

STUDENT
ACHIEVEMENT
PARTNERS

Foundational Skills Guidance Documents: Grades K-2

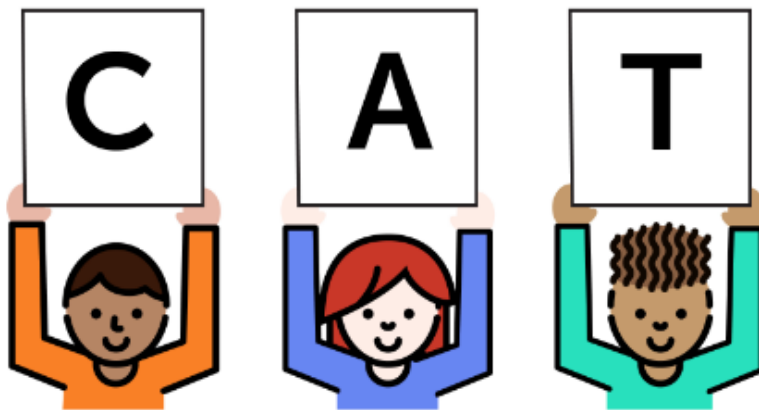


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Overview

Purpose

By the end of third grade, far too many of our students are not proficient readers. This guide is designed to tackle these national reading deficits by outlining essential instructional components to teach early reading skills. This document is intended to provide teachers of kindergarten (K), first, and second grades with best practices to support the explicit teaching of foundational skills: **Print Concepts, Phonological Awareness, Phonics and Word Recognition**, and **Fluency**. This document should be used *along with* instructional materials that provide explicit and systematic instruction and practice.

Rationale

Explicit instruction of foundational skills is critical in early elementary school. [Numerous studies](#) point to the benefits of a structured program for reading success. For the purposes of this document, this means a program that begins with phonological awareness, follows a clear sequence of phonics patterns, provides direct instruction with adequate student practice, and makes use of weekly assessment and targeted supports.

Despite the abundance of evidence showing the time and ingredients required for most students to learn to read successfully, teachers following a basal and/or a balanced literacy approach report they often spend a limited amount of time on teaching foundational skills (often fifteen to twenty minutes daily), and do not use a systematic approach. This document is written for teachers and those who work to support them. It is intended to support your needs and provide clear guidance around how to build this critical component of early literacy into your existing literacy program.

Ideally, all early childhood teachers would have access to a high-quality, research-based structured phonics program. In reality, many do not. The quality of programs and materials varies. The critical point, however, is that increasing time and attention on phonemic awareness in early kindergarten, and increasing an emphasis on phonics in early/mid-K through second grade, are vital steps and will support students in decoding with accuracy and automaticity.

Priority

The amount of time spent on foundational skills varies greatly from school to school, district to district, and program to program. It is rarely adequate. This guide recommends spending at least 45 minutes a day on the teaching of foundational skills through direct instruction and related practice opportunities for students. Additional support for struggling students should be provided outside of this 45 minutes. If your current program does not allow for this, adjustments must be made. This document assumes at least this much time is allocated daily to ensure all students become readers.

How to Use This Guide

This guide is universal and is made to work with varied types of programs. Many materials in your classrooms will be imperfect, so this guide offers parameters and suggests best practices that can aid in deciding how to use your instructional time.

- Timing recommendations are included and can be adjusted based on the academic needs of your students.
- When using basal programs, some of the basal content will need to be eliminated in order to prioritize time for foundational skills.
- Careful additions are necessary if teachers do *not* have a full foundational skills curricular program. While it can be time consuming and challenging to supplement materials, this guide cannot stand alone without instructional materials.

Review the content of this guide along with the supporting professional development modules. After doing so, use the guide to make decisions about how instruction and tasks may need to be adjusted, edited, or prioritized in your classroom.

How This Guide is Structured

This resource contains content-specific guidance for teaching key areas of foundational skills, as well as recommendations for time use and instructional moves. The content guidelines can be used to ensure that all teachers have the same reference point for talking about early reading instruction. The time use suggestions can be directly applied to lessons. A [week at a glance planning template](#) is also included as a planning support tool.

The layout of the guide is as follows:

Content: The Components of Foundational Skills

- **Phonological Awareness:** Definitions of key terms, sample activities, and rationale behind instructional moves that support developing phonological awareness and the subcategory of phonemic awareness.
- **Phonics:** Definitions of key terms, rules of thumb around scope and sequence, and the relationship between phonics and writing/spelling, letter recognition, and inventive spelling.
- **Print Concepts:** Lightweight guidance around high-leverage moves that teachers can use to ensure concepts of print are established.
- **Fluency:** Lightweight guidance around the foundational moves that will build students' ability to decode with automaticity and read with meaning and purpose.

Instructional Moves: The “How” of Foundational Skills

- **Integrating Effective Enhancements:** Ways of adding fun and games to basic lessons.
- **Monitoring Progress:** System of suggested assessments that will allow you to monitor student progress.
- **Using Decodable Readers:** Suggestions for how to use decodable texts to support phonics, high frequency words, and fluency.
- **Creating Time for Skills Practice:** Guidelines for adequate independent practice of weekly skills out of context, including centers and independent practice.
- **Using Instructional Groupings:** Suggestions and recommendations for a fluid approach to whole-class lessons.

Grade-Specific Guidance

- **Suggestions for Time Use:** Specific suggestions for how to allocate instructional time.
- **Grade-Level Content Guidance:** Specific grade-level considerations around content.

Appendices and Resources for the Classroom

- **Pitfalls and Challenges FAQs:** Answers to common questions and concerns, including how to improve a flawed foundational skills program.
- **Foundational Skills Template:** A planning resource for foundational skills instruction.
- **Effective Enhancements:** A list of fun and engaging possible games/songs/activities that can be used to enhance basic foundational skills lessons.
- **Decodable Protocol and Sample Decodable Protocol with Content:** A suggested protocol for repeated reads of decodable readers, along with sample content to demonstrate use.
- **Assessment Protocol:** A protocol for informal observations and weekly dictation.
- **Kindergarten Phonemic Awareness Scope and Sequence:** A resource for kindergarten tasks and activities.
- **Formative Assessment for Phonological Awareness:** A resource for ongoing formative assessment.
- **Diagnostic Tracker:** A tracking sheet to use for first grade phonemic awareness assessment.

Content: The Components of Foundational Skills

Below are descriptions of the critical components of foundational skills and what makes them so important for educators to teach and students to learn. You'll also find example activities that illustrate the type of work that addresses each skill.

Phonological Awareness at a Glance

Terms to Know:

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes.

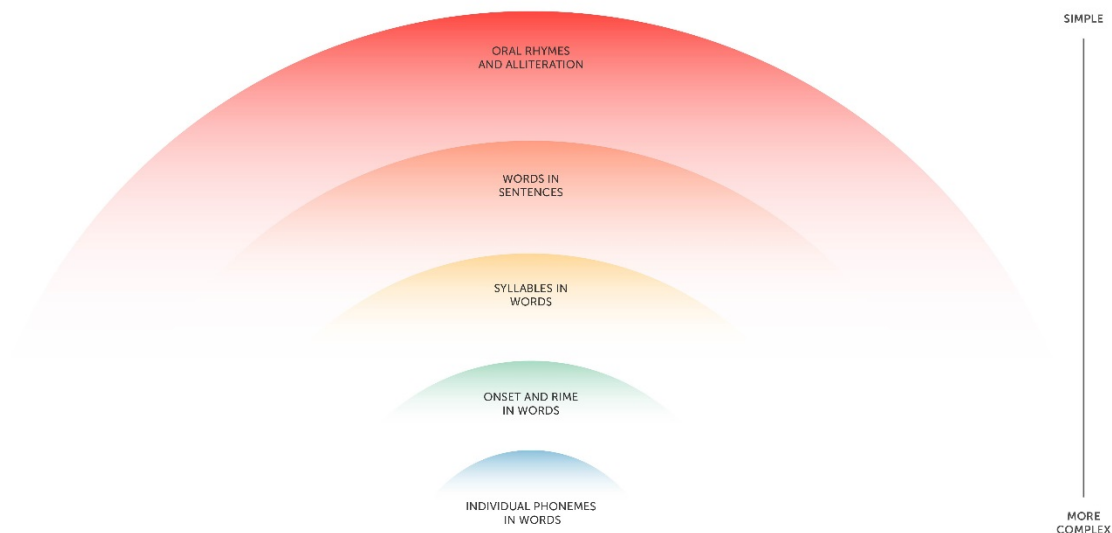
Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest unit of sound within words.

Phonemic awareness has a direct and significant effect on learning to read and spell.

Phonological awareness is a broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral, and forms the building blocks for later reading before print is even introduced.

When considering how to teach phonological awareness, it can be helpful to think about moving students along a continuum of skills—from simplest to most complex.

Phonological Awareness



Building phonological awareness in students involves building their knowledge of:

- **Oral Rhymes and Alliteration:** recognizing the beginning and ending sounds of words. (Example: The end of the word *cast* sounds just like *blast*. These words rhyme.)
- **Words:** hearing and counting the number of words when we read or speak. (Example: I hear five words in the sentence “I ran to the cone.”)
- **Syllables:** breaking words up into their largest parts—hearing and counting these parts. (Example: I hear two syllables in the word “kitten.”)
- **Onset/Rime:** hearing and identifying the onset (the part of a syllable before the vowel) and the rime (the vowel and the consonants that follow). (Examples: *Map*- onset is *m*; rime is *ap*; *skip* onset is *sk*, rime is *ip*. Not all words have onsets. Example: *it*. The words rime and rhyme are not similar by accident. Think of *pat* and *bat*, or *here* and *dear*! The rime provides the rhyme!)
- **Phonemes:** identifying each individual unit of speech in a word that can be heard discretely. There are 44 phonemes in the English language: 25 consonants and 19 vowels. Most consonant sounds have one phoneme (the */p/* sound in *pat* is the first phoneme in the word). Vowels can have more than one phoneme associated with them (consider the *a* in *pat* and the *a* in *late*). In addition, two or more letters can represent one phoneme (such as the */ch/* sound in *chat* or the */ng/* sound in *ring*).

Children can learn to hear, recognize, use, and manipulate sounds in words long before they are ready to do the same activities in print. It is vital they get that extended exposure! This can take place through tasks, songs, and games that can be played at any time of day. They can be used at transitions to bring order AND rich learning into your classroom (e.g., students get to line up for lunch when they hear and clap their name in syllables; they make a rhyme and get to go to the rug).

Some examples of activities that build phonological awareness include:

- Singing and reading rhyming songs and poems.
- Adjusting rhyming songs and poems to create word and sound play. (“*Hicklety Pickelty Bumble Bee*” or “*One, two, shuckle my boo*”)
- Counting or clapping syllables. (Example: Let’s say our names and clap along with each syllable.)
- Playing with onset and rime. (Example: Line up if this is your name: /m/att.)

