

# Education Language Arts

**Grades K–2:** Reading Foundations Skills Block

## Resource Manual

EL Education Language Arts Curriculum

K–2 Reading Foundations Skills Block: Resource Manual

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# About EL Education

***“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less.” – Kurt Hahn***

EL Education (formerly Expeditionary Learning) is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

EL Education’s portfolio of instructional materials and coaching services draws on 25 years of success in more than 150 schools in the EL Education network, serving over 4,000 teachers and 50,000 students in 30 states. Based on our founding principles of meaningful work, character, and respect for teachers, EL Education’s offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement, regardless of student background. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage, and emotional resilience; they possess the passion and the capacity to contribute to a better world.

EL Education’s curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. Our Language Arts curriculum is used across the country, and has been downloaded more than 8 million times. The curriculum has received the highest marks from EdReports.org and Educators Evaluating the Quality of Instructional Products (EQuIP).

For more information, visit [www.ELeducation.org](http://www.ELeducation.org).



## Getting Started with the Reading Foundations Skills Block Materials

**Scope and Sequence Year-at-a-Glance**

	Module 1	Module 2	Module 3	Module 4
<b>Phase Range</b>	Mid to Late Partial Alphabetic	Late Partial to Early Full Alphabetic	Early to Middle Full Alphabetic	Middle to Late Full Alphabetic
<b>Module Summaries</b>	Review of phonemes-graphemes from Kindergarten.  Decoding and encoding short vowel words with three and four phonemes. Module begins with a narrative that sets the purpose for skills work in first grade.	Continued decoding and encoding short vowel words with three and four phonemes. Initial and final consonant clusters, digraphs "wh" and "ck," "y" as / /, FLOSS (i.e., "fl," "ss," "ff," "zz").  By the end of this module (mid-year), students have successfully made the transition into using more alphabetic information as described in the Full Alphabetic phase.	Syllable types: closed, open, CVCe  In Modules 3 and 4, students develop knowledge of syllable types and use this knowledge to decode and encode first one- and then two-syllable words.	Syllable types: r-controlled and vowel teams  By the end of first grade, student should be able to identify closed, open, CVCe, r-controlled, and vowel team syllable types and use this information to efficiently decode and encode one- and two-syllable words.
<b>Scope &amp; Sequence</b> i.e., patterns introduced	C1: review Rf.K.2 and Rf.K.3  C2: /a/ "t," "a," "p," "n," "o," "h," "s," "m," "r," "v," "g," "th," "nt," possessive "s" (reading only) plural noun "-s"  C3: /i/ "i," "ch," "k," "y," "sh," "z," "d," "j," "p" • "fl," "dr," "gr," "sp" • "-nd," "-nk," and "-ng" • suffix "-s"	C5: /o/ "o," "b," "j," "w," "x," /ks/ "p," "g" • "ow" • "-ang," "-ing," "-ung," "-ong"  C6: /e/ "ank," "ink," "unk," "onk"  C7: /e/ continued and "y" as / / • initial and final clusters • suffix "-ing"	C12: closed syllable (one- and two-syllable words)  C13: closed syllable (one- and two-syllable) • "rabbit" words (e.g., muffin) • compound words  C14: open syllable  C15: CVCe (mostly / ā /)	C19: r-controlled /ar/ "or/ C20: r-controlled /er/ "ir," "ur," "er" C21: Vowel teams "oa," "ai," "ea" C22: vowel teams "ay," "ow" (/ō /) C23: "oo," "ee," "y" as / ī / C24: "ie," "igh"

### Prepare to teach: now you're ready to prepare your lessons.

Full lessons and supporting materials are found in your **Teacher Guide and Supporting Materials**.

The **K-2 Reading Foundations Skills Block: Resource Manual** contains key guidance on assessments, handwriting, syllabication, and independent and small group work, along with an Activity Bank with ideas and materials for differentiated small group instruction.

Refer to your **Differentiation Packs** if you have identified students who need instruction above or below their grade level. These materials will support your differentiated small group instruction for those students.

**Learning Letters** is geared toward the early stages of literacy, for students in Kindergarten or in later grades who need support learning or re-learning letter names, letter sounds, letter formation, and handwriting. Learning Letters contains all of our keyword cards for your ABC line or word wall, letter formation charts and handwriting sheets, and letter stories and activities for students who need more time with a certain letter.

As you plan for the year, the **Year-at-a-Glance** chart in the front of your Module 1 Teacher Guide and Supporting Materials will help you understand how the Reading Foundations Skills Block unfolds over the year.

**Instructional Practices** are routines used over and over with your students. Take note of the Overview of Instructional Practices in Module 1 of each grade level. Here you'll find a list and explanation of each instructional practice that will be used over the whole year, and Module and Cycle Overviews let you know when each will be introduced.

Student **Decodable Readers**, matched to the spelling patterns students are learning in each cycle, can be found in the grade-level Student Workbooks, and in the Differentiation Packs for students who are reading above or below grade level to use in differentiated small groups. Larger teacher versions of the Decodable Readers are in your Teacher Guide and Supporting Materials by lesson.



## Cycle-at-a-Glance

### Lesson 1

**RF.K.1, RF.K.1b**

#### Agenda

1. **Opening (5 minutes)**
  - A. Read-aloud: “The Search for Names” (Part 3)
2. **Work Time (10–15 minutes)**
  - A. Skywriting: Curved and Straight Lines
  - B. Introducing Handwriting Paper
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Independent Work Time**

Turn to the **Module Overview** in your Teacher Guide and Supporting Materials to understand where you will begin and where you will end each module. The introduction to the Module Overview outlines where students should be at the end of the module to help you understand where you’re going. The Cycle-at-a-Glance lays out all the steps you will take to get there.

The **Pacing Guidance** gives you important information about time management, to help you stay on track and also understand where you have time to fit in extra practice, review, or other necessary breaks in the routine.

You’ll start a new cycle every week. The **Cycle Overview** will give you a summary of what’s coming up and is where you’ll find the Word Lists, with word patterns that your students will be learning in that cycle. The Teaching Notes in the cycle overview are intentionally highly scaffolded to give you all the information you need to adapt the lessons to your classroom. At the end of the Cycle Overview is a list of all the materials you’ll need for those lessons.



**Meeting Students' Needs** is where you'll find additional adaptations for students who may require extensions or supports to reach the rigor of the grade-specific lesson. There are specific supports for different learning modalities from the Universal Design for Learning framework.

### Meeting Students' Needs

- Because many high-frequency words are difficult to define (example: "would"), it is important for students to hear the word in the context of a sentence to understand it and commit it to memory. Consider extending this activity by asking students to provide a sentence (or to create one with a partner and share out) for the word.

**Habits of Character** is where social-emotional learning is embedded within every module, to guide students as they work independently, collaborate with peers, and care for one another and their classroom. You'll find the character focus for each module in Module Overview. Refer to this focus in the closing and reflection section of each lesson.

### Habits of Character

### Social-Emotional Learning Focus

Across EL Education's curriculum, there is a specific focus on students building habits of character. See K-5 Curriculum Overview for details.

Within the K-2 Reading Foundations Skills Block specifically, there is a strong focus on building students' growth mindset: noticing their ability grows with their effort. This is addressed during a daily Closing routine where students reflect on how the content of the lesson and specific learning or actions they've taken contribute to helping them become more proficient readers.

Students and teachers have been regularly reflecting on what proficiency means and how specific skills, knowledge, and habits of character (i.e., perseverance and collaboration) contribute to it. In addition, students have become more and more adept at looking at their own assessments with the teacher, determining specific goals to work on and how to work on them. Module 4 develops the opportunity for students to see their progress over the course of the year and reflect on their overall growth.

## There are a few useful resources you'll likely want to reference throughout the year.

The **Independent and Small Group Work** section of the K-2 Reading Foundations Skills Block: Resource Manual explains the purpose and structure of the Differentiated Small Group instruction and Independent Rotations portions of the block. It includes sample schedules, descriptions of suggested rotations and activities, and a variety of other resources for small group planning.

The **Activity Bank** in the K-2 Reading Foundations Skills Block: Resource Manual is a collection of games and activities, searchable by skills and standard, to be used during Differentiated Small Group instruction and for independent rotations (once students are familiar with the activity).

The **Syllabication** section of the K-2 Reading Foundations Skills Block: Resource Manual covers syllable types—what they are and how to teach them to your students.

The **Letter Formation** section of Learning Letters contains essential instructions about forms when teaching a letter to your students for the first time.

## Additional Resources

Read ***Your Curriculum Companion: The Essential Guide to the EL Education K-5 Language Arts Curriculum***, a complete guide to implementing our curriculum, available on [ELeducation.org](https://www.leducation.org) and through booksellers.

Watch instructional **videos** showing our Instructional Practices at work in real classrooms on [Curriculum.ELeducation.org](https://www.leducation.org).

Dig into our **online** set of Reading Foundation Skills Block **implementation resources** along with open online versions of the K-2 Skills Block Resource Manual, Learning Letters, and the Differentiation Packs on [Curriculum.ELeducation.org](https://www.leducation.org).



**K–2 Resource Manual**

# Independent and Small Group Work

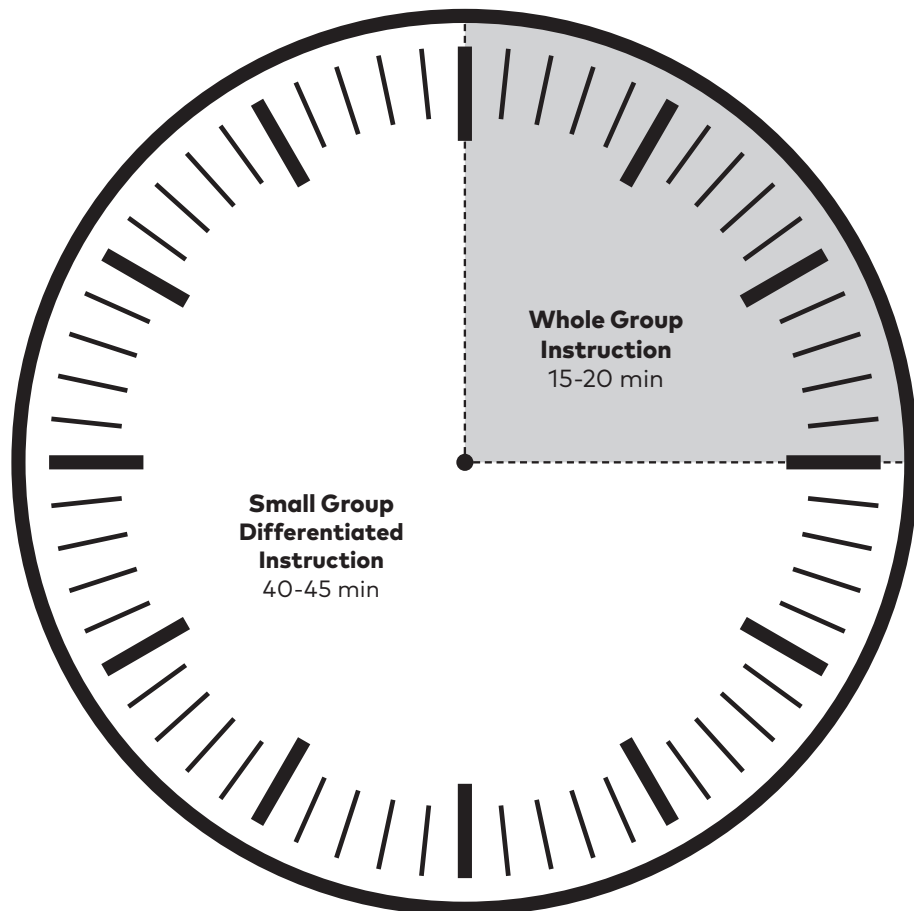
This document provides guidance for Differentiated Small Group: Work with Teacher and Independent Rotations:

- What happens during differentiated small group instruction?
- What a daily rotation looks like
- How and when to confer with individual students about Accountable Independent Reading
- What guidance and materials are provided for differentiated small group instruction?
- How the decodable student readers are used in small group instruction
- What about guided reading?
- What happens during independent rotations?
- What a daily independent rotation looks like.
- Suggested independent activities.

In the Skills Block, approximately 75% of each hour of daily instruction is devoted to differentiated small group instruction. This heavy emphasis on small group work is intentional:

- All students need exposure to on-grade-level material. This happens during the 15-minute whole group lesson.
- Each student needs differentiated instruction and sufficient practice to meet individual needs. This happens during small group and independent work time.

### Reading Foundations Skills Block: One Hour of Instruction Daily



## Differentiated Small Group: Work with Teacher

Teachers group students based on microphase (as determined by Benchmark Assessments). Teachers should regroup students on an ongoing basis throughout the year, based on other assessments (cycle and snapshot) and observational information (for more details, refer to the Assessment Overview).

Teachers may choose to tell individual students their microphase as a way to discuss what they are able to do now and what they are working toward next (e.g., a student reading in the Early Full Alphabetic Phase is able to decode most CVC words and words with consonant blends, but might need to work on CVCe words). Or teachers may choose to name each group in a more student-friendly term, such as a color or an animal (teachers should avoid names that reference reading or achievement levels such as “High” and “Low” group or “Advanced” and “Intermediate” group). Note: It is important that teachers consistently use “person first” language when describing the microphase where a student is (e.g., “a student in the early partial alphabetic phase”) rather than the fixed language of labeling (e.g., NOT “my early partial alphabetic students”). Emphasize a growth mindset with students: they will continue to move through the phases as they apply effort.

### What happens during differentiated small group instruction?

During this time, the teacher works with two or three groups per day for 10–15 minutes each. Between groups, the teacher also might confer with individual students about their Accountable Independent Reading.

	Small group time with teacher
Students reading below grade level	Every day
Students reading on or above grade level	1-2 times/week

### What does a daily rotation look like?

The chart on the next page illustrates a sample daily rotation chart for a Grade 1 class, Days 1–4 of a cycle. It includes approximate meeting duration for each group. A separate chart shows a modified schedule for Day 5 assessment and goal setting.

