GRADES K-2 · UFLI AND BRIDGE THE GAP

Small Group
Step Support Guide

LESSONS 5-98 · 15 MINUTES

1 Phonemic Awareness	3 min
2 Visual Drill	2 min
3 Blending Drill	5 min
4 Connected Text	5 min

LESSONS 1-4 · 15 MINUTES

1 Phonemic Awareness	3 min
2 New Concept	4 min
3 Visual Drill	4 min
4 Irregular Words	4 min

Full lesson plans: CSAS UFLI Small Group Lesson Hub

Steps from UFLI Foundations (2022) and Heggerty Bridge the Gap

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STEP ONE

Phonemic Awareness

3 min

Heggerty Bridge the Gap · FSF or PSF

Use words that match this week's UFLI concept: our lesson plan word lists or the program Word Lists.

1. Choose words from this week's concept word list.
2. Run the Bridge the Gap routine with the anchor lesson. L. 1-8 build FSF. L. 17-24 build PSF.
3. Model each word with the hand motion, then students respond together.
4. Keep it oral. No letters are on display during this step.
5. Give quick individual turns so you hear every student.

Goal: students score above benchmark on FSF or PSF.

Step from **Heggerty Bridge the Gap**

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STEP TWO

Visual Drill

2 min (Lessons 1-4: 4 min)

UFLI Foundations · Correct Letter Sounds (CLS)

New Concept (Day Two) articulatory gesture script and Visual Drill.

1. Monday: read the articulatory gesture script for the new concept.
2. Show each grapheme card. Students say the sound together.
3. Keep a brisk pace and mix new graphemes with review.
4. Return to any missed card before the step ends.

MY NOTES

Goal: quick, accurate sounds for every grapheme shown.

Step from **UFLI Foundations (2022)**

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STEP THREE

Blending Drill

5 min

UFLI Foundations · Whole Words Read (WWR)

Use the Word Lists in the lesson plan.

1. Build the word one grapheme at a time.
2. Students say each sound as it appears.
3. Blend the sounds together as each grapheme is added.
4. Students read the whole word at a natural pace.
5. Starred words in the plan are nonsense words. Read them the same way.

MY NOTES

Goal: students read whole words accurately and automatically.

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STEP FOUR

Connected Text

5 min

UFLI Foundations · Oral Reading Fluency (ORF)

Choose the text with the Decodable Text Guide.

1. Preview the irregular words in the text.
2. Each student reads aloud softly while you listen in.
3. At an error, point to the word and have the student decode it again.
4. Reread the text to build fluency.
5. Ask one quick question about what happened in the text.

MY NOTES

Goal: accurate, fluent reading of connected text.

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LESSONS 1-4 · STEP TWO

New Concept

4 min

UFLI Foundations · Correct Letter Sounds (CLS)

Step Five: New Concept (Day Two) articulatory gesture script.

1. Say the sound and show how your mouth makes it.
2. Students watch your mouth, then copy the sound.
3. Name what the lips, teeth, tongue, and voice are doing.
4. Students say the sound again with the letter shown.

MY NOTES

Goal: students produce the sound correctly on their own.

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LESSONS 1-4 · STEP FOUR

Irregular Words

4 min

UFLI Foundations · Oral Reading Fluency (ORF)

Step Seven: Irregular Words. Read and spell each word.

1. Say the word. Students repeat it.
2. Show the word and read the parts that follow the pattern.
3. Mark the part students must learn by heart.
4. Students spell the word aloud, then write it.
5. Students read the word one more time.

MY NOTES

Goal: students read and spell the word automatically.

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EVERY STEP

Corrective Feedback

Model. Lead. Test.

Use the same correction routine in every step.

Correct errors right away so they do not become habits.

1. Stop at the error as soon as you hear it.
2. Model the correct sound or word.
3. Students say it with you, then on their own.
4. Go back to the start of the word or sentence.
5. Check that item again before the group ends.

MY NOTES

Goal: every student leaves group having practiced it correctly.

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