Phonemic awareness is a subgroup of phonological awareness which focuses only on the smallest unit of speech that can be combined to make words. Some phonemes correspond to letters (each letter in the word *bat* is a separate phoneme, as in /b/ /a/ /t/) and others, groups of letters (the word *day* consists of two phonemes, /d/ from d and /ā/ from “ay”). There are 44 phonemes in the English language. These include consonant sounds, as well as the varied short and long vowel sounds (such as the /e/ heard in “edge” versus the /ē/ heard in “be”). In addition, some phonemes consist of digraphs, which are represented by two-, three-, or four-letter combinations that represent one sound (such as “ch,” “tch,” and “eigh”).

Phonemic awareness is entirely oral. This means students do not need to know spelling patterns and words but can work entirely on oral discrimination of sounds.

Phonemic awareness is taught orally from the start of kindergarten. Students learn to identify and manipulate the speech sounds associated with phonemes. This work is critical, and forms the key building blocks of learning to read and write.

Activities that support students as they connect phonemic awareness (sounds in spoken words) to phonics (sounds in print) include:

- **Articulating** phonemes, paying attention to the features of the sound and the positioning of the mouth. (Example: When we say vowels, we open up our mouth to let the air out. When we say the /l/ sound, the tip of our tongue touches behind our top teeth and our lips are slightly open.)
- **Identifying** sounds orally, and matching the related phoneme. (Example: The middle sound in *bat* makes the /a/ sound.)
- **Blending** individual phonemes to make words. (Example: /b/ /a/ /t/ makes what word?)
- **Segmenting** words into their individual phonemes (Example: What sounds do you hear in *bat*?)
- **Identifying, isolating, rhyming, and manipulating** phonemes (Example: Listen: *bat, back, baby*. What sound do these three words start with? What is the beginning/ending sound in *cab*? What word would you get if you changed the middle sound of *bat* to /i/?)

Phonics at a Glance

Phonics consists of learning sound and spelling patterns in a distinct sequence that allows students to recognize the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

In early kindergarten and before, phonemic awareness activities can be entirely focused on oral discrimination. As phonics patterns are introduced, you can teach these two components in tandem, connecting the sounds heard in words to the graphemes (letter or groups of letters) that make those sounds.

The sound and spelling patterns taught each week build on one another and, in turn, allow students to decode new and more complicated words. While the scope and sequence for teaching phonics can vary from program to program, you must follow a carefully designed progression to ensure that your students are building their knowledge systematically.

A research-based scope and sequence will teach children sound and spelling patterns in a sequence that builds carefully over time. Some general rules of thumb, found below, can be used to reinforce your own knowledge or help you to evaluate your materials.

Rules of Thumb:

- Skills should build over time, allowing increased access to reading real words (e.g., students in early kindergarten learn a combination of consonant and short vowel sounds, allowing them to decode words that follow the CVC ([consonant, vowel, consonant] pattern).
- All consonant phonemes must be taught before consonant blends (clusters of two or three consonant letters that represent a blended sound, such as “bl” or “spl”) or digraphs (clusters of two or three consonant letters that represent one sound, such as “sh” or “wh”).
- Sounds that follow one another should be orally distinctive, so that closely linked sounds are not introduced back to back (examples of potentially confusing sounds include /t/ and /d/, the difference being in whether the sound is voiced or unvoiced; /a/, /o/, and /i/, the difference being found in increased opening of the mouth; and /m/ and /n/, the difference being found in the positioning of the mouth.)

Common Phonics Terms

Decoding: learning to read words by recognizing and stringing together sounds

Encoding: using letter sounds to write

Automaticity: the act of decoding that is done so rapidly it seems the word has been recognized as a whole

Word Recognition: learning words as wholes, recognizing words in the moment of reading

Graphemes: letters or groups of letters that represent sounds

Sound and Spelling Pattern: the phonics-based skill of focus in a scope and sequence, usually a letter, letter pair, or word part

Writing and Spelling

In phonics instruction, writing (spelling) and reading go hand-in-hand. In fact, spelling is also known as **encoding** or writing the letters that make the phonics patterns heard inside a word. The process of reading words by identifying sounds the letters make and blending them into words is called **decoding**. Students must be taught to identify the phoneme (sound) that letters or combinations of letters make. They must also learn the variety of ways that the 44 phonemes in the English language can be written with graphemes. Decoding is the basis for automatic word recognition. Students are able to decode with automaticity when this process happens accurately and exceptionally quickly.

Letter Recognition

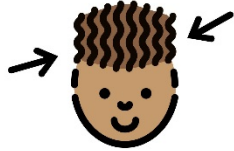
As students are learning their letters, they must be taught to recognize letters visually and name their most common accompanying sound. This is the only way they will be able to connect what they hear to what they see in print. This should start with learning the alphabet (the sound/symbol relationships) and continue as students are learning sound and spelling patterns in phonics.

You should connect the letter features to your phonics instruction, and give students the opportunity to practice in writing. This will help secure the content for students, which will benefit them in reading (decoding) and writing (encoding).

Teacher:
“Listen. Do you hear the /sh/ sound at the start of the word sh-ee-p? Sheep.”

Student:
“I hear /sh/ in ship, just like sheep. I need to write ‘sh’”.

1. New learning travels from the brain,



2. down the arm,



3. out of the pencil,



4. on to the paper



5. and cements the learning.



Inventive Spelling

Students' writing can serve as an ongoing diagnostic tool that allows you to determine whether taught sound and spelling patterns are secure. Inventive spelling has been shown to be a predictor of later reading success, and students should be encouraged to use it whenever possible. This means listening for sounds that they know and connecting them to the letters that represent those sounds. Do not spell words for students, but encourage them to say the words slowly, listening for and accurately using taught sounds. Model this same habit in your writing as often as possible when writing in front of students.

The extent to which students are able to use taught phonics patterns in their own writing reflects whether these patterns have been learned or not. When students do not effectively use previously taught patterns, their mistakes should be pointed out directly. You should also note that the pattern may not have been mastered and carefully monitor students as they read aloud. Students making errors with patterns not yet taught should not be a concern. Careful attention to taught sound and spelling patterns will contribute to developing accurate spelling.

What do these writing samples show the reader about student mastery of taught phonics patterns?		
<i>Dictation: "I like my cat."</i>		
Student attempt	Phonics instruction	Notes
i l m ct	Some consonant sounds	Student is attempting initial sounds, understands one-to-one correspondence of words, and is starting to note ending sounds.
I lk my ct	All consonant sounds and some high frequency words	Student knows and understands the high-frequency words "I" and "my" and has mastered initial and ending sounds with taught consonant sound and spelling patterns.
I lik my cat.	All consonant sounds, short vowels, and some high-frequency words	Student is able to sound out consonant-vowel-consonant words sound by sound. Student has not yet learned consonant-vowel-consonant-e words, so the error "lik" for like is not surprising. The student is using the letter name "i" for the medial vowel.
I lyk my cat.	All consonant sounds, short vowels, and some high-frequency words	Student is able to sound out consonant-vowel-consonant words sound by sound. Student uses a sound and spelling pattern used in other words (y for long I, similar to the word "my") for a vowel spelling that is not known. This is a good use of invented spelling and does not need to be addressed.

Print Concepts at a Glance

Print concepts include understanding the features of print and organization of print. These include some discrete skills and others that overlap with phonological awareness and phonics activities over time, such as recognizing that sentences consist of words and spoken words are represented by groups of letters. Print concepts are primarily a kindergarten skill, aside from a focus on the features of a sentence (capitalization, punctuation) in first grade.

The most important early print concept is letter recognition, which should begin immediately in kindergarten. Additionally, students should begin learning basic skills such as page-by-page reading, and following words from left to right and top to bottom. They should begin noticing that words are separated by spaces and that these spaces are the same size. Note that some students will come to school very comfortable with concepts of print based on their early childhood experiences; however, it should not be assumed all students will.

Do not spend more time than your curriculum advises to directly teach these concepts, even for those students new to print concepts. Print concepts are implicitly reviewed throughout the year as students encounter print and are relatively easy for children to grasp. Follow your core curriculum's scope and sequence, and reinforce occasionally when reading aloud. In the early grades, reinforcing the print concepts that overlap with other areas of instruction (e.g.,

recognizing letters in print, noticing capitals and lowercase letters, etc.) supports student learning

Common Terms When Discussing Print Concepts

Return sweep: moving your eyes from the end of one line of text to the start of another line

One to one correspondence of words: matching the printed word to the spoken word

Letter recognition: visually recognizing the name of a printed letter

Fluency at a Glance

Fluency consists of three things: rate, accuracy, and expression. Expression, or prosody, includes timing, phrasing, emphasis, and intonation. Fluency is built through word recognition, one word at a time. Teaching systematic phonemic awareness and phonics and applying these skills to text allows students to build automaticity in word reading. To build fluency over time, and to connect reading to meaning, it is important to begin with a focus on accuracy for early readers.

Core programs often vary in how they address this topic. Read aloud is a key component in K-2 instruction, which contributes to students' earliest learning about what fluent reading sounds like. While there is *always* value in modeling fluent reading, the work early readers should focus on most is getting to a point where they are accurate and automatic in decoding words and sentences. In kindergarten and early first grade, students should be reading texts that contain those practice opportunities with the purpose of improving their reading skills first and understanding the text next. Expressive reading will come later, when all these foundations are solidly in place. By the last third of first grade and into second grade, students decoding with accuracy and automaticity should move into more formal fluency instruction. This means reading with accuracy, rate, and expression as well as using context to confirm or self-correct word recognition. Note that students may develop this skill by reading the same text multiple times. By the end of second grade, students are expected to read with independence and proficiency within the grade-level band, meaning all three components of fluency must be secure.

Instructional Moves: The “How” of Foundational Skills

This section introduces teacher moves that will make these skills come to life in the classroom. It is critical that early readers are engaged, that time is used effectively, and that the highest-leverage tasks are used in the classroom. In this section of the guide, you’ll find concrete directions for how to effectively teach a foundational skills program.

Effective Enhancements

Adding games, movement, and music to basic direct instruction and oral practice can make foundational skills enjoyable for students and teachers. By enhancing your foundational skills instruction with engaging activities, you’ll make important learning opportunities feel like fun and games to your learners. Below are some suggestions, with more found [here](#).

Stand Up/ Sit Down: Turn word sorts into an opportunity for movement. (Example: “Stand up if you hear a word with -----” or “sit down if you see the sound -----” can add movement to a basic task.)