## Sample Daily Rotation Chart

### Key:

Group 1: Late Pre-Alphabetic and Early Partial Alphabetic

Group 2: Middle and Late Partial Alphabetic

Group 3: Early and Middle Full Alphabetic

Group 4: Late Full and Early Consolidated Alphabetic

Days 1–4: Differentiated Small Group Instruction and Individual Conferences			
Whole Group Work Time (15–20 minutes)			
Differentiated Small Group: Work with Teacher (40–45 minutes)			
Day 1	Day 2	Day 3	Day 4
Group 1 (15 minutes)	Group 1 (12 minutes)	Group 1 (12 minutes)	Group 1 (10 minutes)
2–3 minute transition			
Group 2 (12 minutes)	Group 2 (12 minutes)	Group 2 (12 minutes)	Group 2 (10 minutes)
2–3 minute transition			
Group 3 (10 minutes)	Group 4 (12 minutes)	Group 3 (12 minutes)	Confer with individual students (20 minutes)

Day 5: Assessment and Goal Setting*	
Abbreviated Whole Group Work Time (5–10 minutes)	
Extended Differentiated Small Group Instruction (50–55 minutes)	
Rotation 1	Group 1: Assessment and Goal Setting (10–15 minutes)
Rotation 2	Group 2: Assessment and Goal Setting (10–15 minutes)
Rotation 3	Group 3: Assessment and Goal Setting (10–15 minutes)
Rotation 4	Group 4: Assessment and Goal Setting (10–15 minutes)

\*It is not necessary to set goals with each student every week. For goal setting, consider meeting with one group per week or with some groups at another time of the day.

### How and when can I confer with individual students about their Accountable Independent Reading?

The Differentiated Small Group: Work with Teacher is a time to teach, reteach, and extend skills taught in the whole group work time. The teacher also should regularly meet with individuals to confer. The “Work with Teacher” portion of the schedule is a possible time to do this.

The teacher can set aside time either between meeting with groups or on a flex day to meet with individual students. During this time, the teacher can lead a discussion around students’ application of reading goals and their comprehension of texts they read during Accountable Independent Reading. For details, see the Accountable Independent Reading section below.

The K-2 Skills Block lessons do not provide guidance for individual conferences with students. But this document includes sample Reading Response sheets by phase. (See Accountable Independent Reading section.)

### What guidance and materials are provided for differentiated small group instruction?

Resource	Best for students who...	Where to find
Daily lessons: Suggestions aligned with whole group instruction	are somewhat above or below grade level	In daily lessons: Differentiated Small Group Instruction section
Activity Bank	are significantly below grade level	K-2 Skills Block Resource Manual
Differentiation Pack: lesson content from the grade level above or below	are significantly above or below grade level	grade-level Differentiation Pack <sup>†</sup>

### Suggestions aligned with whole group instruction

At the end of every lesson is a section titled “Differentiated Small Group: Work with Teacher.” This section includes suggestions for teaching, re-teaching, and extension by phase.

- For students reading below grade level, there are daily suggestions.
- For students reading on grade level and above grade level, there are suggestions only on alternate days because the teacher will not meet with these groups daily.

### Activity Bank

The Activity Bank is a collection of games and fun activities aligned to standards and specific skills covered in the Skills Block. The full collection can be found in the K-2 Skills Resource Manual and can be searched by title of activity, standard, or category of skill (e.g., rhyming, letter identification, etc.). The differentiated small group section also includes specific Activity Bank suggestions for teaching, re-teaching, or extending instruction from the whole group instruction.

<sup>†</sup>Teachers may also choose to use or reference full lesson content of a given grade level and cycle by accessing the specific grade-level materials (hard copy or online).

## Differentiation Pack

The Differentiation Pack is a stand-alone resource, one for each grade-level. If a student is reading significantly below or above grade level, teachers can use the Assessment Conversion chart to identify a group of lessons within the K–2 Continuum (all K–2 lessons; not necessarily from the current grade level of the student) that would best meet that student’s instructional needs. The teacher then can refer to the Differentiation Pack to find that cycle of lessons and plan activities using the cycle word list and instructional practice suggestions by microphase (see grade level Differentiation Packs for more details).

### How are the decodable student readers used in small group instruction?

The decodable student readers, and the engagement text read-aloud, are introduced during whole group. But they should be used in small group also to reinforce taught spelling patterns, fluency, and basic comprehension. See Additional Materials section of this document for the suggested Decodable Student Reader Routine.

### What about the Science of Reading?

We believe, based on a large body of research in multiple fields, that a structured literacy approach is the most effective way to teach reading. This means direct, explicit instruction in both word recognition and language comprehension skills. The EL Education K–2 Skills Block focuses on the word recognition aspects of reading: phonological and phonemic awareness, decoding, and sight recognition of familiar words. As students’ alphabetic skills become more automatic and consolidated (making more complete and automatic connections between letters and sounds), they are freed up to focus on comprehension independently.

To support the building of these skills, the Reader’s Toolbox routine provides instruction and practice using letter-sound correspondences, spelling patterns, and knowledge of syllable types to decode unfamiliar words, even in isolation. The routine provides direct, explicit instruction using a gradual release format that ensures students have the knowledge they need to successfully approach unknown words. Success increases motivation and launches students into increasingly independent reading.

## Independent Rotations

---

When students are not working with the teacher, they rotate through a variety of purposeful independent activities that reinforce, remediate, or extend skills taught during whole group.

### What happens during this time?

Students rotate through four purposeful, independent activities.

### What does a daily rotation look like?

The chart below provides a sample rotation schedule with groups based on phase. It is up to the teacher to decide whether students will rotate through the independent activities with their phase group or in some other grouping structure (e.g., individual students may choose their rotation on a daily basis, but must go to each one X amount of times during the week based on their phase or their individual strengths and needs).



The chart below illustrates a sample rotation for one day in a Grade 1 class.

<b>Daily Example: Independent Rotations (40–45 minutes)</b>				
<b>Whole Group Work Time (15–20 minutes)</b>				
	Group 1	Group 2	Group 3	Group 4
Rotation 1	Work with Teacher	Word Work	Accountable Independent Reading (AIR)	Fluency
2–3 minute transition				
Rotation 2	Word Work	Work with Teacher	Fluency	Accountable Independent Reading (AIR)
2–3 minute transition				
Rotation 3	Writing Practice	Fluency	Work with Teacher	Word Work

### What are the suggested independent activities?

There are four suggested activities for independent rotations:

- Accountable Independent Reading (AIR)
- Fluency
- Word Work
- Writing Practice

This chart provides a brief description of each independent-rotation activity. Then, the following pages provide more details about each.

<b>Component</b>	<b>Description</b>	<b>Why this matters / How it helps students</b>
Accountable Independent Reading (AIR)	Students choose books to read independently.  During and after reading, students fill out Reading Response sheets (differentiated by phase).	Students apply the skills and build stamina, automaticity, and comprehension by reading a large volume of texts of their own choice, with a specific focus on their own personal reading goals.
Fluency	Students reread poems, decodables, and Readers Theater texts.	Reading fluency refers to accurate and automatic decoding of the words in the text, along with expressive interpretation of the text. Students practice with familiar texts to help build fluency and, ultimately, comprehension.
Word Work	Students explore words and word parts through word sorts, manipulation of word parts, and games.	In order to decode and spell increasingly more complex words with automaticity, students must deeply analyze words and how they are built. Students learn spelling pattern generalizations through repeated practice and exposure.
Writing Practice	Students freewrite, write to prompts, and practice handwriting and letter formation.	The relationship between reading and writing is reciprocal; development of one supports the development of the other. Students apply the skills they are learning by writing a variety of texts, with a focus on their own personal spelling goals. Students develop stamina, perseverance, and overall writing fluency through this repeated practice.

## Accountable Independent Reading (AIR)

Accountable Independent Reading is a time for students to choose from a variety of texts based on interest and/or reading goals. Teachers can use this time, possibly during a rotation or in between, to observe and/or confer with students around their reading proficiency goals and to monitor fluency and comprehension.

The purpose is to get as many texts in students' hands as possible; volume of reading reinforces the skills being taught and practiced during whole group and differentiated small group instruction, while also building automaticity, stamina, and knowledge. AIR is the only time set aside (other than during the Reader's Toolbox instructional practice) for students to apply all they are learning in both the Skills Block (decoding and fluency skills) and Integrated Block (comprehension and vocabulary skills) while independently reading a wide range of texts of their choice.

Teachers should consider the degree of choice to offer the class or a group of students. For example, the teacher might allow all (or some groups) to choose from any text in the classroom. If the teacher prefers to provide more controlled choices, he or she can consider the following options:

- Create a collection of decodable texts (EL and/or non-EL created)
- Create a collection of texts that approximately align to a group's current phase (refer to Chart B in the Assessment Overview: Approximate Alignment of Phase with Common Reading Assessments)
- Required complex texts from Integrated module lessons (rereading after they have been introduced)
- Recommended texts on the module topic (leveled or not leveled)

In order to be accountable for their independent reading, students fill out differentiated Reading Response sheets for all (or some) books read during this time. (For samples, see the end of this document.) The teacher can later review the sheets and/or use as a guide for conferring with the student.

### Accountable Independent Reading: Suggested Activities

Suggested Activities	Description	Materials Needed
Independent Reading	<ul style="list-style-type: none"> <li>■ Student chooses a text (book, poem, magazine, etc.) and reads independently.</li> <li>■ Student tracks books read, connects to goals, and demonstrates comprehension by filling out a Reading Response sheet.</li> </ul>	<ul style="list-style-type: none"> <li>■ A library or other collection of books and other texts</li> <li>■ Reading Response Sheet</li> <li>■ Writing utensil(s)</li> </ul>
Confer with Teacher	<ul style="list-style-type: none"> <li>■ Teacher observes student reading and/or goes over reading response sheets with the student. Teacher provides guidance, teaching points, encouragement, or celebration based on observations and response sheet.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student's book of choice</li> <li>■ Completed reading response sheet (or can be completed with teacher)</li> <li>■ Writing utensil</li> </ul>

## Fluency

Fluency involves lots of rereading. A variety of familiar texts from the Skills Block or from current classroom material can be used for fluency work. The teacher should give students texts that are familiar and/or easily decodable for a given student or group (based on phase). For example, readers in the Pre- or Partial Alphabetic phase are not yet able to decode, so they should “read” familiar classroom poems or songs that they have memorized.

Possible texts that can be used from the Skills Block are: Decodable Student Readers, poems from lessons, or Readers Theater texts. Consider posting a student-friendly version of the Fluency Rubric (or provide individual copies) as a reminder of the “rules” of fluency (provided at end of this document).

### Fluency: Suggested Activities

Suggested Activities	Description	Materials Needed
Reading Poems and Songs	<ul style="list-style-type: none"> <li>Students read taught poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>A collection of taught poems and songs, written on chart paper, and posted somewhere in the classroom (if students do not have a copy in their fluency notebooks)</li> <li>Fluency notebooks</li> </ul>
Choral Reading with a Partner or Small Group	<ul style="list-style-type: none"> <li>Students chorally read familiar or decodable texts with a partner or small group.</li> </ul>	<ul style="list-style-type: none"> <li>Student's book of choice</li> <li>Completed reading response sheet (or can be completed with teacher)</li> <li>Writing utensil</li> </ul>
Time Your Partner	<ul style="list-style-type: none"> <li>Students chorally read familiar or decodable texts with a partner or small group.</li> <li>Each partner takes turns reading the text while the other times.</li> <li>The partner provides feedback (e.g., “You read with feeling” or “You read that a little too fast”).</li> <li>Partners record their times to notice progress.</li> </ul>	<ul style="list-style-type: none"> <li>Timer</li> <li>Recording sheet</li> <li>Familiar or decodable text</li> </ul>
Readers Theater	<ul style="list-style-type: none"> <li>Students choose a Readers Theater text.</li> <li>Students are assigned a “part.”</li> <li>Students read and continue to rehearse the Readers Theater text, possibly with props.</li> </ul>	<ul style="list-style-type: none"> <li>Readers Theater text (or other source) for each student in the group</li> <li>Props (optional)</li> </ul>
Buddy Reader	<ul style="list-style-type: none"> <li>Student chooses a text (book, poem, magazine, etc.) and reads aloud to a person (buddy) or a stuffed animal.</li> </ul>	<ul style="list-style-type: none"> <li>Familiar or decodable text</li> <li>Stuffed animals (optional)</li> </ul>

## Word Work

This is a time for students to analyze words and word parts. Materials from the Skills Block (e.g., suggested Word Sorts and Activity Bank activities) or existing classroom materials (games, letter tiles, etc.) may be used.

**Note:** If outside materials are used, the teacher should still choose activities or materials that include letter, sounds, or spelling patterns that a particular group needs to practice; it is essential that students have as much time as possible working with these patterns in order to develop automaticity.

### Word Work: Suggested Activities

Suggested Activities	Description	Materials Needed
Word Sorts	<ul style="list-style-type: none"> <li>Students sort words based on features to compare and contrast spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Word cards</li> </ul>
Word Parts: Create New Words	<ul style="list-style-type: none"> <li>Students identify word parts (prefix, base word, suffix) and use word comprehension to build familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>Word Parts cards</li> </ul>
Building Words	<ul style="list-style-type: none"> <li>Students use letters to make familiar words based on focus of instruction (e.g., specific spelling patterns).</li> </ul>	<ul style="list-style-type: none"> <li>Letter tiles or letter magnets</li> </ul>

## Writing Practice

Writing practice builds students' ease with the skills and habits needed to generate ideas on paper—everything from letter formation to spacing to knowing how to begin a sentence and continue a thought.

In a primary classroom, a wide variety of mediums can be used for students to practice writing and letter formation. The teacher can be creative, thinking of ways to help students practice skills, build stamina as writers, and write about topics of interest in a creative way.

