



WORD FLOW

WORD FLOW

Unit 1: [Letters and Sounds]
Activity 3: [Consonant & Short Vowel Sounds]

start: a e i o u

30	l	u	k	a	z
35	u	t	o	v	c
40	g	f	h	i	y
45	p	qu	j	r	w
50	e	b	s	o	e
55	m			d	a

words read: _____
- errors: _____
= cold score: _____

WORD FLOW

Unit 2: [CVC Short Vowels]
Activity 6: [Review]

start: fan net lid log tub

30	pass	jig	well	quit	hot
35	bell	tub	mop	rod	cog
40	kid	zip	huff	peg	fat
45	hen	wax	ham	cuff	sum
50	sax	bill	cut	get	lit
55	man	bed	dig	gob	fun

words read: _____
- errors: _____
= hot score: _____

WORD FLOW

Unit 2: [CVC Short Vowels]
Activity 7: [Passage]

Animals

Some animals live in nature.

5 A ram has big, curly horns. It has
13 sharp hooves that help it climb
19 rocks. A bear is a big animal. It
27 has a lot of fur to stay warm. A
36 baby bear is a cub. A bass is a
45 kind of fish. Some bass live in the
53 sea, but other bass live in rivers or
61 ponds.

62 Some animals live with
66 people. They live on farms or in
73 homes. A pig is a farm animal,
80 and so is a hog. They have flat
88 noses and curly tails. A hen is

95 a farm animal, too. A hen is a
103 female chicken. It lays eggs.
108 A cat is an animal that some
115 people keep as a pet. A dog is
123 another kind of pet. Dogs and
129 cats are fun to play with.
135 Do you know about any
140 other animals? Do they live with
146 people, or do they live on their
153 own?
154

words read: _____
- errors: _____
= cold score: _____

practice sessions

words read: _____
- errors: _____
= hot score: _____

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PROGRAM INTRODUCTION

What is Word Flow?

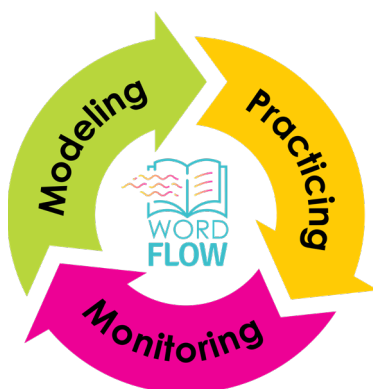
Word Flow is a comprehensive fluency program designed at the word-level of reading. The program was developed for students who still struggle with decoding words.

The objectives of Word Flow are to:

- Develop automaticity in decoding words according to phonics rules, syllable patterns, and etymology.
- Provide students with a systematic and developmentally appropriate framework to decode words.
- Allow teachers to provide highly-differentiated instruction to a wide range of learners.

How Does Word Flow Improve Reading?

As with Flow Reading Fluency, Word Flow uses the following three strategies to improve decoding automaticity.



Modeling:

Students will access Assisted Reading Videos that model a wide range of phonics skills. These Assisted Reading Videos provide a powerful multi-sensory model for students as they watch, listen, and read along.

Practicing:

Students are presented with critical opportunities to practice their decoding skills that consider their Zone of Proximal Development (ZPD). Practice activities gradually progress students along a continuum of learning, where students begin with a high level of external support to a high level of independence.

Monitoring:

Throughout the program, students are actively monitoring their progress by recording and graphing the number of words they can read in one minute. This monitoring not only promotes student agency, but it is also highly motivational.

SKILLS OVERVIEW

UNIT 1: Letters and Sounds

	Activity 1 Letter Names	Activity 2 Consonant Sounds	Activity 3 Consonant & Short Vowel Sounds					
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UNIT 2: CVC Short Vowels

	Activity 1 Short a <i>fan, ram, hat, lass, wax</i>	Activity 2 Short e <i>net, peg, den, fed, sell</i>	Activity 3 Short i <i>lid, pit, wig, bill, sip</i>	Activity 4 Short o <i>log, nod, dot, rob, bop</i>	Activity 5 Short u <i>tub, gum, sun, cut, puff</i>	Activity 6 Unit Review	Activity 7 Unit Passage	Activity 8 Application
--	---	---	---	--	---	----------------------------------	-----------------------------------	----------------------------------