Hi-Five Your Neighbor: Same as above, with the task to hi-five a neighbor if they hear (phonemic awareness) or see (phonics) the given sound.

If You’re Happy and You Know It: Turn a task into a song by setting it to the lyrics of kid-friendly tunes. (Example: If you hear /s/ and you know it, clap your hands.)

Note: These enhancements should be added to lessons that reflect current skills. Students do not need to repeatedly practice what they have already mastered. So, either retire an old favorite or repurpose it to reflect new learning.



ACHIEVE THE CORE

Using Decodable Readers

It is critical that your students are connecting their phonics instruction to reading. This means practicing decoding within the context of meaningful text. The best option for this is to make use of decodable readers. Decodables are controlled texts that only feature words already taught either as whole (sight) words or words containing phonics patterns that were already taught or currently being learned. Decodables can be used for whole-class or small-group work, in centers, or for independent reading. They should be read many times. See the [Decodable protocol](#) for more guidance.

Decodable readers connect phonics to fluency. They are the opportunity for students to practice learned sound and spelling patterns and words learned as wholes *in context*. This means students will be applying what they have learned from phonics lessons, and they will be working on the appropriate area of fluency for their grade level. Kindergarten and early first grade students can focus on accuracy while later first and second graders can practice rate and expression. At the same time, they will be reading stories. This provides them with the opportunity to connect reading to meaning. Enhance this by asking comprehension questions as they read.

Most core curricula include decodable readers that follow their specific scope and sequence. If your program does not, you will have to make use of open educational (free for the printing) or low-cost resources to find printable decodables. It is critical that students have the opportunity to practice the phonics patterns they have learned in the context of reading. If they do not have this opportunity, they will not gain comfort and mastery. Nor will students see a reason to use the phonics patterns they learned in isolation, and the patterns will not be solidly cemented in students' brains.

Old decodables from previously taught lessons are an especially effective option for centers/buddy/independent reading. The important thing is that they be used as a regular and frequent part of instruction and practice.

Skills Practice

Student Practice

It is not enough for students to have direct oral instruction from you. Students must have ample practice that allows them to independently apply what they have learned. This guide recommends *at least* five out-of-context practice opportunities for every sound and spelling pattern (worksheets, activity sheets, games, computer programs, or tasks), along with in-context reading opportunities (decodables), as a minimum recommendation per week.

Whether tasks are done on handouts or through varied materials is less important than whether the task at hand is meaningful. Meaningful practice includes an opportunity for students to work independently to apply a new skill. This can also provide an additional opportunity for you to assess student independent work if additional checks are needed.

Group/Center Tasks

While some students are engaged in small-group instruction, the rest of the class can be working on the same task in partners, small groups, or independently. This task will highlight the current sound and spelling pattern, as outlined above. If you are using centers or group work during practice times, you should also use this opportunity for all students to get explicit practice with the current sound and spelling pattern, even if students are working on different activities. More suggestions are offered by grade level throughout this document.

This instructional time is effective when students are engaged in high-quality tasks that directly reinforce what they have been taught. Students do not benefit from low-level practice or tasks that aren't connected to current learning. Running groups and centers simultaneously takes significant management from the teacher. It is far better to have fewer groups with strong and relevant tasks than lots of groups doing varied activities that range in quality and focus.

Systematic Phonics Assessment

It is critical that frequent, ongoing, informal assessment takes place on a regular basis. You need to know whether students are mastering taught skills in phonics and phonemic/phonological awareness. Students should be assessed weekly on the current skill(s) of focus, so that *immediate* re-teaching and support can be provided if needed. These assessments can be simple and routinized. Additionally, every 4-6 weeks use a more thorough unit assessment (see instructions below) with time for responding to data with remediation or enrichment built into the scope and sequence. This systematic approach to assessment ensures students don't fall far behind in learning the foundations of reading.

Follow the principles below:

- Use an observation checklist to assess student performance on oral task during daily instruction. A sample is included in the [assessment protocol](#).
- Build time into small-group instruction for quick informal assessment (careful observation) as students are doing oral or written tasks, and/or reading decodable readers.
- Allocate time for re-teaching in small-group instruction and/or other times during the school day for students who are not progressing and/or those children who have been absent.
- Give a brief weekly phonics assessment. An [assessment protocol](#) is included as a template that you can customize for a simple assessment if there are not strong options in your program. This consists of ten carefully selected words and one sentence, given as a dictation. The words include a mix of real and nonsense or pseudo words to determine students' ability to write the sound and spelling patterns without memorization. This will give teachers frequent data and allow for quick, effective remediation without delay.
- Every 4-6 weeks, give a unit assessment with a sampling of all sound and spelling patterns taught collectively.
- Schedule time to use unit assessment data for immediate remediation in small groups, or for whole class re-teaching when appropriate.

Monitoring Assessment

The structure below will allow teachers to respond immediately to student needs and address re-teaching strategically.

Assessment	Notes	Frequency and Response
Observation Checklist	Throughout instruction, keep notes on students as they individually work on the phonemic awareness and/or phonics skills. Pay attention to: <ul style="list-style-type: none">• Individual success with oral tasks• Ability to read/re-read decodables• Written practice• Observation-based tasks, such as using word or letter cards for assigned purposes	Daily , with immediate on-the-spot feedback and support as needed
Dictation	Dictate 10 words: the week's current sound and spelling pattern in both real and pseudo words as well as a review of 1-2 previously taught patterns. Include one sentence consisting of previously taught high frequency words.	Weekly , with priorities for small group re-teaching the following week as a response (addressing needs in small-group instruction or more practice on a previously taught skill for independent/group work)
Unit Assessment Stop and Check	Use assessments provided in your program. If your materials don't provide assessments on this schedule, create your own by combining parts of your weekly evaluations to make an assessment that covers the full range of skills taught in that period. It is imperative that Unit Assessments consist of a review of all taught sound and spelling patterns.	Every 4-8 weeks , following the scope and sequence of your program. Use to identify whole group trends for review, and note small group and/or individual needs for ongoing support and reteaching.

The first two tiers of assessment—observation and dictation—have additional guidelines outlined in the [assessment protocol](#) to help teachers quickly and efficiently gauge student mastery on an ongoing basis.

Instructional Groupings

Whole-Class Instruction

All students benefit from direct instruction of foundational skills, and the most efficient way of delivering grade level content can be whole group. As you are responding to your data, you can determine the focus of extra support that needs to be given in small groups. It is important to

note that direct instruction does not have to take place all at one time. Instruction - and practice - can be scattered throughout your school day as long as enough time is given to foundational reading each and every day. If you do all your teaching in one literacy block, adjust the pacing and timing to suit student needs. Teach foundational reading with energy, incorporate lots of games, and allow for student interactions and movement to make all the learning of foundational skills enjoyable for young children.

Small-Group Instruction

Small-group instruction allows for targeted, needs-based instruction in two key areas: supported student practice and direct teacher support. Create a structure in your classroom that allows you to move in and out of small-group instruction quickly and easily. Students who are not with the teacher can be placed in centers that extend their practice opportunities for mastering foundational skills, in independent practice, or buddy practice. During this time, students should have ample opportunities to practice the skills being focused on during the week, and/or practice skills that were not previously mastered.

While students are with you, they should have time for the following:

- Practicing the current skill, with active feedback from you.
- Re-teaching of current or previously taught content, as needed based on weekly assessments.
- Repeated exposure to previously taught content, with on-the-spot feedback and practice.
- Set up for centers and independent/buddy practice work addressing foundational skills.

Once students have mastered all current sound and spelling patterns, small group instruction for those students can shift to focus on varied forms of reading. This means students are able to read weekly decodables with accuracy and automaticity, and demonstrate comprehension of the text. At this point, small-group work could provide opportunities for student choice. Options could include reading additional decodables, predictable or leveled readers, content-based texts, etc. Leveled or guided reading is also an option for small-group instruction with students who have grasped all taught sound and spelling patterns.

Note: Attend to foundational skills during all reading, reinforcing taught sound and spelling patterns, high-frequency words, etc. If words in a text include sound and spelling patterns not previously taught, teach these words as wholes. If applicable, point out the parts of those words that contain sound and spelling patterns that have been taught. This continual focus is very important for all students' progress.

	Direct Instruction	Independent Practice
Whole Group	<p>Must:</p> <ul style="list-style-type: none"> • Explicitly teach new sound and spelling pattern or phonological awareness skill • Have practice opportunities for students (orally or in writing) • Assess Weekly <p>May</p> <ul style="list-style-type: none"> • Read Decodables 	<p>Must:</p> <ul style="list-style-type: none"> • Re-read decodables • Practice new sound and spelling pattern through related tasks (may be oral in early K) <p>May:</p> <ul style="list-style-type: none"> • Practice high-frequency words • Practice letter recognition and formation (early K)
Small Group	<i>Note: Time can be allocated flexibly to provide the support needed, based on student needs.</i>	
	<p>Must:</p> <ul style="list-style-type: none"> • Respond to data with reteaching • Read decodables (if not done in whole group) <p>May:</p> <ul style="list-style-type: none"> • Move into Guided Reading or other forms of reading instruction for students who have mastered current sound and spelling patterns. 	<p>Must:</p> <ul style="list-style-type: none"> • Review skills with independence while teacher meets with small groups <p>May:</p> <ul style="list-style-type: none"> • Consist of centers tasks related to phonics and/or high-frequency words

Grade-Level-Specific Guidance for Kindergarten

Below you will find some concrete recommendations for time use and instructional foci that fit the unique needs of a kindergarten classroom.

Guidance for Daily Instructional Time – Early Kindergarten	
Foundational Skills Instruction	
Phonological/Phonemic Awareness	20–30 minutes
Other components (letter recognition, letter formation, high-frequency words, etc.)	5–10 minutes
Phonics and Wordless or Decodable Readers	15–20 minutes
<i>Note: Phonological/Phonemic Awareness will take the highest allocation of time before phonics instruction begins.</i>	

Guidance for Instructional Time – Mid-Late Kindergarten	
Foundational Skills Instruction	
Phonics (and related Phonological Awareness Tasks)	20–30 minutes
Working with Decodable Readers	15–20 minutes
Other components (high-frequency words, handwriting/letter formation)	10–15 minutes
Reteaching (support based on weekly assessments)	As needed
<i>Note: Phonological/Phonemic Awareness tasks can move to transitions and/or small group instruction as needed.</i>	

Notes for Instruction: Flexibility Within Structure
<ul style="list-style-type: none"> • Direct Instruction in phonological awareness, phonics, high-frequency words, and work with Decodable Readers can be: Whole-Class or Small-Group • Student Practice can be: Independent or Teacher Monitored • Small Group Instruction can include: Observing and Practicing a Current Skill or Re-teaching and Remediating a Past Skill

Phonemic Awareness for Early Kindergarten

What?