### Writing Practice: Suggested Activities

Suggested Activities	Description	Materials Needed
Freewrite	<ul style="list-style-type: none"> <li>■ To promote stamina, engagement, and practice with letter formation and spelling, students can write about a topic of their choosing.</li> </ul>	<ul style="list-style-type: none"> <li>■ Paper</li> <li>■ Writing utensil(s)</li> </ul>
Write to a prompt	<ul style="list-style-type: none"> <li>■ Teacher provides student with a prompt related to content, the Decodable Student Reader, or any other topic of the teacher's choosing.</li> </ul>	<ul style="list-style-type: none"> <li>■ Paper</li> <li>■ Writing utensil</li> </ul>
Content or topic-related writing	<ul style="list-style-type: none"> <li>■ Teacher provides a variety of writing materials related to current content or interest.</li> </ul>	<ul style="list-style-type: none"> <li>■ Varies; examples include paper, stamps, and envelopes if students are learning about the postal service</li> </ul>
Letter formation practice	<ul style="list-style-type: none"> <li>■ Students in the Pre-Alphabetic phase who still need to work on this can use a variety of mediums to practice letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>■ Varies; for example, students can use bingo dotters to fill in large versions of letters</li> </ul>

## Additional Materials

### Contents of this section

- Decodable Student Reader routine
- Reader’s Toolbox routine
- Fluency Rubric
- Accountable Independent Reading Response Sheets
- Suggestions for differentiation of Accountable Independent Reading Response Sheets

## Decodable Student Reader Routine

- **Students whisper-read** the text independently while teacher listens in, noting who might need more support. If teacher notices that the majority of the group needs more support reading some words or pages with automaticity and fluency, he or she might choose to:
  - Echo read the text again (teacher reads a page then students echo)
  - Choral read as a group so that teacher can support and guide as needed
  - Revisit a specific word or group of words in the text and remind students of the spelling pattern, pronunciation of the high-frequency word, etc.
- **Students respond to basic comprehension questions** (see “Example Comprehension Questions” for more details).
- **Students respond to questions about individual words in the text.** These questions should connect first to the spelling pattern and high-frequency words from the current cycle, but can also include questions about other taught spelling patterns and high-frequency words.

### Example questions (fictional):

- In the word “peach” on page 2. What letter or letters are making the long “e” sound in that word?
- Does the letter “a” make the same sound in “Sam” as it does in “James”? Why or why not?
- How many words on page 4 include a short vowel sound? A long vowel sound?
- Which word on this page has a suffix? How does the suffix change the meaning of the base word?
- **Students buddy read the text** (one student reads aloud while the other follows along then switch), possibly using this time to provide fluency feedback if students are familiar with this routine (see “Fluency” section on page 9 of this document for more details).

### Example Comprehension Questions:

- Is this fiction or nonfiction? How do you know? (RL.5, RI.5)
- What happened in the story (response should include characters, important details, and be told in the order the events happened in the story)? (RL.2)
- Who are the characters in the story? (RL.1)
- What was the problem in the story? (RL.1)
- What was the solution of the story? (RL.1)
- What is the main topic of the text? (RI.2)
- Name 3 key details about the main topic. (RI.1)
- What does this text feature tell you about the main topic? (RI.5)
- How does the illustration help you understand the topic? (RI.7)

# Decodable Student Reader Routine Planning and Recording Template

Students:	Microphase of Students:	Text Title:
Components	Planning	Record Observations
<b>Whisper Read</b> If the majority of the group needs more support reading some words or pages with automaticity and fluency: <ul style="list-style-type: none"> <li>• Echo read the text again (teacher reads a page then students echo)</li> <li>• Choral read as a group so that teacher can support and guide as needed</li> <li>• Revisit a specific word or group of words in the text and remind students of the spelling pattern, pronunciation of the high-frequency word, etc.</li> </ul>	Note potential teaching point(s):	
<b>Possible Comprehension Questions</b> <ul style="list-style-type: none"> <li>• Is this fiction or nonfiction? How do you know? <b>(RL.5, RI.5)</b></li> <li>• What happened in the story (response should include characters, important details, and be told in the order the events happened in the story)? <b>(RL.2)</b></li> <li>• Who are the characters in the story? <b>(RL.1)</b></li> <li>• What was the problem in the story? <b>(RL.1)</b></li> <li>• What was the solution of the story? <b>(RL.1)</b></li> <li>• What is the main topic of the text? <b>(RI.2)</b></li> <li>• Name 3 key details about the main topic. <b>(RI.1)</b></li> <li>• What does this text feature tell you about the main topic? <b>(RI.5)</b></li> <li>• How does the illustration help you understand the topic? <b>(RI.7)</b></li> </ul>	Questions to Ask:	



<p><b>Word and Patterns Questions</b> These questions should connect first to the spelling pattern and high-frequency words from the current cycle, but can also include questions about other taught spelling patterns and high-frequency words.</p>	<p>Words and patterns to call out:</p>	
<p><b>Buddy Reading</b> Students buddy read the text (one student reads aloud while the other follows along then switch), possibly using this time to provide fluency feedback if students are familiar with this routine</p>		



## Reader's Toolbox Routine

### Supporting Students Minilessons: Teacher-Guided Reading Support

**Purpose:** The most effective way for readers to solve an unknown word is to notice the letters or word parts in the word and decode the word based on their knowledge of the sounds that match those spelling patterns. The Reader's Toolbox Routine is a model that can be used to support students in building automaticity with targeted foundational reading skills. The routine is an opportunity for students to receive direct, explicit instruction on a specific letter-sound correspondence, spelling pattern, or syllable type that has proven challenging for them. It supports students in orthographically mapping those letter-sound correspondences or spelling patterns, thus becoming more proficient decoders and fluent readers.

### Details of the Reader's Toolbox Routine

#### Agenda

- Opening (1 min)
- Work Time (11 min)
  - I do (1 min)
  - We do (5 min)
  - You do (4 min)
- Closing and Assessment (3 min)

#### Daily Learning Target

I can use tools from my Reader's Toolbox, including all the letter-sound correspondences, spelling patterns, or syllable types that I have learned, to read words I don't know in a text.

#### Teaching Notes

- This is a teacher-led routine designed for small-group instruction (see daily lessons, Differentiated and Small Group section). But it can also be used as a whole group lesson at the teacher's discretion.
- Consider creating a Reader's Toolbox anchor chart, with a drawing of a large toolbox. As you introduce each tool (letter-sound correspondence, spelling pattern, or syllable type), add it to the chart. Refer back to the chart as needed.
- Throughout this routine, invite total participation from the group to ensure that each student gets as much practice with the targeted skill as possible.
- This routine works for “decodable” words and “irregular” words in exactly the same way. Proficient readers orthographically map the sounds made by letter patterns regardless of whether they are “expected” or not. The routine can be used to show students how to decode irregular words by teaching common phonogram patterns. For example, the word list could include words with the *ough* pattern to help students learn that this pattern can say /ŭf/ in words like *enough*, /ō/ in words like *though*, /oo/ in words like *through*, or /aw/ in words like *bought*. Knowing these sounds for *ough* can help students decode any word with that spelling pattern even when they come across it in isolation.

## Reading Foundations Skills Block

**Materials**

- ☒ White board(s), paper, digital whiteboard, or other writing surface for display and for student use.
- ☒ Completed Readers Toolbox Routine: Lesson Planning and Recording Template

**Routine**

(Use in conjunction with the Lesson Planning and Recording Template on the next page.)

**Opening**

- Read the Learning Target and clarify any misunderstandings that have been noticed in recent student work.

**Work Time**

<b>I Do</b>	<p><b>1. Listen</b></p> <ul style="list-style-type: none"> <li>• Say 1 example word aloud. Ask students to repeat the word.</li> <li>• Say the word again, this time clapping each syllable or tapping each sound.</li> </ul> <p><b>2. Decode</b></p> <ul style="list-style-type: none"> <li>• Display the word. Read the word aloud and label it, explaining any letter-sound correspondences, spelling patterns, or syllable types found in the word. Use labels to mark up the word. (See Labeling Resources on the following pages.)</li> </ul>
<b>We Do</b>	<p><b>1. Decode</b></p> <ul style="list-style-type: none"> <li>• Display 2–3 example words.</li> <li>• Using the Labeling Resources as a guide, label each word together, taking turns pointing out and explaining the letter-sound correspondences, spelling patterns, or syllable types found in each word.</li> <li>• Chorally read the words.</li> </ul> <p><b>2. Read Controlled Text (Optional)</b></p> <ul style="list-style-type: none"> <li>• Chorally read teacher-written sentence(s) or a relevant decodable reader.</li> </ul> <p><b>3. Listen</b></p> <ul style="list-style-type: none"> <li>• Say another example word aloud (do not display it.)</li> <li>• Students repeat the word, then repeat it again while clapping syllables or tapping sounds.</li> </ul> <p><b>4. Encode</b></p> <ul style="list-style-type: none"> <li>• As a group, encode the word sound by sound and invite students to write the word.</li> <li>• Invite the group to discuss the letter-sound correspondences, spelling patterns, or syllable types that help them know how to spell it.</li> <li>• Repeat with 2–3 more words that include the skill being reviewed.</li> </ul>

<b>You Do</b>	<p><b>1. Decode</b></p> <ul style="list-style-type: none"> <li>• Students take turns whisper-reading 3–5 example words.</li> <li>• Students choose one word to label.</li> <li>• Provide specific feedback in case of student miscues.</li> </ul> <p><b>2. Encode</b></p> <ul style="list-style-type: none"> <li>• Dictate an example word from the word list. Have students repeat the word, then independently spell it.</li> </ul>
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**Closing**

- As a final check for understanding, ask students to generalize the targeted skill by reading words with those letter-sound correspondences, spelling patterns, or syllable types in a controlled text. Students take turns whisper-reading teacher-written sentence(s) or a relevant poem or decodable reader.

**Labeling Resource**

These sound and syllable labels may be used during the Readers' Toolbox Routine to support students in decoding words.

**Vowel Sounds in Words**

Label	Example	Description
 Breve	ă	Short vowels are noted with a small curved line called a <i>breve</i> .
 Macron	ā	Long vowels are noted with a small straight line called a <i>macron</i> .

Vowel Sound	How to Label	Spellings
Short <i>a</i>	ă	<i>a</i> in a closed syllable
Long <i>a</i>	ā	<i>a</i> in an open syllable; <i>a-e</i> in a CVCe syllable; <i>ai</i> in the beginning or middle of a word; <i>ay</i> at the end of a word
Short <i>e</i>	ě	<i>e</i> in a closed syllable
Long <i>e</i>	ē	<i>e</i> in an open syllable; <i>e-e</i> in a CVCe syllable; <i>ee</i> or <i>ea</i> in the beginning, middle, or end of a word; <i>y</i> at the end of a word
Short <i>i</i>	ĭ	<i>i</i> in a closed syllable
Long <i>i</i>	ī	<i>i</i> in an open syllable; <i>i-e</i> in a CVCe syllable; <i>igh</i> in the middle or end of a word; <i>y</i> or <i>ie</i> at the end of a word
Short <i>o</i>	ō	<i>o</i> in a closed syllable

Vowel Sound	How to Label	Spellings
Long o	ō	o in an open syllable; o-e in a CVCe syllable; oa in the beginning or middle of a word; ow or oe at the end of a word
Short u	ū	u in a closed syllable
Long u	ū OR /oo/	u in an open syllable; u-e in a CVCe syllable; oo, ui, eu, ou, or ew in the middle of a word; ew, ue at the end of a word

### Syllable Types

Type	How to Label	Description	Vowel Sound	Example
Closed	C	A single vowel followed by at least one consonant	Short (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/)	sandwich: sănd   wĭch C C
Open	O	A single vowel NOT followed by a consonant	Long (/ā/, /ē/, /ī/, /ō/, /ū/, /oo/)	music: mū   sĭc O C
VCe	E	A single vowel followed by at least one consonant and a silent final e	Long (/ā/, /ē/, /ī/, /ō/, /ū/, /oo/)	inflate: ĭn   flăte C E
R-Controlled	R	Any vowel followed by the letter r	R-Controlled Mostly: /ar/, /or/, /er/ Sometimes (in CVCe syllables): /air/, /ĕr/, /ĭr/, /yer/	backyard băck   yărd C R
Vowel Team	V	More than one vowel together, making a single vowel sound	Long (/ā/, /ē/, /ī/, /ō/, /ū/, /oo/)	sailboat săil   bŏat V V
C-le	L	Any consonant followed by the letters /e	N/A (C-le syllables do not have a soundable vowel.)	bundle bŭn   dlē C L

# Reader's Toolbox Routine: Lesson Planning and Recording Template

**Teaching Notes:** Make as many copies of this page as needed. Use with any grouping of students, based on specific skills needing review. This may be a differentiated small group that is currently working together or a group pulled from various small groups who all need to review the same skill

**Students:** \_\_\_\_\_

**In advance of the lesson, plan the following:**

- 1. **Learning Target:** Using information from student work, either in Module or Skills Block lessons, such as written work or cycle assessments, determine the Learning Target you will review during the routine. Learning targets should align to learning targets from the Skills Block that students have shown they need support on in order to build proficiency.

- 2. **Words:** Choose words that align with the letter-sound correspondence, spelling pattern, or syllable type being reviewed. Word lists for the chosen skill can be found at the back of the Resource Manual. Write the words in the boxes.


3. **Controlled Text:** Prepare sentences using words that align to the skill being reviewed as well as any high-frequency words students need to review. Controlled texts include decodable readers that focus on the letter-sound correspondence, spelling pattern, or syllable type that is the focus of this instruction or in Skills Block whole group poems, where applicable.


## Fluency Rubrics

I Can Read:	1	2	3	4
<b>Smoothly</b>	I regularly pause while reading to decode words (by phonemes). I frequently repeat words and/or short phrases during reading. My reading sounds choppy throughout the text.	I often pause while reading to decode words. I repeat some words or short phrases during reading. My reading sounds choppy in a majority of the text.	I read mostly in phrases and occasionally pause for unfamiliar words. My reading generally sounds even with some interruption when I encounter challenging sentence structures.	I read in phrases while self-correcting unfamiliar words and challenging sentence structures to maintain consistency in smoothness.
<b>With expression</b>	My reading does not sound like natural talking. I read in a monotone voice that does not express interpretation of the text.	My reading sounds like natural talking in some parts of the text. I read in some small phrases that rarely express interpretation of the text.	My reading sounds like natural talking during most of the text. I read in longer phrases that express some interpretation of the text.	My reading sounds like natural conversation throughout the text. I read in phrases that express accurate interpretation of the text.
<b>With meaning</b>	During reading, my inflection does not reflect punctuation in the text. I rarely read in syntactically meaningful phrases.	I often read without attention to punctuation or intonation. I read in some syntactically meaningful phrases.	I read with some attention to punctuation and intonation to support meaning. Most of my phrasing is syntactically meaningful.	I read with attention to punctuation, intonation, and stress to support meaning. My phrasing is syntactically meaningful.
<b>At just the right speed</b>	My reading is slow and labored throughout the text.	My reading is mostly slow throughout the text.	My reading varies from slow to fast throughout the text.	My reading is consistently appropriate throughout the text.

## Reading Response Sheet: Fiction Text Full and Consolidated

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Text title:** \_\_\_\_\_

My Goal for Reading	Evidence from the Text

Main Characters	Setting

In the beginning ...	In the middle ...	At the end ...



