Bridge2Read:
Word Study Lesson Components

Note: This is the most common lesson sequence and is one that demonstrates a highly effective lesson progression that is most efficient and effective in teaching early readers. This lesson structure does not represent all of the lesson formats used within the Bridge2Read Instructional Materials. It also does not represent the complete experience of students who participate in a classroom where Structured Literacy is used. Bridge2Read addresses the Word Recognition portion of Scarborough's Reading Rope.

Letter Cards	Letter cards are provided as a printable resource and are used as a warm up activity that leverages phonology. The keywords help to build schemas which provide support in retrieval. When completing the Letter Cards portion of the lesson, students will respond to 10 cards selected by the teacher and they will chorally provide the letter name, the keyword/picture, and the sound. The teacher selects 10 Letter Cards for which students have already received explicit instruction.
Rationale & Lesson Objectives	Each lesson begins with a statement of rationale explaining that the following lesson will support students in becoming even better readers and writers. Although not required, having students participate in chorally reciting this statement of rationale is encouraged. Providing the lesson objective for the lesson, as well as a comment about the skill taught previously and what will come soon, grounds the students in the work.
Review Sentences	Next students will chorally read the review sentences that were used as part of the previous lesson. This builds efficacy as well as collective efficacy of the group because they will read accurately together. This step also provides the teacher with confirmation that the students are ready to move on to the next skill. The first three lesson components are the review and “warm up” activity preparing the students for the next lesson component that introduces a new targeted skill.
Letter Sounds - Articulatory Gestures	Providing students with a visual example and explicit instruction in the mouth shape, tongue placement, and airflow necessary to produce the sound being taught correctly is needed to ensure that all students can move into the other facets of the lesson. This detailed instruction provides the scaffolded support that is especially helpful to multilingual learners and those with speech difficulties. Make note that the B2R lessons teach new targeted skills by

	first introducing the skill through phonology.
Phonemic Awareness: Blending Sounds	As part of phonological awareness practice, the teacher models specific sounds and then blends those sounds together. Students are then asked to repeat the phonemes and blend them together. These activities begin with two-phoneme blending and increase to three, four and five phoneme blending over time. The phonemes in this lesson component are specifically chosen to support the phonemes in the targeted instruction for specific words in the lesson. In this way, students have an explicit connection between the generalized phonemic awareness practice that precedes the word study lesson and the purposeful skill in phoneme blending for reading specific words in the lesson.
Targeted Instruction	The two prior lesson components focus on the targeted skill through phonology. In this lesson component, the targeted skill focuses on phonology and orthography by showing the explicit connection between the targeted phoneme and targeted grapheme in the lesson. Targeted instruction provides the students with an explicit explanation of the next word study skill. This instruction leverages phonology and meaning, and by using the script provided in the blue sections, teachers are able to provide adequate explanation without overtalking. Some lessons have several slides for this section, but often there are only a few.
Sound by Sound Reading	After the targeted skill is taught, students will have the scaffolded support of a sound by sound, then blend, sequence. Students will experience multiple exposures to these words throughout the lesson as well as opportunities where word meanings are leveraged to support deeper understanding.
Whole Word Reading	In this lesson component of Whole Word reading, students read words without the scaffold of sound by sound blending so in this way students practice the targeted skill, building more automaticity in reading the targeted words. If an error is made, the teacher returns to modeling sound sound sound blend on the error then reverts back two words before continuing on with the whole word reading. Whenever possible, the teacher will provide student friendly definitions for the words being decoded.
Dictation	Dictation is a portion of the lesson that provides a great deal of information to the teacher and provides a phoneme grapheme map for the new words being taught. By following a Say it, Tap it, Write it, Check it sequence, students have phonological support for the new sound pattern they are learning.

Fluency Practice	The fluency portion of the lesson is a favorite among students. When provided the chart of words, which they have already seen earlier in the lesson, the class reads chorally for 30 seconds. The teacher controls the pace during the initial read to assure high levels of accuracy and engagement. After recording the score from their first attempt, the students will read the same chart of words again and more often than not, they will have read more word sduring the second timed interval. This activity provides additional exposures to the words and the choral reading elements builds collective efficacy within the group .
Sentence Reading - Partner/Coach	The sentence reading element of the lesson includes a portion where students read silently to themselves, then they read chorally as a class, and rather quickly they jump to working with their partner/coach to practice these new sentences.
Reading Longer Words - Syllabication	The reading longer words section of the Bridge2Read lesson provides students with the skills they need to be word detectives and break down words that might be challenging at first. Several syllabication types are taught and practiced. By finding the vowels and determining the syllable type, students are gaining the skills to unlock any word they come across.
Heart Words	Heart words are the part of the lesson when students learn to read high frequency irregular words. With this lesson component, the first step focuses on phonology with students focused on the sound features in the Heart Word. The second step focuses on phonics revealing that some letters function as we would expect while other letters make unpredictable or unexpected sounds. By asking students to repeat the word, tap the sounds, count the sounds, and identify the word, new words are learned through both phonological and orthographic work.
Letter Cards	Lastly, we return to the original 10 letter cards, but this time the students will only report the sound! This lesson component supports students in building automaticity in the letter sound correspondence.