As defined above, phonemic awareness requires students to hear, manipulate, and identify phonemes, the smallest units of sound. Phonemes are speech sounds, such as /b/ as the first sound in *bat*.

Phonemic awareness is taught orally. Initially in kindergarten, it consists of learning about rhyming and listening for, recognizing, and manipulating sounds in words.

Why?

Phonemic awareness has been shown to be a better indicator of early reading success than *anything* else, including socioeconomic status. The reason for this is that it sets the stage for successful decoding. To decode successfully, students need to learn the sounds that are represented in print by letters and combinations of letters, as well as how to blend these together to make words. This is quite simply an unfair task if we have not taught children how to hear the sounds in words. Phonemic awareness teaches students to recognize and blend sounds before blending written letter combinations. Allowing them to learn one thing at time instead of two at once.

How?

[Here](#) you will find an optional scope and sequence for kindergarten games, activities, and tasks using the recommended text *Phonemic Awareness in Young Children* by Marilyn Adams, Barbara Foorman, Ingrid Lundberg, and Terri Beeler. This book is co-written by one of the writers of the foundational skill standards of the Common Core, and one of the top reading experts in the United States. It begins with key phonological awareness concepts and covers more ground than other programs to transition to phonemic awareness and set the stage for phonics. It does it all through games, songs, music, and movement. Any of the activities can replace a less engaging task or game in your core program. For this reason, we recommend you get this book and use the tasks and games to enhance your core program for work supporting phonemic awareness.

This resource also provides diagnostic assessments that are recommended for use in first grade, or after instruction has taken place in kindergarten. A [kindergarten-friendly assessment](#) that matches the text foci is provided as a supplemental resource in this guide. This resource is optimal for assessing progress during small-group instruction.

Letter Recognition and Letter-Sound Correspondence

What?

By the end of the first two months of kindergarten, it is imperative that all students are able to recognize lower- and upper-case letters visually, and name each letter. Singing and memorizing the alphabet is not enough! As part of this work, students should also learn how to properly form each letter, lower- and upper-case. As students are learning the letter names, it is supportive for them to also learn the most commonly associated consonant and short vowel sound for that letter. Make sure you are pronouncing each letter sound clearly and precisely yourself. This requires practice.

Why and How?

Follow your core curriculum's scope and sequence in this area, being sure to provide sufficient practice opportunities so that *all students master* letter recognition and sound correspondence. Teachers must assess students regularly to determine who has mastery and who needs additional support in this area.

Small-Group Instruction

When with the teacher, students should have ample opportunities to practice the skills being focused on during the current week, and/or practice skills that were not previously mastered. Repeating games and tasks from phonemic awareness, with on-the-spot feedback and re-teaching, should be the focus of this time. Your whole class will be moving through the tasks and games, so this may represent critical time to support students who need differentiated practice. For kindergarteners especially, small-group instruction is a chance for students to practice using oral language. For some learners, this accountable time with their teacher will make a huge difference. Keep an observation checklist to assess students regularly in real time.

Independent/Group/Center Tasks

Centers and work time (in groups, partners, or independently) can serve as an ideal way to support skills practice. It is important to use only centers and tasks that are *easily* implemented, simple to monitor, and independent (they should not require your guidance or attention). Repeating tasks that were taught whole-group, and using similar tasks with varied content from week to week, will allow students to focus independently on the task at hand. You should be sure that all your reading centers are focused on the skills your students must master for reading success.

While it may seem obvious, an important guideline for tasks during early kindergarten is that they be clear in format for students. If directions are needed, explaining the directions whole class for a center or task that repeats will allow for more instructional time later.

Suggested focus points for tasks during early kindergarten include:

- Name writing
- Letter recognition
- Handwriting (proper letter formation)
- Uppercase/lowercase match of taught letters
- Rereading decodable or wordless books
- Retelling read alouds based on pictures
- Creating storylines for wordless books based on pictures

Phonemic Awareness Activities in Mid-Late Kindergarten

After the first few months of school, continue to use the phonemic awareness games, tasks, and activities from the text referenced above, but limit the amount of time. These engaging routines can be used in a variety of ways, including (but not limited to):

- Quick tasks on the rug to start or end a lesson
- As a transition between activities
- When students are lining up, waiting for a new task at their seat, or moving throughout the room/school building
- Morning warm-ups or the close of the day

Notes for Instruction and Differentiation

Phonemic awareness tasks will all be done orally. Be sure to cold call frequently to get a range of responses.

It is vital that in small-group work you repeat the full-group lesson in order to observe and give feedback to each child. Whenever possible, do not go on to the next stage with the full class until students who are struggling with the phonemic awareness tasks have reached mastery. *Do not create a structure where one group is constantly lagging behind.*

Depending on your program, it is likely that this phonemic awareness work will continue while students are beginning phonics instruction. This is not a problem: these two concepts will mutually reinforce one another.

Phonics (and related Phonological Awareness) for Mid- and Late-Kindergarten

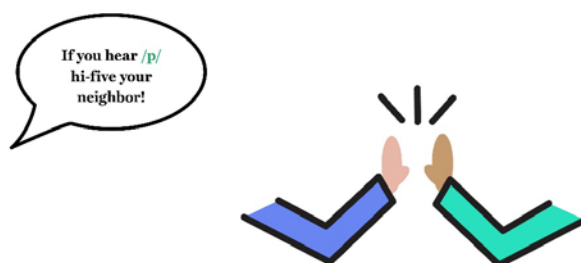
What?

As students move along in the school year, core curricula begin to focus on phonics (usually beginning with consonant or short vowel sounds) and using the sound/symbol relationship to recognize letters and words (phonics).

Why and How?

Follow your core curriculum's scope and sequence. Lessons may be done orally and/or with supporting materials. Follow the three suggestions below to enhance your core curriculum.

1. Use the [effective enhancements](#) to bring more joy and energy to tasks in your core program. This time should feel engaging and fun for students, offering them the chance to learn crucial skills through movement, songs, chants, and high-energy activities.
2. For every taught-phonics skill, students should have **at least five practice opportunities**. These practice opportunities can consist of worksheets, workbooks, word and picture sorts that isolate related sound and spelling patterns, work with magnetic letters or word cards, etc. Practice should be an opportunity for *students to work independently as well as with support so that all students master phonics patterns and high-frequency words that have been taught*. This attention to student practice allows time for students to independently rehearse what they have learned.
3. Attend to the out-of-context skill through in-context practice with **decodable readers** ([see protocol](#)).



Other Components for Kindergarten

High-Frequency Words

High-frequency words (also known as “sight words”) should be a feature of all kindergarten core curricula. High-frequency words are those that are used frequently in grade-level texts, and may or may not have irregular spelling patterns. High-frequency words are read by sight once they are securely part of a student’s long-term memory. If your program does not specify explicitly how to teach high-frequency words, do the following with each high-frequency word:

- High-frequency words begin as the very first words some students know. Be sure to reinforce any familiar learning within high-frequency words as the year progresses. (Example: Look, we just learned the /w/ sound- we’ve already seen this sound in some of our words this year!)
- If a high-frequency word sounds the way it is spelled (*in, at, on*), students should be taught to *decode* the word based on the regular sound and spelling pattern, not to “memorize” the word by sight. While memorization and automaticity will likely come, students at this stage should be taught to connect letters and sounds whenever possible. The more exposure and practice students get with the phonic patterns of English, the better!
- If a high-frequency word has irregular spelling or does not follow the sound and spelling patterns that have been taught (*me, the, of*), teach the word by *first* identifying the regular sounds (Example: What sounds in this word do we know?) before attending to the new or irregular part of the word (Example: In this word, the __ sounds like __).

Handwriting

Students need to be provided with clear direct instruction around proper letter formation as they are learning to form lower- and upper-case letters. They also benefit from writing sound and spelling patterns as they are learned. As students learn letter features in phonics, practice writing helps to engrain letter-sound relationships, as this skill differs from that required when only reading a word. At this age, students benefit from time to practice proper letter formation. They will enjoy gaining skill and confidence in this area.

Tasks for Mid- and Late- Kindergarten

Suggested focus points for tasks for this time of year include:

- Letter/sound recognition
- Handwriting/ letter formation
- Practice tasks and activities based on phonics skill
- Practice tasks and activities reviewing high frequency words taught as wholes
- Re-reading/retell previously taught decodables (independent or buddy reading)
- Retelling read alouds based on pictures
- If available, phonics games on tablets/computers

Grade-Level-Specific Guidance for First Grade

Guidance for Instructional Time – First Grade	
Foundational Skills Instruction	
Phonics (and related Phonological Awareness Tasks)	20–30 minutes
Working with Decodable Readers	20–25 minutes
Other components (high-frequency words, handwriting/letter formation)	5–10 minutes
Re-teaching (support based on weekly assessments)	As needed
<i>Note: Phonological/phonemic Awareness tasks can move to transitions and/or small group instruction as needed.</i>	

- | Notes for Instruction: Flexibility Within Structure |
|---|
| <ul style="list-style-type: none">• Direct Instruction in phonological awareness, phonics, high frequency words, and work with Decodable Readers can be: Whole-Class or Small-Group• Student Practice can be: Independent or Teacher Monitored• Small Group Instruction can include: Observing and Practicing a Current Skill or Re-teaching and Remediating a Past Skill |

Phonemic Awareness Activities

If this is your first year using this guide, see the Kindergarten Guidance for Phonemic Awareness games, tasks, and activities from the recommended text *Phonemic Awareness in Young Children* by Marilyn Adams, Barbara Foorman, Ingrid Lundberg, and Terri Beeler. Your first graders may benefit from direct instruction with these games and tasks. If students are successfully able to identify and manipulate phonemes, they will not need this direct instruction.

It is important that teachers administer a basic assessment of phonemic awareness at the start of first grade to determine the best place to start instruction for students. A tracker for the diagnostic assessment that connects with the text *Phonemic Awareness in Young Children* [is provided](#) with this guide. Use the assessment to determine the best place for full-class instruction (where the majority of the students are no longer successful independently) as well as notes for specific student needs within small-group instruction.