**Reading Response Sheet: Informational Text  
Full and Consolidated****Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Text title:** \_\_\_\_\_

Topic	Most Important Thing the Author Wants Me to Know

Topic	Most Important Thing the Author Wants Me to Know

Three Facts I Learned:		

## Reading Response Sheet: Fiction Text Pre-Alphabetic and Partial Alphabetic

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Text title:** \_\_\_\_\_

My Goal for Reading	Evidence from the Text

Main Characters	Setting

In the beginning ...	In the middle ...	At the end ...

**Reading Response Sheet: Informational Text**  
**Pre-Alphabetic and Partial Alphabetic****Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Text title:** \_\_\_\_\_

Topic	Most Important Thing the Author Wants Me to Know

Topic	Most Important Thing the Author Wants Me to Know

Three Facts I Learned:		

## Suggestions for Differentiation of Reading Responses Sheets

### Pre-Alphabetic and Partial Alphabetic Phases: Fiction Text

- Provide symbols for the headings to guide students in their responses. For example, use a stick figure icon for “Main Characters” and house icon for “Setting.” In addition, provide a visual to support understanding of beginning, middle, and ending of the story. For example, use a picture of a fish divided into three parts (head, body, tail) to scaffold for students.
- Provide initials to identify beginning, middle, and ending: “B,” “M,” and “E.”
- If students have difficulty recalling beginning, middle, and ending of the story, allow students to instead draw a picture of their favorite part of the story and favorite character. Encourage students to explain why they identified these as their favorites, and transcribe their responses under the drawings.

### Pre-Alphabetic and Partial Alphabetic Phases: Informational Text

- Provide symbols for the headings to guide students in their responses. For example, use a camera icon for “Topic” and a number one icon for the “Most Important Thing.”
- If students have difficulty identifying three important facts, consider inviting them to identify one or two facts to draw.
- Invite students to add a drawing to represent a question they have about the topic after reading the text.

### Full and Consolidated Phases: Fiction Text

- Add lines or space for students to respond to the text with identification of their favorite part of the story and/or their favorite characters. Encourage students to explain why they identified these as their favorites.
- Add lines or space for students to identify the problem and solution in the story. Encourage students to cite textual evidence of the problem and solution as identified.

### Full and Consolidated Phases: Informational Text

- Add lines or space for students to respond to the text with questions they have about the topic
- Add lines or space for students to make connections (text-to-self, text-to-text, text-to-world) to the topic.
- Activate their prior knowledge by providing the prompt: “What do you already know about <topic>?”

**K–2 Resource Manual**

# Syllabication Guidance

## Syllabication Guidance

**Purpose Statement:** This document identifies and describes the six syllable types and how knowledge of each can support decoding of multisyllabic words.

### Syllable Types:

A **syllable** is a unit of pronunciation that has one vowel sound, with or without surrounding consonant sounds. A syllable can form a whole word or part of a word. For example, “be” has one syllable while “window” has two (/win/ and /dō/).

Although there is only one vowel sound in every syllable, this does not necessarily mean there is only one vowel letter in the written representation of the syllable. For example, “bead,” a one-syllable word, includes two vowel letters but just one vowel sound (/ē/).

A **syllable type** is a spelling pattern that produces a particular vowel sound. There are six syllable types: closed, open, vowel teams, CVCe, r-controlled, and C-le. Knowledge of syllable types helps students know how to pronounce vowels in new words. When a reader sees a particular pattern, she or he instantly recognizes the sound made by the vowel and can more easily decode the word.

1. Closed: contains a single vowel followed by one or more consonants. The vowel is “closed” by the consonant. Closed syllables produce a short vowel sound.
  - a. Examples: cab, dog, in, dish.
2. Open: ends with a single vowel. The vowel is not “closed” by a consonant. It is left “open.” Open syllables produce a long vowel sound.
  - a. Examples: shy, be, go, hi.
3. Magic or Silent “e” (CVCe): contains a single vowel followed by a consonant then the vowel “e.” The first vowel is usually long, and the final “e” in the syllable is silent. Magic “e” syllables produce a long vowel sound.
  - a. Examples: bike, close, snake, rope.
4. Vowel Team: contains two vowels next to each other that produce one sound. Note that the letters w and y act as vowels in vowel team syllables (e.g., pay, show). Often the first vowel is long, and the second is silent.
  - a. Examples of long vowel teams: train, seed, coat.
  - b. Examples of variant vowel teams: look, shout, saw.
5. R-controlled (or “bossy” r): the vowel is followed by the letter r. The r “controls” the vowel, altering its sound.
  - a. Examples: cart, her, first, cord, burn.
6. C-le: contains a consonant followed by “le.” It is not found in one-syllable words. When present in a word, it is always the last syllable. The vowel sound is the schwa (/ə/).
  - a. Examples: bugle, bubble, hurdle, chuckle.

## Using Knowledge of Syllable Types to Decode Multisyllabic Words:

Students effectively decode multisyllabic words by instantly recognizing the spelling patterns (syllable types) within the word and the sounds they produce to quickly and accurately pronounce the word. In the K-2 Reading Foundations Skills Block, students become “syllable sleuths” in order to develop automaticity with this process. They actively look for the syllables within words, identify the syllable types, use that information to pronounce each syllable, and blend them to pronounce the word. This is called **syllabication** or **syllable division**.

For example: in the word “cargo,” readers locate the vowels “a” and “o,” see that the “a” is controlled by the “r” to produce the syllable “/car/” and the “o” is open to produce the syllable “/g ō /,” then they blend the syllables to read the word.

car / go

## Useful Division Principles

There are some useful division principles that can support students with this process. It is important, however, to recognize that spoken language divisions do not always match with the conventions for dividing written syllables. Example: When saying the word “robin,” we naturally say “/ro/- /bin/” while the written division is rob-in. Students should learn that they can be flexible when dividing a word into parts as long as they can ultimately make the word into a real word. For example, students can divide the word “market” as *mar-ket* or *mark-et* and still produce the real, recognizable word.

- **Two consonants between two vowels:** Divide between the consonants. Example: nap-kin.
- **One consonant between two vowels:** First try dividing after the first vowel. This makes the first syllable an open syllable (giving it the long sound). That works with about 75 percent of these words. Examples: *re-quest*, *e-ven*, *ro-bot*, *mu-sic*.
  - If doing this does not produce a recognizable word (about 25 percent of the time), then divide after the consonant, making it a closed syllable (giving the first vowel a short sound).
  - Example: *ro-bin* doesn’t work as it would be pronounced “/rō/-/bin/,” so try *rob-in*.
- **Three consonants between two vowels:** Usually divide between the first two consonants. However, letters in a consonant blend or digraph stay together in the same syllable.
  - Examples: *sur-prise*, *ath-lete*.
- **Four consonants between two vowels:** Usually divide between the first two consonants. Remember that letters in a consonant blend or digraph stay together. Words with four consonants between two vowels will often be compound words. Example: kick-stand.
- **Consonant -le is its own syllable:** Divide just before the consonant -le. If the syllable before it is a closed syllable, the vowel will make the short sound. Example: *bub-ble*.
  - If the syllable before it ends with a vowel (i.e., is an open syllable), make the long sound. Example: *bu-gle*.
- **Words with affixes:** Divide the root word from the prefix and/or suffix. Examples: un-kind, kind-ness, un-friend-ly.





**K–2 Resource Manual**

# Handwriting Guidance

## Letter Formation Guidelines

**Purpose of this document:** Efficient letter formation is a critical Kindergarten skill, directly supporting the writing-to-read process. This document aligns with instruction provided in Kindergarten lessons and provides guidelines for teaching the formation of all the letters of the alphabet.

### Paper

Each lesson with direct handwriting instruction includes, in the supporting materials, lined paper that is specific to the letters introduced in that lesson. Students use the language of the “head line,” “belly line,” “feet line,” and “tail line” to describe top, middle, bottom, and lowest line of the paper. A character (a mouse) is included on all of the lined paper, illustrating the parts of the body that align with each of the lines, which helps students make connections to their own bodies.

### Pencil Grip Directions

Teacher says: “Hold up your writing hand. Before you pick up your pencil, make a circle by touching your pointer finger to your thumb. Make the other three fingers stand straight up. If you are left-handed your hand makes a letter b. If you are right-handed your hand makes a letter d. Now pick up your pencil with your pointer finger and thumb. The eraser should be pointing at your left elbow or your right shoulder.

### Pre-Writing Activities

To strengthen fine motor skills, consider using the following activities to support handwriting grip. Students benefit from experiences that enhance the development of their fine motor skills enabling them to use their hands and fingers. Students need to have strength and dexterity in their hands and fingers, as well as eye-hand coordination, before being able to manipulate a pencil on paper:

1. Use scissors to cut
2. Practice writing shapes and letters in shaving cream
3. Tracing shapes and letters in sand or rice
4. Make letters out of modeling clay
5. Finger paint

### Letter Types (based on paper orientation)

- “head letters” – lowercase letter production starts on “head” line: b, f, h, k, l, t
- “belly letters” – lowercase letter production starts on “belly” line: a, c, d, e, g, i, j, m, n, o, p, q, r, s, u, v, w, x, y, z
- All uppercase letters begin on the “head” line

## Lowercase Letter Formation Directions

<b>a starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to middle line</li> <li>pull straight back on belly line, curve down and around to feet line</li> <li>pull straight back down to feet line</li> </ul> <p>NOTE: Close up letter c</p>	<b>b starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>point to head line</li> <li>pull down to the feet line</li> <li>trace up to belly line</li> <li>go forward on belly line, curve down and around to feet line</li> </ul>	<b>c starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point just under the belly line</li> <li>curve up and around to the left</li> <li>pull down and around to the feet line</li> <li>curve up just a little above the feet line</li> </ul>
<b>d starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to belly line</li> <li>curve around to make a c</li> <li>pull up, make straight line all the way up to head line and back down to feet line</li> </ul>	<b>e starts between middle and bottom line (belly and feet line)</b> <ul style="list-style-type: none"> <li>point in between belly and feet line</li> <li>go forward (across mouse body)</li> <li>curve up and around to belly line</li> <li>curve down and around to feet line</li> </ul>	<b>f starts at the top (head line)</b> <ul style="list-style-type: none"> <li>point to head line</li> <li>curve up and around to the left</li> <li>pull straight back down to the feet line</li> <li>lift pencil and draw a straight line from left to right on the belly line</li> </ul>
<b>g starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to belly line</li> <li>pull straight back on belly line, curve down and around to feet line</li> <li>go back up to belly line</li> <li>pull straight back down to tail line and make a curve</li> </ul>	<b>h starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>point to head line</li> <li>pull down to feet line</li> <li>trace back up to belly line</li> <li>go forward on the belly line, curve down to feet line (make a hump)</li> </ul>	<b>i starts at the center line (belly line)</b> <ul style="list-style-type: none"> <li>point to belly line</li> <li>pull a straight line down to feet line</li> <li>draw a dot over the top of the line</li> </ul>
<b>j starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to belly line</li> <li>pull a straight line down below the feet line</li> <li>curve around slightly to the left ending on the tail line (making a little tail)</li> <li>draw a dot just above the belly line</li> </ul>	<b>k starts at the top (head line)</b> <ul style="list-style-type: none"> <li>point to the head line</li> <li>pull a line straight down from the head line to the feet line</li> <li>put your pencil to the right of where you started on the belly line</li> <li>pull a slanted line to the middle of the straight line and then pull out, making another slanted line to the feet line</li> </ul>	<b>l starts at the top (head line)</b> <ul style="list-style-type: none"> <li>point to the head line</li> <li>pull a straight line down to feet line</li> </ul>
<b>m starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to belly line</li> <li>pull a straight line down to the feet line</li> <li>push back up, around to the right and down making a little hump twice</li> <li>stop on the feet line</li> </ul>	<b>n starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to belly line</li> <li>pull a line straight down</li> <li>push back up to the belly line and curve around to the right</li> <li>stop on the feet line</li> </ul>	<b>o starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to the belly line</li> <li>curve around to the left and down to the feet line</li> <li>curve back up to where you started</li> </ul> <p>NOTE: Two c letters facing each other</p>
<b>p starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to belly line</li> <li>pull a straight line down to the tail line</li> <li>go back up to belly line and curve around to the right making a small backwards c</li> <li>stop (close c) at feet line</li> </ul>	<b>q starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to the belly</li> <li>pull to the left and down, making a curve to the feet line (make a c)</li> <li>go back up to belly line</li> <li>push straight down to the tail line</li> <li>curve around to the right (making a tail)</li> </ul>	<b>r starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>point to the belly line</li> <li>pull straight down to the feet line</li> <li>push back up and around to the right, making a small round curve</li> </ul>

<b>s starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>■ point just under the belly line</li> <li>■ pull straight back to the left and down, making a curve between the belly and feet line (skinny c)</li> <li>■ curve back around the other way to the feet line</li> <li>■ curve up just a little above the feet line</li> </ul>	<b>t starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull straight down to the feet line</li> <li>■ pull a straight line from left to right across the belly line</li> </ul>	<b>u starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>■ point to the belly line</li> <li>■ pull straight down to the feet line</li> <li>■ curve around and up to the belly line</li> <li>■ push straight back down to the feet line</li> </ul>
<b>v starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>■ point to the belly line</li> <li>■ pull down on a slant to the right to the feet line</li> <li>■ stop at the feet line</li> <li>■ push back up slanting to the right up to the belly line</li> </ul>	<b>w starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>■ point to the belly line</li> <li>■ pull down to the feet line on a slant to the right</li> <li>■ push back up slanting to the right up to the belly line (making a v)</li> <li>■ repeat</li> </ul>	<b>x starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>■ point to the belly line</li> <li>■ pull down to feet line on a slant to the right</li> <li>■ lift up your pencil and move to the right of where you started</li> <li>■ pull down to feet line on a slant to the left, crossing the first line</li> </ul>
<b>y starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>■ point to belly line</li> <li>■ pull down on a slant to the right</li> <li>■ lift up your pencil and move to the right of where you started</li> <li>■ pull down on a slant to the left, continue down to the tail line</li> </ul>	<b>z starts at the middle line (belly line)</b> <ul style="list-style-type: none"> <li>■ point to the belly line</li> <li>■ pull across to the right on the belly line</li> <li>■ slant down and to the left, stopping at the feet line</li> <li>■ pull across to the right on the feet line</li> </ul>	