UNIT 3: CVCe Long Vowels Silent e

	Activity 1 Long a <i>cake, late, fade, name, pale</i>	Activity 2 Long i <i>kite, hide, file, wire, line</i>	Activity 3 Long o <i>bone, pole, code, joke, rope</i>	Activity 4 Long u <i>mute, yule, cube, duke, June</i>	Activity 5 Unit Review	Activity 6 Unit Passage	Activity 7 Application	
--	--	--	--	--	----------------------------------	-----------------------------------	----------------------------------	--

UNIT 4: Consonant Digraphs (Initial and Ending)

	Activity 1 th & th <i>bath, then</i>	Activity 2 ch <i>chat, rich</i>	Activity 3 sh <i>shop, wish</i>	Activity 4 wh <i>whip</i>	Activity 5 ng/ck ending <i>song, luck</i>	Activity 6 Unit Review	Activity 7 Unit Passage	Activity 8 Application
--	---	--	--	--	--	----------------------------------	-----------------------------------	----------------------------------

UNIT 5: Long Vowel Digraphs & Y-Vowels

	Activity 1 ai/ay <i>paid, way</i>	Activity 2 ea/ee <i>bean, need</i>	Activity 3 ie/ye/y <i>tie, rye, by</i>	Activity 4 oa/ow/oe <i>boat, row, toe</i>	Activity 5 Unit Review	Activity 6 Unit Passage	Activity 7 Application	
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SKILLS OVERVIEW

UNIT 6: Initial Consonant Blends

	Activity 1 consonant + r <i>frock, drip, crane, breed, track, pride</i>	Activity 2 consonant + l <i>cleat, bliss, globe, flag, plate</i>	Activity 3 s + consonant <i>skate, steep, scope, smog, sneak, spell</i>	Activity 4 consonant + w <i>swim, tweet</i>	Activity 5 [Tri-Blends] s + consonant + r/l <i>scrap, sprig, streak, splice</i>	Activity 6 Unit Review	Activity 7 Unit Passage	Activity 8 Application
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UNIT 7: Final Consonant Blends

	Activity 1 m + consonant <i>stomp, thumb</i>	Activity 2 s + consonant <i>roast, whisk, grasp</i>	Activity 3 n + consonant <i>spend, chant, skunk</i>	Activity 4 l + consonant <i>yield, scalp, shelf</i>	Activity 5 consonant + t <i>swept, craft, tract</i>	Activity 6 Unit Review	Activity 7 Unit Passage	Activity 8 Application
--	---	--	--	--	--	----------------------------------	-----------------------------------	----------------------------------

UNIT 8: r-Controlled Vowels

	Activity 1 ar <i>star, harsh, march, chart</i>	Activity 2 or <i>corn, chore, scorn, porch</i>	Activity 3 er/ir/ur <i>perch, birth, nurse</i>	Activity 4 Unit Review	Activity 5 Unit Passage	Activity 6 Application		
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UNIT 9: Less Common Vowels & Diphthongs

	Activity 1 ue/ew <i>glue, shrew</i>	Activity 2 ow/ou <i>drown, blouse</i>	Activity 3 oy/oi <i>ploy, joint</i>	Activity 4 aw/au/al <i>flaw, fraud, calm</i>	Activity 5 ōō & ōō <i>boot, took</i>	Activity 6 Unit Review	Activity 7 Unit Passage	Activity 8 Application
--	--	--	--	---	---	----------------------------------	-----------------------------------	----------------------------------

UNIT 10: Consonant Second Sounds

	Activity 1 Soft c <i>cite, dance, price</i>	Activity 2 Soft g <i>gel, gent, pledge</i>	Activity 3 kn & wr <i>knead, wrench</i>	Activity 4 gn & ph <i>gnat, gnash, phone, graph</i>	Activity 5 Unit Review	Activity 6 Unit Passage	Activity 7 Application	
--	--	---	--	--	----------------------------------	-----------------------------------	----------------------------------	--

PROGRAM OVERVIEW

The Word Flow Process

Modeling, practice, and monitoring form the foundation of Word Flow. Students will follow the steps below, which will lead them through these three essential components.



1. Cold Reading

First, the student completes a cold reading to establish a baseline metric. The student will set a timer for one minute and read a given list of words. The student will then record and graph (in blue) how many words he/she was able to read in that one minute. Alternatively, you can also have an adult administer the cold reading.