As needed, these engaging tasks can be added into routines in a variety of ways to provide reinforcement and fun practice, including (but not limited to):

- Quick tasks on the rug to start or end a lesson
- As a transition between tasks
- When students are lining up, waiting for a new task at their seat, or moving throughout the room/school building
- Morning warm ups or the close of the day

Phonics (and Related Phonological Awareness) in First Grade

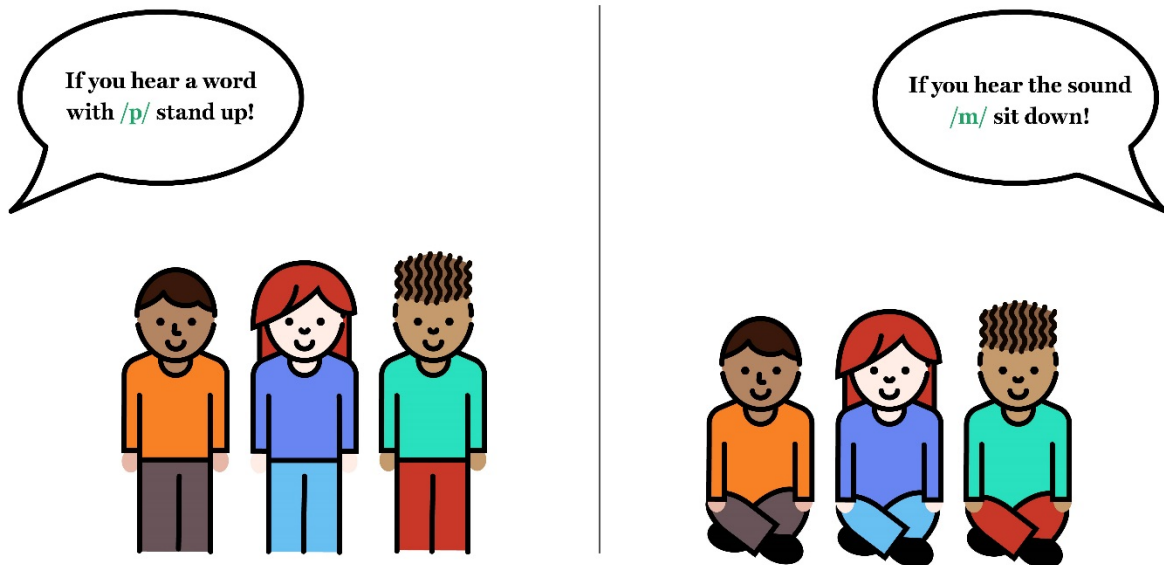
What?

The teaching of phonics and using the sound and spelling patterns to decode words in and out of context is critical for first grade.

Why and How?

Follow your core curriculum's scope and sequence. Lessons may be done orally and/or with supporting materials. Follow the three suggestions below to enhance your core curriculum.

1. Use the [effective enhancements](#) to bring more joy and energy to tasks in your core program. This time should feel engaging and fun for students, offering them the chance to learn crucial skills through movement, songs, chants and high-energy activities.
2. For every taught phonics skill, provide students **at least five practice opportunities**. These practice opportunities can consist of worksheets, workbooks, word and picture sorts that isolate related sound and spelling patterns, work with magnetic letters or word cards, etc. Practice should be an opportunity for *students to work independently as well as with support so that all students master phonics patterns and high-frequency words that have been taught*. This attention to student practice allows time for students to independently rehearse what they have learned.
3. Attend to the out-of-context skill through in-context practice with **decodable readers** ([see protocol](#)).



Other Components for First Grade

High-Frequency Words

High-frequency words should be a feature of all first-grade core curricula. High-frequency (sight) words are those that are used frequently in grade-level texts, and they may or may not

have irregular spelling patterns. High-frequency words are read by sight once they are securely part of a student’s long-term memory. If not explicitly specified in your program, do the following with each high-frequency word:

- If a high-frequency word sounds the way it is spelled (*in, at, on*), students should be taught to *decode* the word based on the regular sound and spelling pattern, not to “memorize” the word by sight. While memorization and automaticity will likely come later on, students at this stage should be taught to connect letters and sounds whenever possible.
- If a high-frequency word has irregular spelling or does not follow the sound and spelling patterns that have been taught (*me, the, of*), teach the word by *first* identifying the regular sounds (Example: What sounds in this word do we know?) before attending to the new or irregular part of the word (Example: In this word, the __ sounds like __).
- Connect new sound and spelling patterns to high-frequency words students already know! It is likely that they’ll have already had some experience with select letter pairings based on high-frequency words they’ve been using since kindergarten.

Fluency

Core programs often vary in how they address fluency in first grade. While there is always value in modeling of fluent reading with prosody (expression that includes timing, phrasing, emphasis, and intonation), first-grade students should focus more on accuracy and automaticity in decoding at first, and should be reading these texts with purpose and understanding. Once a child is able to decode with automaticity, re-reading the decodable reader to focus on prosody (in partners or independently) is a valuable task for first graders. Fluency tasks that are not connected to reading in context, such as memorizing word lists, should be deemphasized or skipped.

The [decodable protocol](#) offers several opportunities to reinforce important aspects of fluency. Accuracy is a key focus when students are reading words with familiar sound and spelling patterns in context. Additionally, buddy and choral reading provide opportunities to reinforce prosody, especially when hand-in-hand with a strong teacher model of fluent reading. Rate is less important in first grade. As students make progress, and if they are showing a solid grasp of decoding, you may want to turn your attention to reinforcing phrasing, punctuation, and the smoothness of speech in the later part of first grade.

Handwriting

If students were taught proper letter formation in kindergarten, this expectation should be reinforced in first grade instruction. It is recommended that students be provided with clear direct instruction around proper letter formation if they are not forming letters properly.

Differentiation

In first grade, a gap may begin to emerge between students who are quickly mastering skills and those who are not. Now is the time to fill this gap! Students who are a year behind in reading need significantly more instruction than those on grade level (or the more the gap grows). Small-group instruction does not need to be doled out in a way that is mathematically even for each student. Rather, use the time to provide extra support for those who need more instructional time.

First Grade Tasks

Suggested focus points for tasks for this time of year include:

- Practice tasks and activities based on phonics skill(s)
- Practice tasks and activities reviewing high-frequency words taught as wholes
- Re-reading/retelling previously taught decodables (independent or buddy reading)
- Retelling read-aloud texts based on pictures
- If available, phonics games on tablets/computers
- Decodable games from decodable readers
- Writing center connected to current read aloud/writing instruction
- Sentence-making tasks with high-frequency words and phonics patterns

Late First Grade:

- Fluency work (buddy reading, reader's theater with a para/aide/volunteer) for those students decoding with accuracy and automaticity

Recommended Writing Tasks for First Grade

Below are several options for writing tasks that can provide support while still allowing students to work independently. Choosing writing tasks that are repeated and familiar will allow them to become a friendly routine, ideal for tasks that happen during small-group instruction and are largely completed independently.

- Generic text-dependent responses, such as (but not limited to):
 - Narrative:
 - What was your favorite part of this story?
 - Who was your favorite character and why?
 - What was the problem and how was it solved?
 - Where did this story take place?
 - Informational Texts:
 - What is something new you learned in this text?
 - What was this text mostly about?
 - What did you find most interesting and why?
- Text-specific tasks (these will vary based on the anchor text)
 - Writing a letter to the main character about an event from a narrative
 - Providing a photocopy of a picture from the text and asking students to write the caption
 - Writing a letter to a friend explaining what was learned from an informational text

Grade-Level-Specific Guidance for Second Grade

Guidance for Instructional Time – Second Grade	
Foundational Skills Instruction	
Phonics (and related Phonological Awareness Tasks)*	20–30 minutes
Working with Decodable Readers**	20–25 minutes
High-Frequency Words	5 minutes
Re-teaching (support based on weekly assessments)	As needed

*Note: *Brief phonemic awareness tasks to support new sound and spelling patterns may be used during this time. No additional phonemic awareness activities should be needed in 2nd grade unless used as an intervention to support a below level reader.*

***Work with Decodable Readers will focus on accurate decoding as well as fluency.*

Notes for Instruction: Flexibility Within Structure

- Direct Instruction in phonics, high-frequency words, and work with Decodable Readers can be: **Whole-Class** or **Small-Group**
- Student Practice can be: **Independent** or **Teacher Monitored**
- Small Group Instruction can include: **Observing and Practicing a Current Skill** or **Re-teaching and Remediating a Past Skill**

Phonemic Awareness Activities

In second grade, phonemic awareness is taught only as it connects to the sound and spelling patterns of your phonics curriculum. It is imperative that you remediate immediately if students are showing deficits in this area. See the first grade guidance for a diagnostic assessment and supporting materials as needed.

Phonics (and Related Phonological Awareness) in Second Grade

What?

Second-grade phonics moves past sound by sound decoding into word recognition and word parts, setting students up to decode multisyllabic words. Additionally, in the second grade, students will be able to read words with common suffixes and prefixes, as well as irregular sound and spelling patterns. Students should begin to read words with far greater automaticity, as if they were reading the words by sight (though, in actuality, they are decoding the word with such ease and automaticity that it seems to be by sight). This is how proficient readers recognize words. You will spend most of your time focusing on word recognition in order to build towards fluency.

Why and How?

Follow your core curriculum's scope and sequence. Follow the three suggestions below to enhance your core curriculum.

1. Use the [effective enhancements](#) to bring more joy and energy to tasks in your core program. This time should feel engaging and fun for students, offering them the chance to learn crucial skills through movement, songs, chants and high-energy activities.
2. For every taught phonics skill, provide students **at least five practice opportunities**. These practice opportunities can consist of worksheets, workbooks, word and picture sorts that isolate related sound and spelling patterns, work with magnetic letters or word cards, etc. Practice should be an opportunity for *students to work independently as well as with support so that all students master phonics patterns and high-frequency words that have been taught*. This attention to student practice allows time for students to independently rehearse what they have learned.
3. Attend to the out-of-context skill through in-context practice with **decodable readers** ([see protocol](#)). Wherever possible, emphasize aspects of **fluency**, as this is critical for grade 2.

Other Components for Second Grade

High-Frequency Words

High-frequency words should be a feature of all second-grade core curricula. High-frequency (sight) words are those that are used frequently in grade-level texts, and they may or may not have irregular spelling patterns. High-frequency words are read by sight once they are securely part of a student's long-term memory. If not explicitly specified in your program, do the following with each high frequency word:

- In second grade, students should already have a large bank of high-frequency words that they have memorized such that they recognize them on sight and read them with automaticity. If new high-frequency words are spelled with taught sound and spelling patterns *or* are connected to previously learned words, teach students to decode the word based on the sound and spelling patterns they know, or connect to known words (Example: What word do you see in the word call if you take off the /k/ sound?)
- As students are building to this bank of words, they are likely to encounter high frequency words that do not sound the way they are spelled. Teach the word by *first* identifying the regular sounds (Example: What sounds in this word do we know?) before attending to the new or irregular part of the word (In this word, the __ sounds like __). (Example: In the word *watch*, it starts with the /w/ sound. Say it: "w". But in this word, the "atch" doesn't sound like *catch* or *hatch*; this word is pronounced *watch*.)