## Uppercase Letter Formation Directions

<b>A starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull down on a slant to the left, stopping at the feet line</li> <li>■ pick up your pencil and pull down (again) on a slant to the right, stopping at the feet line</li> <li>■ pull a straight line from left to right across the belly line</li> </ul>	<b>B starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ pick up your pencil and go back up to the head line. Curve around to the right to the belly line and then again to the feet line, making two backward “c” letters connected to the belly line</li> </ul>	<b>C starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point just under the head line</li> <li>■ curve up and around to the left</li> <li>■ pull down and around to the feet line</li> <li>■ curve up just a little above the feet line</li> </ul>
<b>D starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ pick up your pencil and curve down and around to the right</li> <li>■ end on the feet line</li> </ul>	<b>E starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ pull a straight line across from left to right on the head line</li> <li>■ pull a straight line across from the left to right on the belly line</li> <li>■ pull a straight line across from the left to right on the feet line</li> </ul>	<b>F starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ pull a straight line across from left to right on the head line</li> <li>■ pull a straight line across from left to right on the belly line</li> </ul>
<b>G starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull straight back on belly line, curve down and around to the feet line</li> <li>■ push up to the belly line and back straight across the belly line</li> </ul>	<b>H starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ leave a space and point to the head line</li> <li>■ pull another straight line down to the feet line</li> <li>■ pull a straight line across the belly line</li> </ul>	<b>I starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ pull a straight line across the head line</li> <li>■ pull a straight line across the feet line</li> </ul>
<b>J starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line and curve back and up to the belly line</li> <li>■ pull a straight line across the head line</li> </ul>	<b>K starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ leave a space and point to the head line</li> <li>■ pull down on a slant to the left on the belly line</li> <li>■ pull down on a slant to the right on the feet line</li> </ul>	<b>L starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ pull a straight line across the feet line</li> </ul>
<b>M starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ go back to the head line and pull down on a slant to the feet line, and push back up on a slant to the head line</li> <li>■ pull a straight line down to the feet line</li> </ul>	<b>N starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ go back to the head line and make a diagonal line down to the feet line</li> <li>■ go back to the head line and make a straight line down to the feet line</li> </ul>	<b>O starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ curve around to the left and down to the feet line</li> <li>■ curve back up to where you started</li> </ul> <p>NOTE: Two c letters facing each other</p>
<b>P starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ push back up to head line and curve to the right and down, finishing on the belly line</li> </ul>	<b>Q starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ curve around to the left and down to the feet line</li> <li>■ curve back up to where you started</li> <li>■ pull down on a slant to the right (make a kickstand)</li> </ul>	<b>R starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ go back to head line and pull to the right and around to the belly line</li> <li>■ pull down on a slant to the right, stopping on the feet line</li> </ul>

<b>S starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point just under the head line</li> <li>■ pull straight back to the left and down, making a curve to the belly line</li> <li>■ curve back around the other way to the feet line</li> <li>■ curve up just a little above the feet line</li> </ul>	<b>T starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull a straight line down to the feet line</li> <li>■ pull a straight line from the left to the right across the head line</li> </ul>	<b>U starts at the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull straight down to the feet line</li> <li>■ curve around and up to the head line</li> </ul>
<b>V starts on the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull down on a slant to the right</li> <li>■ stop at the feet line</li> <li>■ push back up slanting to the right up to the head line</li> </ul>	<b>W starts on the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull down to the feet line on a slant to the right</li> <li>■ push back up slanting to the right up to the belly line (making a v)</li> <li>■ repeat</li> </ul>	<b>X starts on the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull down on a slant to the right, stopping on the feet line</li> <li>■ lift up your pencil and move to the right of where you started</li> <li>■ pull down to feet line on a slant to the left, crossing the first line, stopping at the feet line</li> </ul>
<b>Y starts on the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to head line</li> <li>■ pull down to the belly line on a slant to the right</li> <li>■ leave a space and point to the head line, pull down to the belly line on a slant to the left (make a v)</li> <li>■ pull straight down to feet line</li> </ul>	<b>Z starts on the top line (head line)</b> <ul style="list-style-type: none"> <li>■ point to the head line</li> <li>■ pull across to the right on the head line</li> <li>■ slant down and to the left, stopping at the feet line</li> <li>■ pull across to the right on the feet line</li> </ul>	

**K–2 Resource Manual**

# Assessment Overview

The purpose of this document is to describe the K–2 Reading Foundations Skills Block assessments and assessment resources. It includes a brief description of the purpose, content, materials, and administration guidance for each specific assessment.

The K–2 Reading Foundations Skills Block explicitly teaches and formally assesses

- the Reading Foundations standards, and
- the Language standards (select sub-standards from L.1 and L.2) associated with letter formation and spelling.

The overarching purpose of all of the assessments is to give the teacher targeted information to identify students’ instructional needs. Based on the assessment results (particularly from the Benchmark Assessments), teachers can first identify the current Phase of Reading and Spelling Development and Word Acquisition that a given student is in, and then use the Assessment Conversion chart to locate actual lessons and materials to use to address each student’s needs.

The K–2 Reading Foundations Skills Block is designed as a seamless K–2 Continuum: three years’ worth of lessons from the beginning of Kindergarten to the end of Grade 2. The sequence of instruction progresses at a pace that aligns to grade-level CCSS (Reading Foundations and some Language standards, listed above) and mirrors the four Phases of Reading and Spelling Development and Word Acquisition. This interconnectedness gives teachers a clear picture about what a student at a given phase can do, how that aligns to grade-level expectations, and the instructional steps that can be taken to meet students’ needs during both whole group and differentiated small group instruction.

The assessment section of the K–2 Reading Foundations Skills Manual includes the following documents:

- Assessment Overview (this document)
- Assessment Conversion chart
- Phases and Microphases<sup>1</sup>
- Benchmark Assessment materials

<sup>1</sup>Phases are broken down into “early,” “middle,” and “late.”



## Types of Assessments and Frequency of Administration

The K–2 Skills Block includes three types of assessments:

Assessment Type	Purpose	Administration Frequency
Benchmark Assessments	<ul style="list-style-type: none"> <li>■ Beginning-of-Year: Provide diagnostic information to help the teacher:               <ul style="list-style-type: none"> <li>– Determine the phase at which a student currently is reading and spelling</li> <li>– Determine the approximate cycles in the K–2 Continuum that would best fit that student’s instructional needs</li> <li>– Gauge whether the student is approximately on grade level (as defined by the CCSS)</li> </ul> </li> <li>■ Middle-of-Year<sup>2</sup> <ul style="list-style-type: none"> <li>– Track students’ progress toward the end-of-year goals (as determined by the grade-level Scope and Sequence)</li> </ul> </li> <li>■ End-of-Year:               <ul style="list-style-type: none"> <li>– Measure students’ mastery of the end-of-year goals</li> </ul> </li> </ul>	Beginning, middle, and end of the year
Cycle <sup>3</sup> Assessments	<ul style="list-style-type: none"> <li>■ Assess students’ progress toward mastery of skills taught up to a given point in the curriculum.</li> <li>■ Give teacher information to help the student set a personal goal around reading proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten: Every cycle<sup>4</sup>, starting in Module 4<sup>5</sup></li> <li>• Grade 1: Every cycle, starting in Module 1, Cycle 2</li> <li>• Grade 2: 1–2 times per module<sup>6</sup></li> </ul>
Daily Assessments: – Snapshot Assessments (Kindergarten and Grade 1; optional) – Exit Tickets (Grade 2; optional)	<ul style="list-style-type: none"> <li>■ Track progress toward mastery of daily learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>• After each lesson</li> </ul>

<sup>2</sup> See Module Overview for Modules 2–3 for pacing guidance.

<sup>3</sup> Cycles are five days long (except at the beginning of Kindergarten and Grade 1 modules, when the introductory cycles are 10 days long.)

<sup>4</sup> In Kindergarten modules, based on the expectations of the CCSS, students are not expected to spell and read words (skills that make up the bulk of the cycle assessments) until Module 4. For this reason, and the fact that frequent assessment of Kindergarten students may be an inefficient use of instructional time, cycle assessments do not begin until Module 4. Instead, teachers can rely on daily Snapshot Assessments for immediate and actionable feedback. Or, if the student is in the Full or Consolidated Alphabetic phase, teachers can use cycle assessments from Grade 1 or Grade 2 as appropriate.

<sup>5</sup> There are four modules in each grade level. Module 1 is six weeks long; Modules 2–4 are each eight weeks long.

<sup>6</sup> Cycle assessments are less frequent in Grade 2 due to the length of the assessment. As such, there are shorter, optional cycle assessments included for the remaining weeks to be used for ongoing formative assessment.

## How the Assessments Measure the Standards and Phases

As noted above, the K–2 Continuum addresses the Common Core Foundational Reading standards and Language standards L.1 and L.2<sup>7</sup>, and is tightly aligned with the Phases of Reading and Spelling Development and Word Acquisition. The work in the Skills Block is not first and foremost *about* comprehension, although, of course, it is in service of it. The Reading Foundations standards, covered and assessed in the Skills Block, are associated with automaticity and fluency, which can be indicators of comprehension. But comprehension is taught and assessed explicitly in the integrated block.

<sup>7</sup> Select sub-standards associated with letter formation and spelling conventions

The phases (based on the research of Dr. Linnea Ehri) are grounded in the alphabetic principle: the idea that letters and letter patterns represent the sounds of spoken language. The phases describe behaviors related to the types of letter-sound connections student can make as they learn to read and write. There are four phases: Pre-Alphabetic, Partial Alphabetic, Full Alphabetic, and Consolidated Alphabetic. Because each phase holds a broad range of reading and spelling behaviors, the Skills Block curriculum breaks them down further into “micro-phases” (“early,” “middle,” and “late” for each).

The assessments measure the skills outlined in the standards and the phases. The results of every assessment enable teachers to identify the particular micro-phase a student is in. The interconnectedness of the phases, standards, and K–2 Continuum mean that assessment results are aligned to specific instruction in the curriculum. Thus, ***teachers are guided to focus on the specific strengths and needs of the learner*** (as described by his or her current micro-phase) rather than labeling a student based on a level or a number of a text.

Note: The effective use of any reading assessments relies on professional expertise and decision-making. Teachers must be clear on the micro-phases and students’ reading and spelling behaviors associated with each micro-phase.

## Connecting the Standards and Phases to Other Assessment Systems

The phase theory that drives the design of EL Education’s K–2 Skills Block likely is new to many teachers. Below, we make connections between the phases and what teachers may already know and use.

### Correlation between EL Education’s Phases and Typical Spelling “Stages”

The alphabetic principle that forms the basis of the Phase Theory is familiar to most primary teachers, even if the four phases themselves are not. Aspects of the phase theory are evident in some widely used assessment systems (such as Words Their Way). Chart A shows an approximate correlation between the stages of Words Their Way and the phases.

Note: This comparison is to help teachers connect what is already known to the phase theory. While there are parallels to be drawn between the two, “phases” and “stages” are not synonymous:

- The root meaning of “phase” is “to show.” So this connotes more of a progression, possibly overlapping (think: the phase changes of matter, e.g., ice gradually melting into water).
- The root meaning of “stage” is “to stand.” So a stage is more discrete, with a clear beginning and end (think: the “stages” of a pregnancy, e.g., first trimester).

**Chart A:** Correlation between EL Education’s “Phases” and Typical Spelling “Stages”

This chart illustrates an approximate correlation between EL Education’s phases and grade-level expectations and Words Their Way (WTW) spelling stages.

EL Education Phases	Pre-Alphabetic Phase	Partial Alphabetic Phase	Full Alphabetic Phase	Consolidated Alphabetic Phase
WTW Stages	Emergent	Letter Name Alphabetic	Within Word Patterns	Syllables and Affixes Derivational Relationships

### Correlation between EL Education’s Phases and Common Reading Assessments Based on a “Leveling” System

By definition, the phases do not directly align with a leveling system. It is not an apples-to-apples comparison. Each phase describes specific skills and behaviors related to letter-sound connections, whereas leveling systems describe a text that can be used to measure students’ overall reading proficiency and also measure comprehension. It is apples-to-oranges.

Although the leveling systems listed below may include a framework for understanding the reading behaviors of the student, it is still difficult to demonstrate a relationship between levels and phases: by definition, leveling systems measure a student’s ability to read and comprehend a given text rather than a student’s specific skills.

With this “apples-to-oranges” key point in mind, Chart B shows the **grade-level expectations** of some familiar reading assessments, such as DRA, Fountas & Pinnell Benchmark System, or MAP (which provides a Lexile level) and the Phases. (Note that this chart is NOT intended to show a correlation among these various assessment systems). Seeing these grade-level expectations has two benefits:

- Teachers can roughly connect the phases to a familiar framework.
- Teachers can guide students to choose appropriate texts for independent reading (see Independent and Small Group Work document).

However, it is important to continue to emphasize that the benefit of the Phases frameworks is that they describe the types of alphabetic connections a reader is currently making rather than naming a text level.

### Chart B: *Approximate* Alignment of Phases and Grade with Levels of Common Reading Assessments

**Note:** The chart refers to the decoding of texts, not necessarily comprehension (comprehension is not explicitly addressed in the phases and not explicitly taught in the Skills Block).

Level Expectations of Common Reading Assessments and Phases				
Grade	A–Z	DRA	Lexile	Phases
K	A–C	4–6	BR–70	Late Pre-Alphabetic- Late Partial Alphabetic
1	D–J	6–18	80–500	Late Partial Alphabetic- Late Full Alphabetic
2	K–N	18–30	451–650	Late Full Alphabetic- Middle Consolidated Alphabetic

## Assessments: Materials and Administration Guidance

**Benchmark Assessments:** Letter Recognition, Letter Sound Identification, Phonological Awareness, Spelling, Decoding, Fluency

### Materials Needed:

Each Benchmark Assessment includes the following materials (see Benchmark Assessment Materials section)

- ☒ Teacher Administration Guidance document
- ☒ Student Scoring sheet
- ☒ Student materials

### Teacher Administration Guidance:

#### Grade-Level Path

A grade-level path is a list of appropriate assessments for a specific grade level (based on the CCSS and the approximate projected phase of students at the beginning, middle, and end of a given grade level). For example, one can assume that a second-grade student reading at the Consolidated Alphabetic phase can identify all letters and letter sounds and therefore does not need to be assessed on this skill. Similarly, a Kindergarten student reading in the Pre-Alphabetic phase is not yet decoding so does not need to be assessed on fluency.

