on the table. Read first word (shade) with think aloud using routine familiar to child.</p> <p><b>We Do:</b> Let's read one together. Students read word (plane) with routine and say word on cue.</p> <p><b>You Do:</b> Ask students to take turns, reading new words from the list.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> Chain 1: fame- fate- late- mate ; Chain 2: wide-side-sike-like</p> <p><b>I Do:</b> Watch me use magnetic letters. The last letter will always be e. To spell the word dime, I will place the d. What vowel sound do I hear? Place the i. The next sound I hear is/m/. Place the m. Now place the e. Read the entire word.</p> <p><b>We Do:</b> The word is dame. Place your first letter. Provide feedback as necessary. Place your next letter. Provide feedback as necessary. Place your next letter. Provide feedback as necessary. Place the last letter. Provide feedback as necessary.</p> <p><b>You Do:</b> Work through the word chains listed above.</p>	5 min.
Dictation	<p>Tube, bake, drove, hike, dune, take, hope, bike</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: Long Vowels CVCe Combined, Week 2

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Phoneme Deletion: Have students say a word. Have them say the word without a sound.</p> <p><b>Word List:</b> tube, June, dune, hike, bike, tide, bake, grape, home, drove, whale, share, Mike</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Thumbs up for long vowel. Students listen to words with long and short vowel sounds read by teacher. Students will put their thumb up for words with long vowels.</p> <p><b>Articulation:</b> Have students watch their mouths in the mirror while making the long vowel sounds. Provide corrective feedback if needed.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Provide students with a letter card for O and U. As teacher reads word list, students raise appropriate card when they hear the long vowel sound.</p> <div style="text-align: center;">  </div> <p><b>Word List:</b> tube, zune, June, rule, nube, tune, home, drove, clove, tone, rope</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Mike, bike, hike, like, trike, bake, shake, rake, take, cake</p> <p><b>I Do:</b> Teacher reads first from word cards. Model blending routine (example Ashlock, 95% group) using think aloud. Place word in appropriate word sort category.</p> <p><b>We Do:</b> Students repeat with the teacher from the word cards. Emphasize blending routines and students thinking aloud.</p> <p><b>You Do:</b> Students read words quietly. Teacher needs to monitor student reading and provide corrective feedback. Repeat modeling to scaffold struggling students.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> rude-rod; role-rule; tone-tune; mute-mate</p> <p><b>I Do:</b> Teacher models writing the word dune. Think aloud how to change this word into June.</p> <p><b>We Do:</b> Have a pair of students work together to write nose. With guidance from the other students, have them change to nuse.</p> <p><b>You Do:</b> Have students write the first word in the pair on the dry erase board. Say the second word, having the student change the word on the dry erase board. Provide corrective feedback as necessary.</p>	5 min.
Dictation	<p>June and Mike ride bikes</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story one with identified target words.</li> <li>2. Read clean copy of story one.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: Long Vowels CVCe Combined, Week 2

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Word sort of short a and short o words</p> <p><b>Word List:</b> hat, mad, dog, dot, cap, pan, mat, mop, pot, rob</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Flip book (long vowels- already owned) OR make one using possible words: tube, June, dune, hike, bike, tide, time, bake, ate, grape, home, drove</p> <p><b>I Do:</b> Teacher reads first from flip book, integrate blending routines and model using think aloud.</p> <p><b>We Do:</b> Students repeat with the teacher continue modeling needed to provide scaffolding</p> <p><b>You Do:</b> Students practice reading flip book words.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> hike-bike-Mike; bike-bake-make; dune-June</p> <p><b>I Do:</b> Teacher demonstrates on board. Write Mike and change to hike.</p> <p><b>We Do:</b> As a group, have students provide input to change hike to bike</p> <p><b>You Do:</b> Have students write word chains of dry erase boards.</p>	5 min.
Dictation	<p>Mike and Shane ride bikes. Jane ate grapes.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Identify target words in story 2.</li> <li>2. Read story 2.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: Long Vowels CVCe Combined, Week 2