2. Read Along

After the cold reading, the student will then read along (silently or aloud) with the Assisted Reading Video for his/her list. We recommend that students read along at least three times before proceeding.



3. Echo Reading

Using the Assisted Reading Video, students will listen to a word read aloud, pause the video, and then read the word aloud to him or herself. This process will continue until the student has “echoed” all of the words in the Assisted Reading Video. We recommend that students complete at least three echo reading sessions before proceeding.



4. Independent Practice

The student times him or herself reading the list for one minute. After each reading, the student will record the number of words he/she was able to read during each one-minute session. The student's goal is to correctly read all of the words in the list twice (60 words) within one minute. We recommend that students complete at least three of these independent practice sessions.



5. Hot Reading

Once the student has met her/his goal from independent practice, the teacher will listen to him/her read the list for one minute. If the student can read all of the words in one minute with three or fewer errors, he/she can move on to the next list. The student will graph his/her hot score (in red) above his/her cold score.

Note: Each unit includes an optional passage that uses the words from the unit. For this activity, students will follow the same procedures outlined above.

PROGRAM COMPONENTS

Assessment Tools

Word Flow includes systematic and comprehensive assessment tools that help teachers identify which students can benefit from the program and where in the program to place these students.

These placement materials are easy to administer and only take a few minutes per student.

Student Word Lists

The phonics component of Word Flow contains 10 units of word lists (for a total of 62 lists). Each unit includes 4-8 activities based on specific phonics skills (please see skills overview on the preceding pages).

These units and the phonics skills they cover are presented in the most agreed upon order of phonics instruction. If your core reading program follows a slightly different order, you can still use Word Flow in the order we have presented the skills.

Assisted Reading Videos

To provide students with a power reading model, each list (and passage) comes with an Assisted Reading Video. These videos read the word lists aloud to the student as each word is highlighted.

Students simply scan the QR code on their word lists, and they will have instant access to their Assisted Reading Videos. No student logins or accounts are required, and the secure platform where these videos are hosted doesn't store any student data.

These QR codes will work on any device with a camera (e.g., laptops, tablets, and mobile devices).

Student Graphs

Student graphs are provided that allow students to track and analyze their data as they progress through the program. These graphs help motivate students and encourage student agency and independence.

ADDITIONAL SUPPLIES

Digital Devices

To utilize the Assisted Reading Video, students will need access to digital devices with a camera (e.g. laptops, Chromebooks, tablets, and mobile devices).

Earphones

If you are working with multiple students in a classroom setting, each student will need a set of earphones to listen to the Assisted Reading Videos without distracting others.

Timers

Students and teachers will need a timer for cold readings, student independent practice, and hot readings. Use a digital timer that sounds an alarm or vibrates after one minute. Avoid countdown timers as these may encourage students to stop reading to check the time.

Colored Pencils

Students will need blue and red colored pencils to complete their graphs. Crayons are also an acceptable alternative.

Teacher Binder

All of the blackline masters and student graphs can be stored in one 2-inch binder. We recommend that you store student graphs, rather than having students keep these.

Audio Feedback Devices (optional)

Audio feedback devices (AKA whisper phones) allow students to read aloud without anyone else hearing. They are beneficial tools for developing fluency. You can purchase them, or you can make your own using PVC pipe. You can [watch this video tutorial](#) on how to make these.

UNIT ACTIVITIES

Each of the 10 units contains 6-8 activities (except for Unit 1, which covers letter names and sounds. This unit only has 3 activities). These activities are based on core word lists, review lists, passages, and application lists.