If a teacher has access to assessment data from the previous school year, he or she may choose to stray from the grade-level path on a case-by-case basis (e.g., for a first grader, follow the Kindergarten path if a specific student is reading below grade level, or the Grade 2 path if that student is reading above grade level). The teacher also should adjust assessment administration based on evidence of student frustration or if he or she feels he or she has clearly determined an instructional or independent level during assessment (for more information, see Teacher Administration Guidance document and Student Scoring sheet).

In each grade-level path, there are “priority assessments” identified: assessments that are required because the results most clearly align with cycles in the Assessment Conversion chart. The priority assessments are bolded in each grade-level path chart.

### Grade-Level Assessment Paths (Administer Assessments in Order Listed)

Note: Priority assessments are bolded.

## Kindergarten Assessment Path

Kindergarten readers are developing letter recognition and letter-sound knowledge, concepts of print (e.g., left-to-right directionality), and phonological awareness (rhyme, hearing sounds in words, etc.). The teacher will begin by assessing and then continuing to track these skills throughout the year while adding on some Spelling and Decoding Assessments if students have mastered most letter-sound connections.

Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Suggested Benchmark Assessments		
Administer the following: <ul style="list-style-type: none"> <li>■ <b>Letter Name and Sound Identification</b></li> <li>■ Phonological Awareness</li> </ul>	Administer the following (if not already mastered based on BOY testing): <ul style="list-style-type: none"> <li>■ <b>Letter Name and Sound Identification</b></li> <li>■ Phonological Awareness</li> <li>■ <b>Spelling</b> (begin with Partial Alphabetic Word List)</li> <li>■ Consider Decoding (begin with Middle Partial Alphabetic Word List)</li> </ul>	Administer the following (if not already mastered based on BOY or MOY testing): <ul style="list-style-type: none"> <li>■ <b>Letter Name and Sound Identification</b></li> <li>■ Phonological Awareness</li> <li>■ <b>Spelling</b> (begin with Partial Alphabetic Word List)</li> <li>■ <b>Decoding</b> (begin with Middle Partial Alphabetic Word List)</li> </ul>

## Grade 1 Assessment Path

Grade 1 readers are beginning to use their letter-sound knowledge to decode and encode a growing number of words. Depending on a student's rate of progression through the phases, some first-grade students may be ready for this transition at the beginning of the year, while other students may still need more practice with letter-sound connections and some phonological awareness skills. As such, the BOY administration begins with spelling as a priority assessment. It then provides two options based on the results of this priority assessment.

Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Suggested Benchmark Assessments		
Administer the following: <ul style="list-style-type: none"> <li>■ <b>Spelling</b> (begin with Partial Alphabetic Word List)</li> </ul> <p><b>If Spelling Assessment results show that the student is at least in Middle or Late Partial Alphabetic micro-phase:</b></p> <ul style="list-style-type: none"> <li>■ <b>Decoding</b> (begin with Partial Word List)</li> </ul> <p><b>If Spelling Assessment results show that the student is at the Early Partial or below:</b></p> <ul style="list-style-type: none"> <li>■ Letter Name and Sound Identification</li> <li>■ Phonological Awareness</li> </ul>	Administer the following (if not already mastered based on BOY testing): <ul style="list-style-type: none"> <li>■ <b>Spelling</b> (begin with Full Alphabetic Word List)</li> <li>■ <b>Decoding</b> (begin with Early Full Alphabetic Word List)</li> <li>■ Fluency (begin with Passage 2)</li> </ul>	Administer the following (if not already mastered based on BOY or MOY testing): <ul style="list-style-type: none"> <li>■ <b>Spelling</b> (begin with Full Alphabetic Word List)</li> <li>■ <b>Decoding</b> (begin with Middle Full Alphabetic Word List)</li> <li>■ Fluency (begin with Passage 3)</li> </ul>

## Grade 2 Assessment Path

Grade 2 readers are beginning to consolidate their letter-sound knowledge to read words with increasingly more difficult spelling patterns and connected text with increasing fluency. Students who have progressed to the Consolidated Alphabetic phase are also beginning to read multisyllabic words.

Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Suggested Benchmark Assessments		
<ul style="list-style-type: none"> <li>■ <b>Spelling</b> (begin with Full Alphabetic Word List)</li> <li>■ <b>Decoding</b> (begin with Late Full Alphabetic Word List)</li> <li>■ Fluency (begin with Passage 4)</li> </ul>	Administer the following (if not already mastered based on BOY testing): <ul style="list-style-type: none"> <li>■ <b>Spelling</b> (begin with Consolidated Alphabetic Word List)</li> <li>■ <b>Decoding</b> (begin with Early Consolidated Alphabetic Word List)</li> <li>■ Fluency (begin with Passage 5)</li> </ul>	Administer the following (if not already mastered based on BOY or MOY testing): <ul style="list-style-type: none"> <li>■ <b>Spelling</b> (begin with Consolidated Alphabetic Word List)</li> <li>■ <b>Decoding</b> (begin with Middle Consolidated Alphabetic Word List)</li> <li>■ Fluency (begin with Passage 6)</li> </ul>

## Benchmark Assessment Administration Guidance

- For each student, identify a grade-level path (based on the student's current grade level and/or other available information).
- For each assessment being administered:
  - Make one copy of the Teacher Administration Guidance document.<sup>8</sup>
  - Make copies of each Student Scoring sheet (one per student).<sup>9</sup>
  - Make copies of student materials for each assessment (as specified for a given assessment).<sup>10</sup>
- Administer assessment to groups or individuals (as instructed in Teacher Administration Guidance) in the suggested order, if possible. Assessments can be administered over several days.
- Record student responses and behaviors on the Student Scoring sheets.
- Determine each student's approximate phase (based on guidance on the Scoring sheet and in the Teacher Administration Guidance and Student Scoring Guidance documents).
- When assessment administration is complete (for an individual or the whole class) and a phase is determined for each student (or an individual student), use the Assessment Conversion chart as a tool for planning differentiated small group instruction.<sup>11</sup>



<sup>8</sup> See the Benchmark Assessment Materials, Teacher Administration Guidance section.

<sup>9</sup> See the Benchmark Assessment Materials, Student Scoring Sheet section.

<sup>10</sup> See the Benchmark Assessment Materials, Student Materials section.

<sup>11</sup> For more details, see the Assessment Conversion chart.



## Considerations If Your District Requires Other Reading Assessments

Many districts require teachers to administer assessments that are similar to the suggested EL Education Benchmark Assessments. If the district-required assessments are similar:

- It is not necessary to duplicate all assessments.
- It is **strongly** recommended that teachers administer the priority assessments: EL Education Spelling and Decoding Assessments (for first and second grades and End-of-Year for Kindergarten), and Letter Name and Sound Identification (Kindergarten) regardless of duplication with other district measures. These two assessments are particularly important because the words are intentionally designed to mirror the phases and the K–2 Continuum. As such, the results provide targeted information for how materials are to be used for re-teaching and enrichment.
- Teachers need not duplicate the Letter Name and Sound Identification. But it is strongly recommended that the teacher consult the Scoring sheet for this assessment to help place a student in a micro-phase.

## Cycle Assessment

Materials Needed	Administration Guidance
<ul style="list-style-type: none"> <li>■ Cycle Assessment lesson supporting materials<sup>12</sup></li> <li>■ Annotation Guide for scoring<sup>13</sup></li> </ul>	<ul style="list-style-type: none"> <li>■ See Cycle Assessment lessons for more information.</li> </ul>

## Daily Assessments: Snapshot Assessments (Kindergarten and Grade 1) and Exit Tickets (Grade 2)

For a video illustrating the cycle assessment, please see <https://vimeo.com/channels/eleducationk5curriculum>

Materials Needed	Administration Guidance
<ul style="list-style-type: none"> <li>■ Snapshot Assessment (optional): Provided for each lesson in the Kindergarten and Grade 1 lessons<sup>14</sup> (one per student).</li> <li>■ Lesson materials or teacher-created materials to use for the assessment based on the skill being assessed. For example, an assessment of decoding would require the printed version of the words to be decoded.</li> </ul>	<p>The optional Snapshot Assessment is a formative assessment to measure progress toward mastery of the daily learning target(s). Data can be collected in oral or written form by the teacher. These documents can be printed out or used as a model for gathering data.</p> <p>The teacher can use materials from the lesson or teacher-created materials. (For example, to assess high-frequency words, the teacher may use the High-Frequency Word Cards provided in the lesson or may create a sheet that includes a list of the high-frequency words being assessed for the student to read.)</p>
<ul style="list-style-type: none"> <li>■ Exit ticket (optional): Suggestions provided in differentiated small group instruction for each phase in each lesson.<sup>15</sup></li> </ul>	<p>The optional exit ticket is a formative assessment provided in differentiated small group instruction in each Grade 2 lesson. Students complete an actual product tied to the daily learning target appropriate for each phase.</p> <p>Student(s) reading below grade level may require some teacher guidance, while other students may complete the activity independently.</p>

<sup>12</sup> Refer to the Assessment and lesson in a given cycle; see the Module or Cycle Overview to identify which cycles in the module include a cycle assessment.

<sup>13</sup> Refer to the first Assessment lesson of a grade level.

<sup>14</sup> Refer to the supporting materials for a given lesson.

<sup>15</sup> Refer to the supporting materials for a given lesson.





**K–2 Resource Manual**

# Assessment Conversion Chart

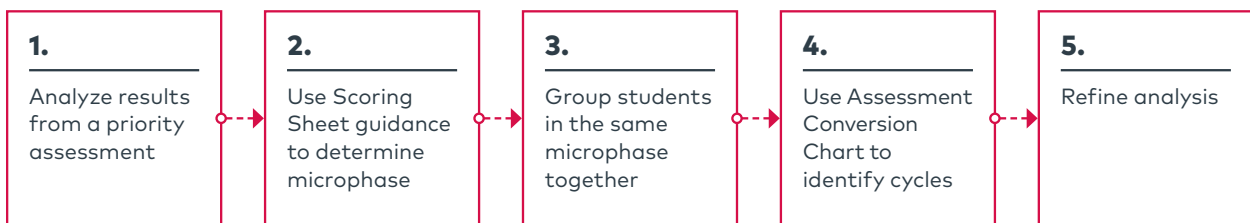
**Purpose:** First, determine a student’s micro-phase (“early,” “middle,” or “late” within a phase; e.g., Early Partial Alphabetic) based on assessment results (for details, see Benchmark: Teacher Administration Guidance and Student Scoring sheets). Then use this Assessment Conversion chart document to identify cycles of lessons within the K–2 Continuum that best meet the specific needs of a student or group of students for differentiated small group instruction.

**Note:** *The Assessment Conversion chart below directs teachers to resources to use for remediation or extension during differentiated small group instruction.* If a student’s phase aligns with the approximate grade-level expectation, then this chart is not necessary (in that case, simply use the suggestions for differentiated small group instruction provided in the daily lesson/cycle for that phase).

### Directions for Use:

1. Focus on the results from one or more of the three priority assessments (the assessments that give the clearest information for identifying a student’s micro-phase): Letter Name and Sound Identification, Spelling, and Decoding.
2. For the particular priority assessment, refer to the Student Scoring sheet for guidance to determine a student’s approximate micro-phase (e.g., Middle Partial Alphabetic or Late Full Alphabetic).
3. Once a student’s micro-phase is determined, group that student with other students in that same micro-phase.
4. Use the Assessment Conversion chart below to identify an approximate starting point (a range of cycles) that may be most useful to use with that student or group of students during differentiated small group instruction.
5. Then refine your analysis (e.g., find a few cycles that address specific spelling patterns) based on results from other assessments (beyond the three priority assessments above).\*

\*For more information, see Using the Assessment Conversion Chart: Student Example below.



### Notes:

- The Assessment Conversion Chart gives just an approximation. The suggested lessons will not necessarily cover all of the skills that you identify as a student’s areas of strengths or needs. To ensure that instruction fully targets a particular student’s needs, dig into that student’s specific assessment results.
- To monitor student progress, continue to use ongoing assessments (cycle and daily assessments). Revisit the Assessment Conversion chart as needed to determine new lessons to use for differentiated small group instruction.

## Assessment Conversion Chart

This chart helps teachers move quickly from a student’s assessment results to identifying the specific cycles and lessons that include the most appropriate targeted support for re-teaching and extension.