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Vowel discrimination (a, e, l, o, u). Say a word and the students will hold up the letter card that represents that sound.</p> <p><b>Word List:</b> snake, mane, bike, kite, Jade, mule, hose, hope, rise, grape, June, huge, age.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Jane, time, rode, tube, whale, glide, hope, huge, shane, dive, vine, pine, hate, date</p> <p><b>I Do:</b> Draw the word Jake. Think aloud, "I see the cvce pattern." "I know the e makes the word have a long sound." Model reading the word snake. Place the card in the pocket chart under the long a card.</p> <p><b>We Do:</b> Have a student or pair of students draw a card. Have them read and place the card in the appropriate place in the pocket chart. Repeat</p> <p><b>You Do:</b> Allow students to independently read the word drawn and place in the pocket chart.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> hope, time, dune, rode, fake, like, June, mope, lime, bake, lake, vice, safe.</p> <p><b>I Do:</b> Watch me draw 4 lines on my whiteboard. I am going to say a word-TAKE. I will write take, placing one letter on each line. With the words I am going to give you, the last line will always have an e.</p> <p><b>We Do:</b> Draw 4 horizontal lines on your board. Let's write dive. Check yours with mine. Does it have the CVCe pattern?</p> <p><b>You Do:</b> As I say a word, write it on the lines using the CVCe pattern.</p>	5 min.
Dictation	<p>Shane ate grapes at the dune. Mike rode a bike to the dune.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: Long Vowels CVCe Combined, Week 2

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sight word speed drill</p> <p><b>Word List:</b> could, after, him, know, over, some, there, were, any, let, or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> flute, tune, mute, use, vine, pipes, pike, file, globe, code, doze, vote, vase, sale, plate, wade</p> <p><b>I Do:</b> Teacher reads first from word cards; models blending routines</p> <p><b>We Do:</b> Students repeat with the teacher from the word lists</p> <p><b>You Do:</b> Students read word list independently with close monitoring by teacher who provides immediate, corrective feedback.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> flute, tune, mute, use, vine, pipes, pike, file, globe, code, doze, vote, vase, sale, plate, wade</p> <p><b>I Do:</b> Teacher writes rip on the white board. What word? Add the e at the end. What word?</p> <p><b>We Do:</b> Teacher writes fat on the board. Read the word. Long or short vowel? Add the e (fate). Long or short? Now that we can remember what the rule is to make the sound long, we can write some words on our whiteboards.</p> <p><b>You Do:</b> Have students write individually on their own white boards.</p>	5 min.
Dictation	<p>Jane and June drove bikes to the dune. Mike and Shane rode bikes to see the tide rise.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story three.</li> <li>2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Target Words For **Long Vowels CVCe Combined** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
tube	dive	Shane	prize
dune	glide	Mike	mule
June	came	tide	rude
hike	hope	hike	sage
bike	huge	dune	pale
tide	slope	time	rate
time	Jane		nose
ate			cute
grapes			Duke
rode			poke
drove			
whale			
Shane			
Mike			
rise			

## Explicit Instruction for Phonics Intervention

### Instructional Focus: Long Vowels CVCe Combined, Week 2

#### Story Number: 1

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#### The Dune in June

In June, Mike and Shane drove to the dune. They had a tube and a bike. After they rode their tube they went for a bike ride. They rode their bikes to the top of the hill to see the tide rise. When they were done with their bikes they hiked back to the dune. Shane ate grapes on the hike. When they got to the dune Shane and Mike saw a whale. Mike and Shane had a good time at the dune in June.

## Explicit Instruction for Phonics Intervention

### Instructional Focus: Long Vowels CVCe Combined, Week 2

#### Story Number: 2

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##### At the Dune

Shane and Mike are on the sand. Jane comes by with her kite. They take turns with the kite. It glides in the sky as they run over the sand.

Mike was running with the kite and did not see the hill in the sand. The slope of the hill made Mike fall. This made the kite dive in the lake. Jane was sad so Shane and Mike hiked down the sand to get the kite. They hiked and hiked but were just about out of time. They need to get the kite before it is time to be home. When the tide came in, the kite washed up to the sand. Jane had her kite back and Shane, Jane, and Mike went home.

## Explicit Instruction for Phonics Intervention

### Instructional Focus: Long Vowels CVCe Combined, Week 2

#### Story Number: 3

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#### Mike's Sage Cake

Mike bakes a sage cake. Mike hopes it will rise at a fast rate. He knows Duke, his first prize mule, needs to eat. Duke has not had a sage cake. Mike hopes Duke the mule likes the cake. He loves his cute mule very much.

Ding! The cake is done. Mike gets the cake and takes it to the mule pen. Duke pokes his nose in the cake and takes a taste. He likes it so much he goes nuts. Duke lets out a belch. How rude! Duke kicks and jumps with bliss. He lands on Mike's leg. Ouch! Mike goes pale. Mike goes home to put a cold rag on his leg.