Fluency

Fluency is perhaps the most critical element of second grade. You can address this in many ways, including the modeling of fluent reading with prosody (expression that includes timing, phrasing, emphasis, and intonation), as well as attending to building fluency in your readers. Second graders should be able to decode most words with accuracy and automaticity. You can now turn greater attention to addressing rate (speed) and prosody. Please note that these two go hand-in-hand: speed should not be prioritized over accuracy or expression. Fluent reading contributes a great deal to comprehension. In this way, oral reading can serve as an assessment (you can hear whether a student understands the text based on how he or she is reading it) and a student support (reading expressively can help students make meaning). Students' oral reading is predictive of their silent reading abilities.

The [decodable protocol](#) offers several opportunities to reinforce important aspects of fluency. Additionally, buddy and choral reading provide opportunities to reinforce prosody, especially when hand-in-hand with a strong teacher model of fluent reading. Accuracy should be a key focus only when students are reading words with new sound and spelling patterns in context. If students are not reading with accuracy and automaticity in second grade when reading texts with familiar sound and spelling patterns, more support or intervention is critical.

Handwriting

If students were taught proper letter formation in kindergarten and first grade, this expectation should be reinforced in second grade instruction and should not take significant instructional time. It is recommended that students be provided with clear direct instruction around proper letter formation if they are not forming letters properly.

Differentiation

In second grade, a gap may begin to emerge between students who are still decoding and those who can read with fluency. Now is the time to fill this gap! This is a critical year for students, as they are still mastering many foundational skills, but also expected to read texts within the second–third grade complexity band. Small-group instruction does not need to be doled out in a way that is mathematically even for each student. Rather, use the time to provide extra support for those who need more instructional time.

Second Grade Tasks

Suggested focus points for tasks for this time of year include:

- Practice tasks and activities based on phonics skill(s)
- Practice tasks and activities reviewing high-frequency words taught as wholes
- Re-reading previously taught decodables (independent or buddy reading)
- Listening to/following along with anchor texts from read-aloud lessons at a listening center
- If available, phonics games on tablets/computers
- Decodable games from decodable readers
- Writing center connected to current read-aloud/writing instruction
- Fluency work (buddy reading, reader’s theater with a para/aide/volunteer) for those students decoding with accuracy and automaticity

Recommended Writing Tasks for Second Grade

Below are several options for writing tasks that can provide support while still allowing students to work independently. Choosing writing tasks that are repeated and familiar will allow them to become a friendly routine, ideal for tasks that happen during small-group instruction and are largely completed independently. Reinforce the expectation that students should be providing text evidence whenever they are writing about what they have read.

- Generic text-dependent responses, such as (but not limited to):
Narrative:
 - What was your favorite part of this story?
 - Who was your favorite character and why?
 - What was the problem and how was it solved?
 - Where did this story take place?

Informational Texts:

- What is something new you learned in this text?
- What was this text mostly about?
- What did you find most interesting and why?
- Text-specific tasks (these will vary based on the anchor text)
 - Writing a letter to the main character about an event from a narrative
 - Providing a photocopy of a picture from the text and asking students to write the caption
 - Writing a letter to a friend explaining what was learned from an informational text

Appendices

Appendix A: Pitfalls or Challenges FAQs

My program’s scope and sequence moves too slowly.

Not all core programs follow the same scope and sequence for phonics in the early grades. Some move rather slowly: for example, ending kindergarten at short vowels, consonants, and basic consonant-vowel-consonant words while others progress much more rapidly. Following a systematic, research-based sequence is imperative when teaching phonics. However, you may find that you wish to go faster if you are using a program that drags or all your students are mastering the skills and are restless. Here are some suggestions for how you might escalate your pacing:

- Combine two weeks of instruction (as per your curriculum) into one. For example, in a kindergarten program where a full week is spent on one consonant sound, you might adjust the pacing to do two consonants at a time. When combining skills, be sure you are also selecting practice opportunities (decodable readers as well as task-based practice) that give time with each skill you are focused on.
- Make careful decisions if and when doubling up on skills. Do not combine skills that are likely to be confusing (example: sounds that sound similar or have similar articulation features as discussed above, such as /m/ and /n/ or /p/ and /b/).
- If making adjustments, collaborate and coordinate between and across grades. Ideally, adjustments would be made schoolwide with the support of a reading specialist, coach, or other instructional support system.

Escalate pacing flexibly. When students are quickly mastering any given skill, move ahead more quickly. Lessons are broken up into five-day sequences only because it is easier for teachers when organizing their week. It is perfectly fine to collapse or combine lessons if students are quickly mastering the material.

My program doesn’t include decodables.

Unfortunately, not all phonics programs include practice opportunities for reading in context. This means students are learning and practicing discrete skills *out of context*, but not getting to experience these skills as a reader.

Luckily, many options exist to find printable decodables online. Below are a few recommended sources. Remember, to carefully check the words included in decodables that come from outside programs. If they include any high-frequency words or sound and spelling patterns not previously taught, be sure to teach those as wholes to students prior to their opportunity to read.

- Reading A-Z
- Spelfabet
- Starfall
- Lakeshore
- Flyleaf Publishing
- All About Learning Press

My program’s scope and sequence moves too fast or is disconnected from instruction.

It is better to teach for student mastery than to move quickly through a fast-paced program without ensuring student progress. Adding time to assess and respond to student needs is a must, even if it is not clearly outlined in your program.

If your scope and sequence is disconnected from instruction there are two likely possibilities: either you are matching skills to texts in a balanced literacy model or you are missing the opportunity to practice skills taught through reading in context. In either case, you will have to do some work to adjust or adapt your work. The primary guidance you should follow is explained above: make sure you use decodable readers that match an ordered set of phonics skills to allow for reading practice in context. With use of leveled text, be sure you are teaching words with sound and spelling patterns not already taught as wholes.

My program doesn’t include practice opportunities out of context.

This may be one of the easiest problems to solve. Routines can easily be taught to students for practice that can be repeated each week with a new skill (e.g., word sorts or building words and sentences, repeated skills addressed on worksheets or extension activities, etc.). Using a sheet protector for a worksheet or dry erase boards or notebook paper for tasks are other options when dealing with scarce resources. You may also be able to supplement with computer-based programs or games. Be sure to value written and oral practice and add these opportunities if needed. Again, be sure to match the practice with the skill rather than assigning busywork at these times.

I don’t have a true phonics program.

In an ideal world, the answer is to purchase one. The resources and systematic scope and sequence that accompany a structured phonics program are meticulous and invaluable. Cobbling together resources piece-meal is inefficient and arduous, and teacher time can be spent in much more valuable ways.

However, if you do need to solve the problem now, use these guidance documents carefully to gather the materials that you will need. Many open-source curricula have a scope and sequence that you can follow (two of many options are found [here](#) and [here](#)). You can use the guidance above to ensure that practice opportunities and decodable readers are provided. Be prepared to put time in on the front end to gathering resources, and if possible, collaborate across grade levels to ensure a systematic structure for grades K-2. Whenever gathering materials, it is important to vet them carefully: materials that have not had content reviews often contain careless errors (think of the lesson on the “short o” sound where the visual is an oven instead of an octopus!). Consider logging the impact of this work, from teacher hours to materials creation and copies, in order to make the case for a future curricular change.

I don’t have the time in the school day!

A shortage of time is the most frequently lamented challenge. This document is holding firm in the guidance that *no fewer than 45 minutes a day* of foundational skills are adequate for the early grades. While settings vary significantly, here are some suggestions to make the most of classroom time:

- Consolidate some of your other curricular initiatives. If your read aloud and writing are not linked, for example, consider how connecting literacy content here would both allow for more flexible time use and also help ensure that students are *writing* about what they are *reading*.
- Limit time spent on many of the additional components in your day, particularly if you use a basal. There tend to be far more activities and tasks suggested in these programs than can realistically be taught. Think of the rest of the basal as resources to use when you can, not a recipe where you need to include every ingredient every time.
- Be creative about scheduling. The block does not have to happen in one chunk. Many related games and tasks take just minutes, making them ideal for small chunks of time throughout the day. Many of the oral activities can be done as you take your students through the many transitions they make every day.

Appendix B: Foundational Skills Template

Grades K-2	DAYS				
Components*	M	T	W	Th	F
Whole Class - PA and/or Phonological Awareness <i>[insert skill for week]</i>					
Whole Class Phonics <i>[insert skill for week]</i>					
Decodable Readers <i>Text, types of read, notes as needed</i>					
Small Group Instruction and Practice					
Centers					
Independent or Group Practice/Tasks					
Group A					
Group B					
Group C					
Group D					

*Note: Component names may vary based on core program.

Appendix C: Effective Enhancements

Stand Up/ Sit Down: Turn word sorts into an opportunity for movement. “Stand up if you hear a word with -----“ or “sit down if you see the sound -----“ can add movement to a basic task.

Hi-Five Your Neighbor: Same as above, with the task to hi-five a neighbor if they hear (phonemic awareness) or see (phonics) the given sound.

If You’re Happy and You Know It: Turn a task into a song by setting it to the lyrics of kid-friendly tunes, e.g., *“If you hear /s/ and you know it, clap your hands.” “If you think you know the word, yell it out!”*

Do You Speak Robot? Turn your blending routine into a game by teaching students that you (or a puppet!) speak robot- one sound at a time. Students must listen to the segmented sounds and blend them together to understand the words.

Do You Speak Snail? Turn your blending routine into another game by teaching students to “speak snail”. Say words *slowly*, sound by sound. Students have to “guess” the word or “translate snail speak” by blending them together.

Let’s Hear It For: Teach students to spell high-frequency words, or to learn word parts, by cheering for each letter, cheerleader style. *“Give me an A” “I’ve got your A, I’ve got your A!”*

Head, Shoulders, Toes: Blend or segment words with a physical activity: students touch their heads for the first sound, their shoulders for the middle sound, and their toes for the end sound of 3 phoneme words. (Note: This task can be adapted for syllables, or more parts can be added for more sounds.)

Whisper It, Shout It: Vary any oral activity by simply varying the volume level for students when they are responding. Alternating between whispering and shouting, or adding other silly additions (say it like you’re under water, say it in slow motion, mouth it with no sound) can bring the fun to a simple task.

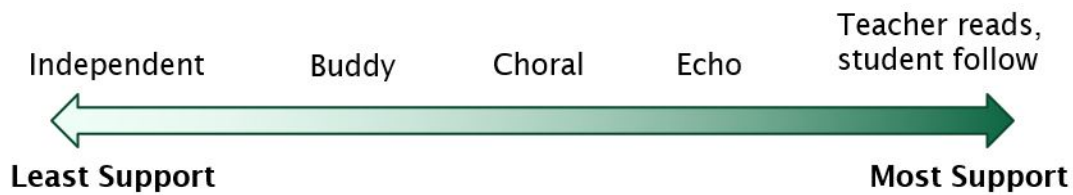
Snap/Clap/Stomp When You Hear: Give students a physical activity to do when they hear a sound and spelling pattern, rhyming word, or other stated task.