Core Word Lists

Each unit begins with core word lists. These are lists that support a unit's specific skill. For the most part, these are actual words. However, we have included a few obscure words follow a unit's phonics rule.



harp



Unit 8: [r-Controlled Vowels]
Activity 1: [ar /är/]



start	6	12	18	24
30 star	dark	arch	marsh	scarf
35 yarn	barn	harsh	smart	scar
40 dart	tarp	quark	spark	stark



corn



Unit 8: [r-Controlled Vowels]
Activity 2: [or /ör/]



start	6	12	18	24
30 corn	lord	thorn	forth	sworn
35 cork	gore	snore	scorn	porch
40 form	born	thorp	horse	shorn



fern



shirt



purse



Unit 8: [r-Controlled Vowels]
Activity 3: [er/ir/ur /ør/]



start	6	12	18	24
30 fern	per	girl	shirt	nurse
35 term	perch	firm	twirl	purse
40 berm	stern	first	burn	burst
45 herd	clerk	birth	fur	curve
50 her	bird	whirl	curl	burnt
55 pert	sir	smirk	lurch	churn



practice sessions



UNIT ACTIVITIES

Review Word Lists

Each unit contains one review word list. This list is comprised of a random but representative sample of the unit's core word lists.



harp 

start↑

corn 

6

fern 

12

shirt 

18

purse 

24



Unit 8: [r-Controlled Vowels]
 Activity 4: [Review]

30	shark	cork	arch	sword	thorn
35	perch	part	curve	clerk	smirk
40	churn	first	port	harm	scarf
45	burst	smirk	chore	north	gore
50	bark	march	charm	store	harsh
55	twirl	torch	porch	snarl	stern



words read:
- errors:
= cold score:

practice sessions













words read:
- errors:
= hot score:

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UNIT ACTIVITIES

Application Lists

Application lists (AKA Challenge Lists) contain real and nonsense words that follow the unit's rule or skill. These words are not part of the core word lists or the review word lists. This allows students to apply the phonics rule with novel and unfamiliar words.



**WORD
FLOW**

Unit 8: [r-Controlled Vowels]
 Activity 6: [Application]

Challenge



	start+	6	12	18	24
30	score	horst	carve	chirp	kern
35	pork	smirch	third	mark	card
40	horn	snort	larp	start	chard
45	scarp	verb	parch	spar	mirth
50	sherp	burke	verse	slurp	norm
55	farm	shirk	spurn	chorp	spurt



words read:
 - errors:
 = cold score:

practice sessions













words read:
 - errors:
 = hot score:

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ACTIVITY PAGE FEATURES

Word Numbering

The numbers on the left and on top of the lists allow students and teachers to easily track the number of words read in one minute.

Students start reading *down* the columns left to right. Once they have read all 30 words, they return to the first word and read *across* the columns, left to right.

Activity Heading

Each page contains the unit title number and the phonics skill covered in the unit. Below the unit information is the activity number and specific phonics rule or feature.

QR Code

Students will scan the QR code to access the Assisted Reading Video for their list.



**WORD
FLOW**



fern



shirt



purse



Unit 8: [r-Controlled Vowels]
 Activity 3: [er/ir/ur /or/]

	start+	6	12	18	24
30	fern	per	girl	shirt	nurse
35	term	perch	firm	twirl	purse
40	berm	stern	first	burn	burst
45	herd	clerk	birth	fur	curve
50	her	bird	whirl	curl	burnt
55	pert	sir	smirk	lurch	churn



words read:
- errors:
= cold score:

practice sessions













words read:
- errors:
= hot score:

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Process Graphic Organizers

These graphic organizers help guide students through the process of the program.

Students will record their cold score on the left.

The center graphic organizer acts as a checklist, guiding students through the read-along, echo reading, and independent practice activities. Students can record their independent practice scores in the squares provided.

On the far right, students can record their hot score.

CALCULATING WORDS CORRECT PER MINUTE

Reading Flow and Procedures

Before students can begin the program, they must be aware of the reading flow to follow.

They will always start reading the words by reading down the first column on the left, followed by the second column until they reach the fifth and final column.

Once all columns have been read left to right, the student will return to the first word of the list (in this case *fern*). Now the student will read across the columns left to right until each row has been read.

After students have read all of the columns and rows, they will have read each word twice for a total of 60 words read.

The diagram below illustrates the reading flow with arrows.



**WORD
FLOW**


fern


shirt


purse

Unit 8: [r-Controlled Vowels]
 Activity 3: [er/ir/ur /ər/]

	1 start+	2 6	3 12	4 18	5 24
6 30	fern	per	girl	shirt	nurse
7 35	term	perch	firm	twirl	purse
8 40	berm	stern	first	burn	burst
9 45	herd	clerk	birth	fur	curve
10 50	her	bird	whirl	curl	burnt
11 55	pert	sir	smirk	lurch	churn



words read:
- errors:
= cold score:

practice sessions













words read:
- errors:
= hot score:

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CALCULATING WORDS CORRECT PER MINUTE

Conducting a Cold Reading

Students can conduct their own cold readings if an adult is not available to do so. If you prefer to have an adult conduct cold readings, the procedures will be the same.