## Explicit Instruction for Phonics Intervention

### Skill: CVCe all vowels combined, Week 3

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Sound link: using chain links, students remove the link representing the sound omitted.</p> <p><b>Word List:</b> book, dog, bed, good, bat, rat, bar, bass, pal, pig, zag, gum, jet, make, note, fun</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness</b> Thumbs up for long vowel. Students listen to words with long and short vowel sounds read by teacher. Students will put their thumb up for words with long vowels. Long vowel: ride, hide, pride, oat, boat, pay, hay, flute, puke, root, spoke Short vowel: good, bat, rat, bar, bass, pal, pig, zag, gum</p> <p><b>Articulation:</b> Have students watch their mouths in the mirror while making the long vowel sounds. Provide corrective feedback if needed.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Using a word list, students highlight long vowel pattern (VCe) while saying the sound.</p> <p><b>Word List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Place word cards on the table. Read first word <i>same</i> with think aloud using routine familiar to child.</p> <p><b>We Do:</b> Let's read two together. Students read word <i>cave</i> with routine and say word on cue. Repeat with <i>lake</i>.</p> <p><b>You Do:</b> Ask students to take turns, reading new words from the list.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Watch me use magnetic letters. The last letter will always be e. To spell the word lime, I will place the l. What vowel sound do I hear? Place the i. The next sound I hear is/m/. Place the m. Now place the e. Read the entire word.</p> <p><b>We Do:</b> The word is lame. As a group, students provide the teacher with direction to encode the word. Repeat with the word <i>same</i>.</p> <p><b>You Do:</b> Have students work with a partner to create the remaining words.</p>	5 min.
Dictation	<p>Same Cave Lake Hike Spike</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **CVCe all vowels combined, Week 3**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Phoneme Substitution</p> <p><b>Word List:</b> pot- tot      bit-sit            Bog-dog      mix-six            Wag-tag      bun-sun            Man-van      mat-sat</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness</b> Thumbs up for long vowel. Students listen to words with long and short vowel sounds read by teacher. Students will put their thumb up for words with long vowels. Long vowel: tone, feet, tape, save, sage, peek, ripe, hope, sleep, made, rice, nice            Short vowel: mad, glad, mitt, nod, rot, saw, fit, lap, gem, gel, men, ten, fat, mud, sob</p> <p><b>Articulation:</b> Have students watch their mouths in the mirror while making the long vowel sounds. Provide corrective feedback if needed.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Using a word list, students underline long vowel pattern (VCe) while saying the sound.</p> <p><b>Word List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Place word cards on the table. Read first word <i>Jane</i> with think aloud using routine familiar to child.</p> <p><b>We Do:</b> Let's read two together. Students read word <i>huge</i> with routine and say word on cue. Repeat with <i>spoke</i>.</p> <p><b>You Do:</b> Students read word cards with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Watch me use letter tiles. Using a think aloud, the teacher models making <i>same</i> and <i>cave</i>.</p> <p><b>We Do:</b> With partners, students make <i>lake</i> and <i>hike</i>.</p> <p><b>You Do:</b> Teacher dictates remaining words for students to form using letter tiles.</p>	5 min.
Dictation	slide, throne, slope, spoke, huge, Jane	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story one with identified target words.</li> <li>2. Read clean copy of story one.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **CVCe all vowels combined, Week 3**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Review blends: Have students give a thumbs up for words that have an l blend, r blend, or s blend.</p> <p><b>Word List:</b> blab, black, bleed, blend, clip, clap, flame, draw, dress, graph, grouch, true, trout, smash, smoke, stack, sweat, squid, stray, snake</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Closed word sort: same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, fuse, mute, bake, cake, case, lame, came, like, Mike, bone, pope, broke, muse</p> <p><b>I Do:</b> Using a think aloud, teacher models sorting until there is one word in each category: long a, long l, long o, long u.</p> <p><b>We Do:</b> With a partner, students draw a word card and place in appropriate column.</p> <p><b>You Do:</b> Students sort the entire stack of words with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane</p> <p><b>I Do:</b> Using a think aloud, teacher models writing two words on a white board.</p> <p><b>We Do:</b> With partner support, students write two words on a white board.</p> <p><b>You Do:</b> Students independently write dictated words on a white board.</p>	5 min.
Dictation	<p>Spike and Jane huge lake on the hike a huge slide</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Identify target words in story 2.</li> <li>2. Read story 2.</li> </ol>	10 min.