Freeze Dance: Play music and let students dance. Have them freeze when they hear a given sound and spelling pattern, rhyming word, or other stated task.

Note: These enhancements should be added to lessons that reflect current skills. Students do not need to repeatedly practice what they have already mastered. So, either retire an old favorite or repurpose it to reflect new learning.

Appendix D: Decodable Readers Protocol

Decodable readers offer a wealth of learning opportunities for students. The protocol below demonstrates the varied ways in which these texts can be used in the classroom to practice sound and spelling patterns, and high-frequency words taught in phonics/foundational skills lessons. Adjust this protocol by closely monitoring student progress and varying the level of teacher support as needed.



Note for teachers of English Language Learners (ELLs):

The Decodable Reader Protocol is designed to give students repeated practice with new sound and spelling patterns in the context of meaningful and phonetically controlled text. This repetition is important for all early readers, but even more critical for English Language Learners, who often need additional support to master the code of English. While this protocol provides “baked-in” supports that benefit all students (repeated readings, choral/echo/buddy reading, explicit attention to phonics patterns, and a focus on pronouns and word parts), teachers of ELLs should also be prepared to support phoneme articulation, decoding, vocabulary, morphology, syntax, and knowledge demands as needed. Additional focus on these skills will benefit ELLs who frequently struggle with these elements of foundational literacy skills. You will find guidance on these topics below the table. For additional information on why these supports are valuable for ELLs, please see the research [here](#).

Read #	Format	Notes	Instructional Purpose <i>Italicized comments indicate moves that are especially supportive of English Language Learners (ELLs).</i>
Before Reading / As needed	Whole Class or Small Group Preview	Clarify possible unknown vocabulary or knowledge demands. <i>Guide students in discussing new ideas and concepts they may encounter.</i>	Support comprehension and vocabulary growth. <i>Attend to students' articulation of phonemes and highlight student language cognates when possible.</i> <i>Provide ELLs with additional contextualization to help with comprehension. This could include attending to and eliciting students' background knowledge to support new learning.</i>
1st Read	Echo or Choral	Lead echo/choral reading Note: Which students are struggling? Which words present hesitations? Follow with basic comprehension questions. <i>Invite students to discuss answers with others before sharing.</i>	Students can hear a fluent read. Teacher can note specific decoding needs (student or whole group). <i>Use an echo read or consider a teacher-led read (teacher reads, students follow along) for the highest level of support.</i> Reinforces that reading is for making meaning.
2nd Read	Students read independently or with a buddy	Allow time for independent or buddy reading (one student reads, one follows along, and then switch.) Monitor for decoding challenges. Follow with more time for comprehension questions. Vary who is called on.	Allows students independent practice. Teacher can monitor individual needs. <i>Consider pulling a small group of students who present significant challenges with accurate decoding for an additional echo/choral read.</i> Gives time to assess any and all comprehension needs—it is important that all students are fully comprehending before moving on. <i>While some words may be unfamiliar for ELLs, ensuring that students understand the gist of the text is important.</i>

Read #	Format	Notes	Instructional Purpose <i>Italicized comments indicate moves that are especially supportive of English Language Learners (ELLs).</i>
3rd Read	Echo or Choral	Lead echo/choral reading Note: Which students are struggling? Which words still present hesitations?	Echo read if more support is needed. This time allows students to hear a fluent model and the teacher to monitor accurate decoding and automaticity. Note: Do not expect student reading to sound as fluent as the teacher model. Fluency should be prioritized in late first grade and all of second grade as decoding with automaticity is solid.
4th Read	Students read independently or with a buddy	Review whole group challenges with sight words or sound spelling patterns from student reading time. Monitor for decoding challenges during independent/buddy reading.	Reading work is on the students. Teacher can listen to each pair and note any challenges (what and where). Patterns (sight words, sound/spelling patterns, etc.) should be noted and shared whole group. <i>If possible, partner ELL students in linguistic partnerships in which students at different English language proficiencies (but the same home language) work together. If not possible, pair ELL students with more fluent readers. That way, increased support can be provided if a student is the “echo” in an echo reading partnership.</i> Note: Buddy reading can also be a center activity.
Later Reads	Foundational Skills Games and Activities	Text-based games and tasks that reinforce phonics patterns and support student having fun with language.	See sample below.

Additional Supports for English Language Learners

Additional activities to support English Language Learners can include:

- Before reading, clarify possible unknown vocabulary or knowledge demands with student-friendly definitions. (Clarifying vocabulary can also be done during and after reading if necessary.)
- During the first reading, use an echo read or consider a teacher-led read (teacher reads, students follow along) for the highest level of support.
- During whole-class, independent, or buddy reading, consider pulling a small group of students for an additional echo or choral read when additional practice would be helpful. An echo or choral read will reinforce the sound and spelling patterns shown in the text. Because the purpose of decodable readers is to have students practice specific patterns in context, it is critical that students hear these focus patterns articulated correctly.
- During buddy reading, if possible, partner ELL students in linguistic partnerships. If not, pair ELLs with a fluent reader. Extra support can be provided if an ELL student is the “echo” in an echo reading partnership.
- Encourage use of new vocabulary words in discussion after teacher has modeled the use of the word in context, in meaningful ways. (For example: “Be sure to use the word ‘mash’ in your answer.”)
- If decodable text has complex syntax, extract sentence and use a [juicy sentence protocol](#) to break apart its elements and analyze its meaning.
- Focus teacher attention on students’ articulation of phonemes. To support this, provide each student with a mirror and produce target sounds in isolation while paying close attention to the lips, tongue, throat, and air flow.
- When applicable, use the pictures in a text as visual references for vocabulary words within the text.

Sample Decodables Protocol with Content

Comprehension Questions (sample)		
Comprehension questions should be used for the 2nd or 3rd reads. Allow time for students to return to the text to answer questions.		
Sample Questions	Instructional purpose	
<ul style="list-style-type: none"> Who are the three characters? How many things did they get scared of or worried about all together? What insect did the boys worry about? Reread page 7; when it says, “Dad helped them,” who is “them”? Reread page 8; why does James say, “It is like home”? How many questions do the boys ask in this chapter/book? Dad helps James and Sam in two different ways; what are these ways? 	<p>1-2 questions focusing on basic comprehension of key ideas/details from text</p> <p>1-2 questions focusing on syntax of specific lines of text</p> <p>1-2 questions focusing on use of pronouns, punctuation, or another text specific print concepts or text features that match the given text.</p> <p>Possible text-dependent generic questions to include:</p> <ul style="list-style-type: none"> What is the title of this [story/text/passage]? Who are the characters in this story? (fiction) What problem do they have? How do they solve it? (fiction) What is this text mostly about? (informational) 	
Sample Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
1	<ul style="list-style-type: none"> What letter is making the vowel sound in every word If you put an “e” at the end of “Sam” what word do you get? Pronounce it. If you take away the first letter of the fourth word what letter can you replace it with that gives you something you can eat? What letter can you add to the third word to make it rhyme with the 6th word? 	<ul style="list-style-type: none"> reinforcing vowel sounds ”magic e” phoneme substitution rhyming, phoneme addition

2	<ul style="list-style-type: none"> • Which word is the same spelled forwards and backwards? • If you take away the first letter of the first word and replace it with the first letter of the second word you get something sweet, what is it? Pronounce it. • Does the letter “a” make the same sound in Sam as it does in James? 	<ul style="list-style-type: none"> • word play, initial and ending sound • phoneme substitution • comparing sounds (CVC vs CVCe)
3	<ul style="list-style-type: none"> • There are two ways the /e/ sound is spelled on this page, what are they? • What word ends with a /z/ sound? • What letters are making the /a/ sound in the first word on this page? 	<ul style="list-style-type: none"> • vowel sound and spelling • final consonant sounds • vowel sound and spelling
4	<ul style="list-style-type: none"> • How many words can you make by taking away the first letter of the 5th word on this page and adding another different letter? The added letter does not have to be from this page. • What are the words you see twice on this page? What vowel sound do they have? 	<ul style="list-style-type: none"> • phoneme manipulation • attention to words, vowel sound
5	<ul style="list-style-type: none"> • What word on this page rhymes with a number? • What word on this page if you take away the second letter gives you something you can do with your mouth? 	<ul style="list-style-type: none"> • rhyming • phoneme deletion
6	<ul style="list-style-type: none"> • Take away the last letter of this word and add an “l” at the end and it gives you something you take when you are sick. What is the word? • Change the first letter of this word from an “f” to a “t” and it makes something that is on a car. What is the word? 	<ul style="list-style-type: none"> • phoneme manipulation • initial sounds

Appendix E: Assessment Protocol

Observation Checklist (Daily informal assessment)

Use the checklist below to monitor students during small-group instruction. Remember to cold call students and offer a range of tasks to gauge mastery. For example, when learning a new sound and spelling pattern, be sure you are asking students to write words with the associated graphemes, identify words orally that contain the graphemes, and make the associated sounds in words.

Weekly Phonics Skill(s): _____

Weekly HFWs: _____

Notes from previous week → whole group practice needed in: _____

Key:

✓ = mastery

? = inconsistent

X = area of challenge, more practice needed

Student Name	Extra support needed with (<i>provide skill</i>)	Weekly skill notes	Decodable Readers: accuracy	Decodable Readers: automaticity	Decodable Readers: high-Frequency Words

Weekly Dictation

Give a weekly assessment on the given skill. Use the written assessment that comes with your core curriculum, and/or give a quick whole-class assessment following this guide's Assessment Protocol.

- Dictate 10 words orally.
 - 7–8 words should focus on the weekly sound and spelling pattern.
 - 2–3 words can focus on previously taught sound and spelling patterns, based on errors or student concerns the teacher has noticed since instruction, or re-teaching goals from previous weeks.
 - Include a mix of make-believe and real words. (Using real words along with pseudo-words allows students to apply the sound and spelling pattern and ensures a lack of memorizing word lists, for an authentic assessment).

- Dictate one sentence.
 - The sentence should include 2–3 words that focus on the skill of the current week, along with a mix of new and previously taught high-frequency words.

- Grade weekly.
 - If students make errors on more than one of the words from the current week's sound and spelling patterns, re-teaching must happen the following week.
 - If only a few students make these errors, re-teaching can happen in small groups.
 - If a large number of students make these errors, address them in whole-class instruction.

Unit Assessments/ Stop and Check

Unit assessments should allow for students to interact with previously taught content from the past 4-8 weeks. Most core programs include unit assessments. If your program does not include one, you can create one through extended dictation and brief practice tasks.