	Early	Middle	Late
Pre-Alphabetic	Not Applicable*	Not Applicable*	<p><b>GKM1, C1–4:</b> ABC sounds and recognition; syllable and rhyme identification, concepts of print</p> <ul style="list-style-type: none"> <li>– C1: “a,” “t”</li> <li>– C2: “h,” “p”</li> <li>– C3: “n,” “c”</li> <li>– C4: “m,” “r”</li> </ul> <p><b>GKM2, C5–11:</b> ABC sounds and recognition, syllable identification; rhyme identification and production, concepts of print</p> <ul style="list-style-type: none"> <li>– C5: “v,” “s”</li> <li>– C6: “g,” “i”</li> <li>– C7: “l,” “d,” “f”</li> <li>– C8: “k,” “y”</li> <li>– C9: “x,” “q,” “u”</li> <li>– C10: “b,” “o,” “w”</li> <li>– C11: “j,” “e,” “z”</li> </ul>
Partial Alphabetic	<p><b>GKM3, C12–18:</b> digraphs, decoding CVC words, comparing short vowel sounds</p> <ul style="list-style-type: none"> <li>– C12: “sh,” “ch,” “th”</li> <li>– C13: /a/ words</li> <li>– C14: /i/ words</li> <li>– C15: /u/ words</li> <li>– C16: /o/ words</li> <li>– C17: /e/ words</li> <li>– C18: compare all short vowel words</li> </ul>	<p><b>GKM4, C19–22:</b> decoding CVC words and beginning to decode CVCC; comparing long and short vowel sounds</p> <ul style="list-style-type: none"> <li>– C19: all short vowels; words with digraphs</li> <li>– C20: “-am” and “-an” words</li> <li>– C21: “-ank” and “-ink” words</li> <li>– C22: “floss” words (double consonants)</li> </ul>	<p><b>G1M1, C 1-4</b> are Kindergarten review cycles, so would not be appropriate for readers in the Late Partial Alphabetic phase.</p> <p><b>G1M2, C5–6:</b> continued review of phonemes taught in Kindergarten</p> <ul style="list-style-type: none"> <li>– C6: “o,” “b,” “j,” “w,” “x” in words with three or four phonemes</li> <li>– C7: /e/ words in words with three or four phonemes</li> </ul> <p><b>G1M2, C7–11:</b> initial and final consonant clusters, “y” as /i/</p> <ul style="list-style-type: none"> <li>– C7: “y” as /i/</li> <li>– C8: “wh” and “-ck”</li> <li>– C9: “ll,” “-ss,” “-ff,” “-zz”</li> <li>– C10: “bl-,” “cl-,” “fl-,” “gl-,” “pl-,” “sl-,” “sp-,” “spl-”</li> <li>– C11: “-lt,” “-ft,” “-nd,” “-nk,” “-ng,” “-nt,” “-ed” as /id/</li> </ul>
Full Alphabetic	<p><b>G1M3, C12–17:</b> syllable types: closed-syllable, open-syllable, and CVCe syllable-type words</p> <ul style="list-style-type: none"> <li>– C12: two-syllable with closed syllables</li> <li>– C13: repeat C12 with double consonants in middle and compound words</li> <li>– C14: open syllables</li> <li>– C15: CVCe (mostly /a/)</li> <li>– C16: CVCe (mostly /ō/ and /i/)</li> <li>– C17: CVCe (mostly /ū/ and /ē/)</li> </ul>	<p><b>G1M3, C18:</b> two syllable, CVCe syllable-type words</p> <ul style="list-style-type: none"> <li>– C18: CVCe (two-syllable and with suffixes “-ing,” “-s,” and “-ed”)</li> </ul> <p><b>G1M4, C19–20:</b> introduction r-controlled vowel sounds</p> <ul style="list-style-type: none"> <li>– C19: r-controlled “a” and “o”</li> <li>– C20: r-controlled “e,” “i,” and “u”</li> </ul> <p><b>G1M4, C21–24:</b> long vowel patterns</p> <ul style="list-style-type: none"> <li>– C21: “oa,” “ea,” and “ai”</li> <li>– C22: “ay” and “ow”</li> <li>– C23: “ee,” “oo,” and “y” (as /ē/)</li> <li>– C24: “ie” and “igh”</li> </ul>	<p><b>G1M4, C25:</b> two-syllable words with long vowel patterns</p> <ul style="list-style-type: none"> <li>– C25: two-syllable words with long vowel patterns</li> </ul> <p><b>G2M1, C1–6:</b> review vowel patterns by learning spelling generalizations, syllable types, and r-controlled vowels from Grade 1</p> <ul style="list-style-type: none"> <li>– C1: open and closed syllables and CVCe</li> <li>– C2: “ay” vs. “ai”</li> <li>– C3: “ee” vs. “ea” vs. “y” (as /ē/)</li> <li>– C4: “igh” vs. “ie”</li> <li>– C5: “oa” vs. “ow” and remaining vowel teams</li> <li>– C6: r-controlled vowels</li> </ul>
Consolidated Alphabetic	<p><b>G2M2, C7–C12:</b> new vowel teams and spelling generalizations, contractions, affixes: “-ed” suffix (three ways), “-tion” and “-sion”</p> <ul style="list-style-type: none"> <li>– C7: “oi,” “oy,” “ou,” “ow,” “not” contractions</li> <li>– C8: “old,” “ost,” “ind,” “ild”; “is” contractions</li> <li>– C9: doubling with suffixes</li> <li>– C10: “-ed” as /id/, /ed/, and /it/</li> <li>– C11: “oo,” “ou,” “ui,” “ue,” “ew”; “will” contractions</li> <li>– C12: “-tion” and “-sion”</li> </ul>	<p><b>G2M3, C13–C19:</b> consonant-le (C-le) word endings, other word endings, new vowel teams, and contractions</p> <ul style="list-style-type: none"> <li>– C13: C-le words</li> <li>– C14: C-le words</li> <li>– C15: “-c” vs. “-ck” vs. “-ic”</li> <li>– C16: “-ge” vs. “-dge” and “eu” and “ei”</li> <li>– C17: “-ch” vs. “-tch”; “not” contractions</li> <li>– C18: “-able” vs. “-ible”</li> <li>– C19: review of “aw” and “au”</li> </ul>	<p><b>G2M4, C20–C26:</b> “y” generalizations with plural endings, schwa, homophones, compound words, new word endings, and contractions</p> <ul style="list-style-type: none"> <li>– C20: “y” generalizations with plural endings</li> <li>– C21: schwa with “a”</li> <li>– C22: schwa with “e” and “o”</li> <li>– C23: schwa with “ate” and homophones</li> <li>– C24: compound words</li> <li>– C25: “-cal” vs. “-cle”</li> <li>– C26: “-ous” vs. “-us”</li> </ul>

\*Students currently in the Early and Middle Pre-Alphabetic phase cannot yet identify letters. In the K–2 Continuum of whole group lessons, there are no lessons that explicitly address the needs of these students. Instead, in the Kindergarten lessons, the differentiated small group instruction includes suggestions for Activity Bank activities and some possible differentiation of the whole group content.

### Using the Assessment Conversion Chart: Student Example

This example tells the story of Ms. Sisson and “Jasmyn,” a second grader. The example includes the steps Ms. Sisson took after administering the initial Benchmark Spelling Assessment. (These steps also can be applied to the Decoding Assessment, though that part is not included in this example.)

#### “Jasmyn”

Before the school year began, second-grade teacher Ms. Sisson looked over Jasmyn’s results from the Grade 1 End-of-Year Benchmark Assessments. According to the assessments, Jasmyn had ended first grade below grade level, using only partial alphabetic information to read and write (Late Partial Alphabetic phase).

Ms. Sisson knew that Jasmyn’s first-grade teacher, Mr. Locke, had been monitoring Jasmyn closely throughout the year and that he, along with Jasmyn and her mom, were determined to accelerate her progress. Jasmyn’s mom had signed her up for a summer reading camp at school and asked Mr. Locke to give her extra work for the summer.

#### Beginning-of-Year Benchmark Assessment

Ms. Sisson and Jasmyn were thrilled to see that, based on the Benchmark Assessment results at the beginning of second grade, Jasmyn’s hard work over the summer had paid off. She was spelling and reading with increasingly more complete alphabetic information (Early Full Alphabetic phase).

#### Middle-of-Year Benchmark Assessment

Based on Snapshot Assessments and cycle assessments, Ms. Sisson is confident that Jasmyn is continuing to make steady progress. About halfway through second grade, Ms. Sisson followed the Grade 2 Assessment Path and administered the Spelling, Decoding, and Fluency Benchmark Assessments. Below we walk through her analysis and actions based on the Spelling Assessment, which, along with Decoding, is one of the two priority assessments for Grade 2.

#### Step 1: Analyze results from a priority assessment.

For the Spelling Assessment, since Jasmyn was most recently identified as reading in the Early Full Alphabetic phase, Ms. Sisson administered the Full Alphabetic list. Jasmyn correctly spelled 10 out of 12 words. Ms. Sisson knew this meant that Jasmyn represented all of the sounds in the words accurately but not necessarily using the conventional spelling of the word. The only errors she made were “blingk” (blink) and “jumppng” (jumping).

Results	Analysis	Next Step
10/12 words correct	According to the Teacher Administration Guidance document, Ms. Sisson should administer the next, more difficult list because Jasmyn correctly spelled 10 or more words on the Full Alphabetic list.	Ms. Sisson administers the next Spelling assessment using the Consolidated Alphabetic list.

**Step 2: Use the Scoring sheet guidance to determine a micro-phase.**

Ms. Sisson continued on with the Spelling Assessment and next administered the Consolidated list. With this spelling list, she incorrectly spelled a larger number of words (6 out of 12 were incorrect), making errors such as “claped” (clapped) and “oatmiel” (oatmeal). Ms. Sisson could see that Jasmyn still needed to learn and practice a number of spelling patterns. Based on the Scoring sheet guidance, she determined that Jasmyn is currently in the **Early Consolidated Alphabetic phase**.

Results	Analysis	Next Step
6/12 words correct	Jasmyn correctly spelled 6 words. According to the Scoring sheet, she is in the Early Consolidated Alphabetic phase.	Ms. Sisson locates the Early Consolidated phase on the Assessment Conversion chart. She identifies a cluster of lessons that will approximately address Jasmyn’s needs (Grade 2, Module 2, Cycles 7–12).

**Step 3: Group students in the same micro-phase together.**

Ms. Sisson then grouped Jasmyn with the only other two students currently spelling and reading in the Early Consolidated Alphabetic phase.

**Step 4: Use Assessment Conversion chart to identify cycles.**

Ms. Sisson shared with Jasmyn that she had progressed to the Early Consolidated Alphabetic phase. She emphasized and celebrated the tremendous growth Jasmyn had made in the last year and explained that she still has some work to do before she is reading and spelling on grade level, and she is confident that she will do it!

To round out the group of students in the Early Consolidated Alphabetic phase (there were two students in addition to Jasmyn), Ms. Sisson also added two students currently reading and spelling in the Late Full Alphabetic phase because she knew that all of these students needed extra practice with many of the same spelling patterns.

Results	Analysis	Next Step
Jasmyn and two additional students are reading in the Early Consolidated phase; two other students are reading in the Late Full Alphabetic phase.	This group seemed to need practice with some of the same spelling patterns and have some other common strengths and needs (e.g., the “ea” and “oa” vowel teams).	Ms. Sisson looks closely at the Late Full Alphabetic and the Early Consolidated Alphabetic sections on the Assessment Conversion chart. She examines the following cluster of cycles identified on the chart: <ul style="list-style-type: none"> <li>• G1M4, Cycles 21–25</li> <li>• G2M1, Cycles 1–6</li> <li>• G2M2, Cycle 7–13</li> </ul>

### Step 5: Refine analysis.

The Late Full Alphabetic and Early Consolidated Alphabetic sections of the Assessment Conversion chart include a large range of lessons. Ms Sisson knows she should narrow down her choices by looking closely at the words each student spelled incorrectly.

She notices that the following spelling patterns were represented consistently incorrectly across most of the students: **“ea,” “oa,” “-tion,” “-sion,” and words requiring doubled consonants when a suffix is added**. So she chooses cycles with those specific patterns explicitly taught (G1M4C21; G2M1C3; G2M2C9 and C12). She also notes the **“oa”** and **“ea”** spelling patterns are some of the only long vowel patterns represented in the Spelling Assessments, so she also chooses some cycles that include other /ā/ and /ō/ spelling patterns (G2M1C2–3 and C5; G2M2C7) in case the students need extra practice with these too and/or may find it helpful to compare and contrast the spelling generalizations for each.

Results	Analysis	Next Step
Students in these two phases consistently misspelled some of the same patterns.	The patterns consistently misspelled: “ea,” “oa,” “-tion,” “-sion,” and words with doubled suffixes in the middle.	Ms. Sisson looks closely at the spelling patterns and skills identified for each cycle of lessons, searching out and choosing the cycles with the specific patterns that were misspelled by most of the students (G1M4C21; G2M1C3; G2M2C9 and C12) and cycles with other /ō/ and /ē/ patterns (G2M1C2–3 and C5; G2M2C7). She uses the Differentiation Pack materials for these cycles to plan small group instruction.

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# Phases and Microphases

**Purpose:** This document describes Phase Theory and EL Education’s “microphases,” and explains how the phases drive the design of the Reading Foundations Skills Block curriculum.

The EL Education’s Skills Block uses a structured phonics approach. Our particular phonics program is grounded in the Phase Theory of Dr. Linnea Ehri. The phases are based on the alphabetic principle: the understanding that letters and letter patterns represent the sounds of spoken language. There are four phases: Pre-Alphabetic, Partial Alphabetic, Full Alphabetic, and Consolidated Alphabetic. Each phase describes the types of letter-sound connections students are able to make as they learn to decode (read) and encode (spell).

## Phases of Reading and Spelling Development (abridged)

Pre-Alphabetic (Pre-A)	Partial-Alphabetic (PA)	Full Alphabetic (FA)	Consolidated Alphabetic (CA)
Able to identify very few letters, if any	Able to identify many upper and lower case letters	Able to identify all upper and lower case letters and their associated sounds	Able to identify all upper and lower case letters and their associated sounds
Not yet able to identify letter sounds	Able to identify some letter sounds	Able to blend and segment sounds in a word	Has built a large bank of sight words, including multisyllabic words; learns words more quickly
Able to identify some environmental print	Has limited phonemic awareness	Has memorized a growing number of sight words (mostly shorter words)	Able to use context to confirm reading of a word in a text
If tries to spell words, may use a random string of letters or shapes	Has limited decoding ability Predicts unknown words by identifying beginning sound	Growing ability to decode words and non-words	Has proficient memory for correct spelling; able to draw from alphabetic principles to spell new words
	Able to produce some invented spelling; weak memory for correct spelling	Able to use context to confirm reading of a word in a text	
		Has a growing memory for correct spelling; some invented spelling	

EL further divided each phase into “microphases” (distinction of “early,” “middle,” or “late” for each phase). The next section goes into more detail about microphases.

### How Understanding Phase Theory Can Improve Instruction

To give each reader or group of readers the most targeted instruction, educators using this curriculum must understand the phases and how this framework guides instructional decision-making. Understanding the reading and spelling behaviors associated with each phase will empower teachers to

- More deeply understand the process of learning to read.
- Have clearer “look fors” that help them gather detailed, targeted information about each individual reader.

Knowing what students are able to do and what they are working towards will help teachers both proactively plan for differentiation and also make more informed decisions “on the fly.”



The following chart lays out how a deep knowledge of the phase framework will strengthen whole group instruction, small group instruction, and assessment.

	Element in the Skills Block curriculum that provides guidance based on students' phase	How phases inform those aspects of the curriculum
Whole Group	Teaching Notes in Cycle Overviews: Detailed teaching notes based on phase, to help teachers differentiate whole group instruction.	When teachers deeply understand the phases in general, combined with specific knowledge of what microphase each student is currently in, they can better prioritize certain targets in the whole group lessons, and know when to re-teach whole group.
Small Group	Daily lessons: See small group guidance grid at the end of the daily lesson.	Phases and microphases guide teacher planning for small group instruction, signaling which suggested activities and resources will be most useful for each group or individual student..
Assessment	Benchmark Assessments: Scoring guidance helps identify the students' microphases (distinction of "early," "middle," or "late" for each phase; see next section for details).  Daily lessons: Cycle and snapshot assessments (as well as exit tickets for Grade 2) offer ongoing formative checks on students' growth through the microphases.	Teachers use assessment data to determine microphase, which they use to group students for differentiated small group instruction and to better understand each student's strengths and areas of growth as a reader.