## Explicit Instruction for Phonics Intervention

Skill: **CVCe all vowels combined, Week 3**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Students will review sight words by playing BANG! Place word cards in a standing paper bag. Each student draws a card and reads the word. If successful, the student keeps the word card. If the BANG! card is drawn, all cards are placed back in the bag, and the game resumes.</p> <p><b>Word List:</b> Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Closed word sort: same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, drive, trade, shine, broke, Luke, bike, Duke, rode, June, fuse, mute, bake, cake, case, lame, came, like, Mike, bone, pope, broke, muse</p> <p><b>I Do:</b> Using a think aloud, teacher models sorting until there is one word in each category: long a, long l, long o, long u.</p> <p><b>We Do:</b> With a partner, students draw a word card and place in appropriate column.</p> <p><b>You Do:</b> Students sort the entire stack of words with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> drive, trade, shine, broke, Luke, bike, Duke, rode, June, same, lake, slide, slope, huge</p> <p><b>I Do:</b> Using a think aloud, teacher models writing two words on a white board.</p> <p><b>We Do:</b> With partner support, students write two words on a white board.</p> <p><b>You Do:</b> Students independently write dictated words on a white board.</p>	5 min.
Dictation	Jane and Spike slid down the slope.	3 min.
Text Application	1. Read story two.	10 min.

## Explicit Instruction for Phonics Intervention

### Skill: CVCe all vowels combined, Week 3

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Students will review sight words by playing BANG! Place word cards in a standing paper bag. Each student draws a card and reads the word. If successful, the student keeps the word card. If the BANG! card is drawn, all cards are placed back in the bag, and the game resumes.</p> <p><b>Word List:</b> Grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Articulation:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> <i>If additional practice is needed, see previous lessons.</i></p> <p><b>Word List:</b></p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p><b>Word Reading List:</b> Closed word sort: same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, drive, trade, shine, broke, Luke, bike, Duke, rode, June, rope, zone, nose, vase, grade, size, kite, hive, jive</p> <p><b>I Do:</b> Using a think aloud, teacher models sorting until there is one word in each category: long a, long l, long o, long u.</p> <p><b>We Do:</b> With a partner, students draw a word card and place in appropriate column.</p> <p><b>You Do:</b> Students sort the entire stack of words with a partner.</p>	5 min.
Word Work	<p><b>Word Building Words:</b> same, cave, lake, hike, Spike, slide, throne, slope, spoke, huge, Jane, drive, trade, shine, broke, Luke, bike, Duke, rode, June, rope, zone, nose, vase, grade, size, kite, hive, jive</p> <p><b>I Do:</b> Using a think aloud, teacher models writing two words on a white board.</p> <p><b>We Do:</b> With partner support, students write two words on a white board.</p> <p><b>You Do:</b> Students independently write dictated words on a white board.</p>	5 min.
Dictation	<p>Luke gave Duke his blue bike. Duke gave Luke his red bike.</p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read story three.</li> <li>2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy.</li> </ol>	10 min.



## Explicit Instruction for Phonics Intervention

### Instructional Focus: CVCe all vowels combined, Week 3

#### Story Number: 1

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#### The Hike

Spike and Jane took a hike to a cave. They passed a huge lake on the hike. On the hike, Spike and Jane hiked up a huge slope. At the top of the slope was the cave. Spike and Jane went in the cave. In the back of the cave was a throne. Spike sat on the throne and spoke, "I am king!"

Jane did the same and spoke, "I want to be queen!" Jane and Spike played king and queen in the cave for a long time.

When they got sick of the king and queen game they left the cave to hike home. Spike and Jane looked down the hill they hiked up. The slope looked like a huge slide. Jane and Spike slid down the slope. They went so fast that they landed in the lake! Splash!

## Explicit Instruction for Phonics Intervention

### Instructional Focus: CVCe all vowels combined, Week 3

#### Story Number: 2

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#### Luke and Duke's Trade

In June, Luke rode his bike down the slope to the lake. He was to meet his pal, Duke. They planned to trade bikes.

As he rode, his bike spoke broke! Oh no! The bike began to slide down the slope. He hoped he would not crash. Duke may not want to trade!

Just then, his mom drove by and stopped. Mom helped Luke slide the bike in the truck. Mom took him to a huge bike shop to get a new spoke. The bike would soon be the same. Luke rode his bike back to the lake to trade with his pal Duke.

Luke gave Duke his blue bike. Duke gave Luke his red bike. Luke loved the shine of the red bike. It was a good trade. Luke and Duke were both glad!

## Explicit Instruction for Phonics Intervention

### Instructional Focus: CVCe all vowels combined, Week 3

#### Story Number: 3

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#### The Joke on Bane

Drake and his mule, Bane, went to eat at a place that sold grapes. Drake had one dime to spend. He got five grapes for his dime.

Drake and Bane played a game at the place with the grapes. Drake would hide the grapes under plates. Bane had to find the plate that hid the grapes.

Bane chose a blue plate. No grapes! Bane chose a green plate. No grapes! Bane chose the last plate. No grapes again! Drake had played a joke on Bane. Drake hid the grapes in a cup and not under a plate!