If a unit assessment reveals high needs across a class, this is a serious problem that should be flagged accordingly. Low results in phonics based assessments show that the class is not getting much traction and extended intervention is needed.

If small groups of students are having repeated difficulties on unit assessments, small-group work must be prioritized for these students. It is recommended that this become a focus of the school/classroom based RTI system.

Appendix F: Phonemic Awareness in Young Children: Simplified Scope and Sequence

Section	Title	# of Days
Chapter 3		
A	Listening to Sounds	1 day
B	Listening to Sequence of Sounds	2 days
C	Jacob, Where Are You?	1 day
F	Whisper Your Name	1 day
G	Nonsense	2 days
I	Do You Remember?	2 days
Chapter 4		
A	Poetry, Songs, and Jingles	2-3 days
B	Rhyme Stories	2 days
D	Word Rhyming	1-2 days
E	Can You Rhyme?	1-2 days
F	The Ship Is Loaded With...	1 day
H	Rhyme Book	Time may vary - culminating activity
Chapter 5		
A	Introducing the Idea of Sentences	2-3 days
B	Introducing the Idea of a Word	2 days
C	Hearing Words in Sentences	1-2 days
D	Exercises with Short and Long Words	1 day
Chapter 6		
A	Clapping Names	2-3 days
B	Take One Thing from the Box	2 days
C	The King's/Queen's Successor	1-2 days

Section	Title	# of Days
D	Listening First, Looking After	1-2 days
Chapter 7		
A	Guess Who	1-2 days
B	Different Words, Same Initial Phoneme	1-2 days
C	Finding Things: Initial Phonemes	2 days
D	I'm Thinking of Something	1-2 days
E	Word Pairs I: Take a Sound Away	3 days
F	Word Pairs II: Add a Sound	3 days
G	Different Words, Same Final Phoneme	2-3 days
H	Finding Things: Final Phonemes	2-3 days
Chapter 8		
A	Two-Sound Words	4-5 days
B	Basic Three-Sound Words	4-5 days
C	Consonant Blends: Adding and Subtracting Initial Sounds	4-5 days
D	Consonant Blends: Inserting and Removing Internal Sounds	4-5 days
E	Building Four-Sound Words	4-5 days
F	Guess a Word	2-3 days
G	Troll Talk II: Phonemes	2-3 days
Chapter 9 <i>(Note: For many of these games there will be a reference to the same game earlier in the book without the letters.)</i>		
A	Guess Who: Introducing Sounds and Letters <i>(Reference 7A)</i>	3 days
B	Picture Names: Initial Sounds and Letters <i>(Reference 7C)</i>	3 days
C	I'm Thinking of Something: Initial Sounds and Letters <i>(Reference 7D)</i>	3 days
D	Picture Names: Final Sounds and Letters <i>(Reference 7G)</i>	3 days

Section	Title	# of Days
E	Picture Search: Initial or Final Consonants (<i>References 7C & 7H</i>)	3 days
F	Introduction to How Words are Spelled: Add a Letter (<i>References 8B & 8C</i>)	3-4 days
G	Swap a Letter (<i>References 8C & 8D</i>)	3-4 days
H	Sounding Words (<i>References 8C, 8D & 8E</i>)	5 days

Appendix G: Formative Assessments for Phonological Awareness

Chapter/ Domain (per Adams et al.)	Objective	Subskills	Formative Assessment
1. Listening	Promote active, attentive, and analytical listening.	<ol style="list-style-type: none"> 1. Develop the listening ability to correctly follow simple, sequential instructions 2. To accurately recognize and respond to sounds 	<ol style="list-style-type: none"> 1. Ask the student to perform a 3-step sequence. An <i>example</i> would be: “Pick up the book, take 3 steps forward, then hold the book over your head.” 2. Identifying sounds: This closely follows what children are asked to do in Exercise 3B. Teacher: “Close your eyes and do not peek. I am going to make 3 sounds. After hearing the 3 sounds, tell me what they are in the order that you heard them.”
2. Rhyming	Develop the child’s attention to the sounds of language.	The child can orally produce a word that rhymes with a target word.	<p>This assessment follows the protocol provided in Exercise 4E. Say the following to the child: “I’m going to say a word. Your job is to say a rhyming word. If I say <i>cat</i> you could say <i>hat, mat, pat, tat, nat</i>, etc. Do you understand?”</p> <ol style="list-style-type: none"> 1. Pig (<i>any real or pseudo word that rhymes</i>) 2. Bee 3. Bug 4. Bear 5. Fly
3. Words & Sentences	Create awareness of sentences and the words that form them.	<ol style="list-style-type: none"> 1. Sentences are how we express our thoughts. 2. Sentences are strings of individually pronounced words. 3. The meaning of the sentence depends on the words and the order in which they are written. 	<p>This formative assessment is modeled on exercise 5C. Materials: 7 wooden blocks</p> <p>Example: With the blocks lined up in front of you say “I’m going to use the blocks to represent the individual words in a sentence. For example, for the sentence ‘I have a pretty dog,’ I will line up 5 blocks to represent each of the words. When I’m done lining up the blocks I’m going to say the sentence and touch each block as I say its word.” Now perform the task for the child. For the test, say each sentence below one at a time (repeat the sentence only once as this is a listening test).</p> <p>Test sentences: Sentence 1: It is sunny today. (4 blocks) Sentence 2: I know that ants like sugar. (6 blocks) Sentence 3: Crayons come in a lot of colors. (7 blocks)</p>

Chapter/ Domain (per Adams et al.)	Objective	Subskills	Formative Assessment
4. Syllables	Recognize the parts of words called syllables.	<p>Syllables are a minimum unit of sequential speech sounds composed of a vowel sound or a vowel-consonant combination. A syllable always contains a vowel or vowel-like speech sound. Syllables correspond to the sound pulses of the voice and the opening and closing of the jaw.</p> <p>Subskills:</p> <ol style="list-style-type: none"> 1. Recognize the syllables within a word. 2. Given a word broken into syllables the child can connect them into a word. 	<p>Identifying syllables: Tell the student: "I'm going to say a word and using your pointer finger I want you to tap out its syllables." For example, if the word is 'together' I would make 3 taps for /to-gether/."</p> <p>Part 1 Words:</p> <ol style="list-style-type: none"> 1. Lion (2 taps) 2. Butterfly (3 taps) 3. Spaghetti (3 taps) 4. Television (4 taps) 5. Hippopotamus (5 taps) <p>Part II: Now you will pronounce a word by its syllables and the student will tell you the correct word.</p> <p>Syllables:</p> <ol style="list-style-type: none"> 1. "bu-sy" (busy) 2. "pa-per" (paper) 3. "vi-de-o (video) 4. "tel-e-phon" (telephone) 5. "ca-fe-ter-i-a" (cafeteria)
5. Initial & Final Sounds	Develop initial awareness of phonemes in simple words.	<ol style="list-style-type: none"> 1. Recognize the phonemes in a 2-phoneme word. 2. Recognize the phonemes in a CVC word. 	<p>Tell the child: "I am going to say a word and I'd like you to tell me the first sound in the word."</p> <p>Words:</p> <ol style="list-style-type: none"> 1. By (/b/) 2. Is (/i/) 3. Me (/m/) 4. As (/a/) 5. It (/i/) <p>"Tell me the last sound in these words":</p> <p>Words:</p> <ol style="list-style-type: none"> 1. At (/t/) 2. Is (/s/) 3. Go (/o/) 4. Do (/o/) 5. Be (/e/) <p>"Tell me all the sounds in these words":</p> <ol style="list-style-type: none"> 1. Pat (p-a-t) 2. Let (l-e-t) 3. Sun (s-u-n) 4. Day (d-a) 5. Pet (p-e-t)

Chapter/ Domain (per Adams et al.)	Objective	Subskills	Formative Assessment
6. Phonemes	Analyze and synthesize phonemes in syllables.	<ol style="list-style-type: none"> 1. Break syllables into their constituent phonemes (analyze). 2. Correctly identify a word when presented with its constituent phonemes (synthesize). 	<p>Materials: Pictures of a bee, pie, mice, seat, witch; 3 wooden blocks</p> <p>Say to child: "I want you to tell me how many sounds are in each word. Push forward one block for each sound."</p> <p>Words:</p> <ol style="list-style-type: none"> 1. Bee (2 blocks) 2. Pie (2 blocks) 3. Mice (3 blocks) 4. Witch (3 blocks) 5. Seat (3 blocks) <p>Say to the child: "I'm going to say the sounds in a word and you tell me the word." Give an example such as /b-e/ be</p> <p>Words:</p> <ol style="list-style-type: none"> 1. w-ā (way) 2. n-ē (knee) 3. r-ō-s (rose) 4. b-ē-n (bean) 5. m-ī-s (mice)

Chapter/ Domain (per Adams et al.)	Objective	Subskills	Formative Assessment
<p>7. Letters & Spellings</p>	<p>Convey how the alphabet works.</p>	<ol style="list-style-type: none"> 1. Identify words with similar beginning and ending phonemes. 2. Delete a phoneme and replace it with another. 	<ol style="list-style-type: none"> 1. Identifying beginning and ending phonemes. Materials: A set of 9 pictures showing the following objects: duck, dig, bat (as in baseball), ball, milk, man, pan, moon, and sit. Place the pictures in front of the child. Say the following: <ol style="list-style-type: none"> 1. Which 2 words begin with the /b/ sound? (ball, bat) 2. Which 2 words end with the /m/ sound? (milk, man) 3. Which 2 words begin with the /d/ sound? (duck, dig) 4. Which 2 words end with the /t/ sound? (bat, sat) 5. Which 2 words end with the /n/ sound? (pan, moon) 2. Phoneme deletion and replacement Materials: The same set of 9 pictures. <ol style="list-style-type: none"> 1. In the word /bat/, what word is it when I take away the /b/ sound and replace it with /m/? (bat to mat) 2. In the word /sit/, what word is it when I take away the /t/ sound and replace it with /p/? (sit to sip) 3. In the word /ball/, what word is it when I take away the /a/ sound and replace it with the /e/ sound? (ball to bell) 4. In the word /luck/, what word is it when I take away the /l/ sound and replace it with the /t/ sound? (luck to tuck) 5. In the word /moon/, what word is it when I take away the /m/ sound and replace it with the /s/ sound? (moon to soon).

Appendix H: Phonological Awareness Diagnostic Tracker

(Note: Excel version [here](#))

Student	TOTAL SCORE (out of 30)	Phonological Awareness Subtests (each out of 5 points)						Phonemes Correct (out of 17)
		Detecting Rhymes	Counting Syllables	Matching Initial Sounds	Counting Phonemes	Comparing Word Lengths	Representing Phonemes with Letters	
1.								
2.								
3.								
4.								
5.								
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8.								
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10.								
11.								
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