1. The student will start the one-minute timer and immediately begin reading.
2. The student will underline any words that he/she is unable to decode. If the student cannot read the same word twice, they will draw another line under the same word (each error is counted separately).
3. When the timer goes off, the student will circle the last word he/she read.
4. The student will use the word-count numbers on the columns or rows to calculate total words read.

Example 1: If a student only read the first three columns and got to the word *burn* in the 4th column when the timer sounds, he would begin counting at *shirt* (19) until he got to *burn* (21). His words read would be 21.

Example 2: If student a student reads all 5 columns and is now reading across the rows when the timer sounds, he will use the numbers on the left-hand side to compute his words read per minute. Let's say he ended up at the word *twirl* in the seventh row of reading. He would then begin counting at *term* (36) until he got to *twirl* (39). His words read would be 39.

The student would then subtract any underlined words (unknown words) from the total words read to arrive at his cold score.



Unit 8: [r-Controlled Vowels]
 Activity 3: [er/ir/ur /ər/]

	1 start	2 6	3 12	4 18	5 24
6 30	fern	per	girl	shirt	nurse
7 35	term	perch	firm	twirl	purse
8 40	berm	stern	first	burn	burst
9 45	herd	clerk	birth	fur	curve
10 50	her	bird	whirl	curl	burnt
11 55	pert	sir	smirk	lurch	churn



words read:
- errors:
= cold score:

practice sessions











words read:
- errors:
= hot score:

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CALCULATING WORDS CORRECT PER MINUTE

Conducting a Cold Reading

Example 1:

This student read the first three columns and got to the word *burst* in the 5th column when the timer sounded.

To calculate his total words read, he used the word-count numbers on top of the columns (6, 12, 18, 24). He began counting at *nurse* (25) until he got to *burst* (27). His words read was 27.

To calculate his cold score, he then subtracted his errors (*berm*) from the total words read.

1 While reading, the student underlines any words he is unable to decode.

2 Once the timer sounds, the student will circle the last word he read.





fern



shirt



purse

Unit 8: [r-Controlled Vowels]
Activity 3: [er/ir/ur /ər/]



	start ↓	6	12	18	24
30	fern	per	girl	shirt	nurse
35	term	perch	firm	twirl	purse
40	<u>berm</u>	stern	first	burn	<u>burst</u>
45	herd	clerk	birth	fur	curve
50	her	bird	whirl	curl	burnt
55	pert	sir	smirk	lurch	churn



words read: 27
- errors: 1
= cold score: 26

practice sessions





words read:
- errors:
= hot score:

3 The student will subtract the number of errors from the words read to calculate his cold score.

CALCULATING WORDS CORRECT PER MINUTE

Conducting a Cold Reading

Example 2:

This student read all 5 columns and was reading across the third row when the timer sounded. The last word he read was *first*.

Since he was reading across the rows (and not down the columns), he used the word-count numbers to the left of the rows (30, 35, 40, 45, 50, 55). He began counting at *berm* (41) until he got to *first* (43). His words read is 43.

To calculate his cold score, he subtracted his errors from the total words read. He was unable to read *clerk*, and he missed *shirt* twice. When a student misses a word twice, both errors count separately. He made 3 total errors.

1 While reading, the student underlines any words he is unable to decode.

2 Once the timer sounds, the student will circle the last word he read.





fern



shirt



purse

Unit 8: [r-Controlled Vowels]
Activity 3: [er/ir/ur /ər/]



	start↓	6	12	18	24
30	fern	per	girl	<u>shirt</u>	nurse
35	term	perch	firm	twirl	purse
40	berm	stern	<u>first</u>	burn	burst
45	herd	<u>clerk</u>	birth	fur	curve
50	her	bird	whirl	curl	burnt
55	pert	sir	smirk	lurch	churn



words read: 43
- errors: 3
= cold score: 40

practice sessions





words read:
- errors:
= hot score:

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3 The student will subtract the number of errors from the words read to calculate his cold score.

Helping teachers thrive in the classroom

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