## Microphases

Because each phase holds a broad range of reading and spelling behaviors, the Skills Block curriculum breaks them down further into "micro-phases" ("early," "middle," and "late" for each). This provides more detailed information about students reading in each phase. These "microphases" are used as a framework throughout the curriculum as a way to name and describe learners. (For more detail regarding determining a student's phase and grouping students, see the Assessment Overview).

## Pre-Alphabetic

Skill	Early	Middle	Late
Phonological Awareness: Phonemes	No phonemic awareness.		
Phonological Awareness: Syllables	Lack of phonological skills with syllables. Cannot yet count syllables in multisyllabic words.		
Letter Identification and Production	Can identify very few or no letters (possibly only a few letters from own name). Cannot write any letters.	Can identify very few letters (possibly letters from own name and/or a few random uppercase letters). Cannot write any letters.	Can identify and write some letters and identify some sounds.
Grapho-phonological Relationships	No knowledge of graphophonemic relationship (relationship between graphemes (letters) and phonemes (sounds)).		
Decoding Unfamiliar Words	Cannot yet decode.		
Encoding (Spelling)	Cannot yet encode. Attempts may include a string of lines or shapes without determinable relationship to words.		
Automaticity of Words from Memory	Cannot yet identify words from recall (with exception of some environmental print, such as "STOP" on a stop sign).		

## Partial Alphabetic

Skill	Early	Middle	Late
Phonological Awareness: Phonemes	Limited or lack of phonemic awareness.	Limited phonemic awareness. Can identify and/or produce some rhyming words. Can identify some initial and ending sounds (not medial/vowel sounds) in phoneme segmentation of VC and CVC words.	Limited phonemic awareness. Can identify and produce some rhyming words. Can identify initial and ending sounds in phoneme segmentation of VC and CVC words, and some digraphs. Minimal confusion with medial vowel sounds.
Phonological Awareness: Syllables	Can count syllables in a few multisyllabic words.	Can count syllables in some multisyllabic words.	Can count syllables in all multisyllabic words; can segment and blend a few multisyllabic words.
Letter Identification and Production	Can identify and write some letters, mostly uppercase.	Can identify and write some letters, uppercase and lowercase.	Can identify and write most uppercase and lowercase letters.
Grapho-phonological Relationships	Limited knowledge of graphophonemic relationship. Frequently confuses similar graphemes and phonemes in letter identification by sound and sound by letter.	Knowledge of graphophonemic relationship for most consonants. Frequently confuses short vowel sounds.	Knowledge of graphophonemic relationship for consonants and most vowels. Some confusion over similar short vowel sounds (e.g., /a/ and /e/).
Decoding Unfamiliar Words	Applies limited knowledge of graphophonemic relationship to decoding words. Can identify a few initial letter/sounds to predict unfamiliar words. May also use contextual clues to predict words.	Applies partial knowledge of graphophonemic relationship to decoding skills. Can identify some initial and final letter/sounds to predict unfamiliar words. May also use contextual clues to predict words.	Applies full knowledge of graphophonemic relationship to decoding skills. Can identify all initial, final, and medial letters/sounds to decode unfamiliar words. May also use contextual clues to predict words.
Encoding (Spelling)	Beginning to partially spell words phonetically using most salient sounds. Does not spell words correctly.	Partial phonetic (invented) spellings include most initial and final sounds. Does not spell words correctly.	Partial phonetic (invented) spellings include most initial and final sounds, with some vowel sounds. Spells a few words correctly.
Automaticity of Words from Memory	Can recognize a few simple high-frequency words based on exposure but easily confuses similarly spelled words.		

## Full Alphabetic

Skill	Early	Middle	Late
Phonological Awareness: Phonemes	Can identify and produce rhyming words. Can segment and blend many single-syllable words.		Full phonemic awareness developed. Able to identify and produce rhyming words. Can segment and blend all single-syllable words.
Phonological Awareness: Syllables	Can segment and blend some multisyllabic words.		Can segment and blend most multisyllabic words.
Letter Identification and Production	Can identify and write all uppercase and lowercase letters.		
Grapho-phonological Relationships	Knowledge of graphophonemic relationship for consonants and vowels.	Knowledge of graphophonemic relationship for consonants, vowels, consonant digraphs, and some inflectional endings.	Knowledge of graphophonemic relationship for consonants, vowels, consonant digraphs, most inflectional endings, and some affixes.
Decoding Unfamiliar Words	Can decode unfamiliar words and nonwords that are regularly spelled. Uses context to confirm or discard decoding.		
Encoding (Spelling)	Phonetically accurate spellings include dominant sounds in sequence (e.g., correct initial and final sounds with short vowel sounds). Spell some words with correct spelling.	Phonetically accurate spellings include more complete representation of sounds (e.g., correct initial and ending sounds including consonant digraphs, short vowels, magic "e" long vowel sounds. Spells some words with correct spelling.	Phonetically accurate spellings include complete representation of medial vowel sounds. Shows awareness of short vowel and long vowel (magic "e," vowel teams, r-controlled vowel) patterns. Spells most words with correct spelling.
Automaticity of Words from Memory	High-frequency word memory is becoming more automatic, unitized, and growing. Limited to mostly single-syllable or two-syllable regularly spelled words, with some irregularly spelled words.		

## Consolidated Alphabetic

Skill	Early	Middle	Late
Phonological Awareness: Phonemes	Full phonemic awareness developed. Able to identify and produce rhyming words. Can segment and blend all single-syllable words		
Phonological Awareness: Syllables	Can segment and blend all multisyllabic words.		
Letter Identification and Production	Can identify and write all uppercase and lowercase letters.		
Grapho-phonological Relationships	Grapho-syllabic connections becoming increasingly apparent (can identify and use knowledge of rules connected to some syllable types).	Grapho-syllabic connections predominate (can identify and use knowledge of rules connected to most syllable types).	Grapho-syllabic connections predominate (can identify and use knowledge of rules connected to all syllable types).
Decoding Unfamiliar Words	Applies some grapho-syllabic connections to decoding words. Decodes many unfamiliar words and nonwords with increasing proficiency. Unfamiliar words in context read by decoding or analogy. Uses context to confirm or discard decoding.		Applies full grapho-syllabic connections to decoding words. Decodes many unfamiliar words and nonwords proficiently, automatically, and accurately. Unfamiliar words in context read by decoding or analogy. Uses context to confirm or discard decoding.
Encoding (Spelling)	Uses grapho-syllabic and graphophonemic knowledge to spell words correctly. Spells all words with correct spelling.		
Automaticity of Words from Memory	High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multisyllabic words. Applies grapho-syllabic connections to some words.	High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multisyllabic words. Applies grapho-syllabic connections to most words.	High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multisyllabic words. Applies grapho-syllabic connections to all words.

**K–2 Resource Manual**

# Benchmark Assessments

## Benchmark Assessment for Letter Name and Sound Identification

**Purpose:** Letter Name and Sound Identification assess the ability to name the letter and sound of the 26 uppercase and lowercase letter symbols used in the English language. The goal of teaching letter identification is to ensure that students can recognize and name letter shapes, and retrieve the correct sound each letter makes.

### Instructions for Administering and Scoring the Assessment

This assessment is administered individually.

Students in the Pre-Alphabetic and Partial Alphabetic phases are working toward mastery of this skill. Please use the following guidelines to guide instruction (see below):

1. Show student the Letter Name and Sound Identification sheet.
2. Point to individual uppercase letters, asking for the letter name. Continue next with lowercase letters.
3. Record student's response with a checkmark if accurate. Record incorrect response with answer given by student. If student does not produce a response, mark with a hyphen (-).
4. After all letter names (upper- and lowercase) are read, ask student to identify the sound for each letter. Record responses (as above) in "Sound" column

**Note:** In order to be marked "correct," students should identify the short vowel sounds for vowel letters (e.g., /a/ not ā) and the hard sound for "c" (/k/, not /s/) and "g" (/g/, not /j/).

## Letter Name &amp; Sound Identification: Student Scoring Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Letter Name	Response (if incorrect)	Sound	Response (if incorrect)		Letter Name	Response (if incorrect)	Sound	Response (if incorrect)
A					a				
Y					m				
F					z				
S					d				
P					p				
X					u				
B					c				
O					o				
H					h				
U					x				
J					j				
C					b				
L					l				
K					g				
M					y				
Q					q				
D					s				
W					k				
N					n				
I					i				
Z					f				
E					e				
R					r				
G					w				
T					t				
V					v				

Total Letters Known	
Total Letters Unknown	
Total Sounds Known	
Total Sounds Unknown	

Notes:

### Use the following to determine student's micro-phase:

- Early Pre-Alphabetic: Can identify very few or no letters. Not yet able to identify letter sounds. **Note:** In addition to suggestions in the lessons, teacher may work on fine motor skills and concepts of print and book handling skills with students currently in this microphase.
- Middle-Late Pre-Alphabetic: Can identify a few letters (possibly letters in friends'/family members' names). Not yet able to consistently identify any letter sounds.
- Early-Middle Partial Alphabetic: Can identify some letters (mostly uppercase). Not yet able to consistently identify any letter sounds.
- Middle-Late Partial Alphabetic: Can identify most letters (uppercase and lowercase). Can identify some letter sounds.
- Early Full Alphabetic: Can identify all letters (uppercase and lowercase). Can identify all or most letter sounds.

**Note:** Phase theory does not identify a specific number of letters or letter sounds a child should be able to name in order to move from one Phase to the next. As a result, the microphase correlation for this assessment is mostly meant as a guide for grouping and choosing appropriate materials for differentiated small group instruction; the microphase identified for this assessment does not necessarily translate to other skills such as spelling and decoding.

The results of this assessment also help a teacher to decide whether to administer the Spelling and Decoding Benchmark Assessments to determine a microphase for those skills (if a student falls into the Middle-Late Partial Alphabetic microphase).



**Student Materials**

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**Alphabet Letter Name and Sound Identification****UPPERCASE****A****Y****F****S****P****X****B****O****H****U****J****C****L****K****M****Q****D****W****N****I****Z****E****R****G****T****V**

Alphabet Letter Name and Sound Identification

LOWERCASE

**a**

**m**

**z**

**d**

**p**

**u**

**c**

**o**

**h**

**x**

**j**

**b**

**l**

**g**

**y**

**q**

**s**

**k**

**n**

**i**

**f**

**e**

**r**

**w**

**t**

**v**

## Benchmark Assessment for Phonological Awareness

---

**Purpose:** Phonological awareness, or the awareness of sounds in oral language and the ability to manipulate those sounds in spoken words, is crucial for reading and spelling development. When students have trouble separating phonemes (sounds) in words, it can be challenging to attach phonemes to graphemes (letters) and use that knowledge to decode (read) and encode (spell) words. This assessment allows teachers to gather information about the control a student has over various phonological awareness skills. Note that the skills in this assessment do not necessarily reflect a lockstep progression in which young students acquire them; rather, they are grouped with similar tasks adjacent to each other and reflect increasingly more complex manipulation of sounds in oral language.

### Instructions for Administering the Assessment

This assessment is administered individually.

1. Print one Student Scoring sheet.
2. Explain to the student that you will be working with some sounds in spoken words. (The students are not expected to read the words in print.)
3. Administer all of the skills on the assessment.
4. Within each skill, stop if the student misses two in a row, and move on to the next skill.

### Analyzing Results to Inform Instruction

Use the table on the Student Scoring sheet to determine which Phonological awareness skills may require additional targeted instruction. Unlike the Spelling, Decoding, and Letter Name and Sound identification assessments, the Phonological Awareness assessment results do not lend themselves to identifying specific cycles with the curriculum, as these skills are not necessarily related to specific spelling patterns. Instead, the table identifies the instructional practices in the Kindergarten curriculum that can be used for the purpose of addressing these skills in differentiated small group work. Some of the instructional practices, such as Feel the Beats, for example, can be adapted to focus on particular sounds in words (e.g., isolating the initial sound in a word). The table also identifies some Activity Bank suggestions for use in targeted instruction.

You will note that an annotation guide is provided in the Scoring sheet. This can be useful in illustrating patterns to help determine how the student is (or is not) manipulating sounds. For example, incorrect responses in the rhyme skill, such as “rat” for “ran” and “bet” for “bed,” suggest that while the student cannot rhyme yet, he or she is attempting to do so by matching the first sound he or she hears in the word.

# Phonological Awareness: Student Scoring Sheet

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator:** \_\_\_\_\_

Use the following symbols/letters as annotations for student behaviors:

## Possible Student Response Annotations

**Symbol**      **Meaning**

✓ or +      Correct.

SC      Student self-corrected (without prompting).

W      Student waited some time before responding.

?      Student responded with a questioning voice or asked if he or she was right.

pat      Write incorrect response on the line.  
(Example: If the student said "pat" when asked to tell a word that rhymes with "pan.")

X      Student did not attempt or said, "I don't know."

## Skill 1

### Rhyme Production (CCSS.ELA.RF.K.2.A)

Teacher Administration Directions: Write student response on line.  
"I am going to say some words. I would like you to tell me a word that rhymes with the word I say. For example, if I say 'bat,' you might say 'cat' or 'mat' or 'sat.' Note: A nonsense word is an acceptable response.

1. ran: \_\_\_\_\_

3. fun: \_\_\_\_\_

5. kite: \_\_\_\_\_

**Total:**

2. bed: \_\_\_\_\_

4. make: \_\_\_\_\_

6. glue: \_\_\_\_\_

**/6**

## Skill 2

### Isolate Initial Phoneme (CCSS.ELA.ELA.RF.K.2c, RF.K.2d, RF.1.2.C)

Teacher Administration Directions: "Tell me the first sound you hear in each of the words."  
"Listen to me as I do one: tide, /t/."

1. pail: \_\_\_\_\_ /p/

3. nice: \_\_\_\_\_ /n/

5. sip: \_\_\_\_\_ /s/

**Total:**

2. bet: \_\_\_\_\_ /b/

4. game: \_\_\_\_\_ /g/

6. with: \_\_\_\_\_ /w/

**/6**

Teacher Administration Directions: "Tell me the last sound you hear in each of the words."  
"Listen to me as I do one: rub, /b/."

1. rip: _____ /p/	3. still: _____ /l/	5. give: _____ /v/	<b>Total:</b>
2. him: _____ /m/	4. beg: _____ /g/	6. need: _____ /d/	

Teacher Administration Directions: Use this subtest to assess both medial phoneme (a) and long and short vowel identification (b).

*"Tell me the middle sound (or vowel sound) you hear in each word."*

*"Listen to me as I do one: dot, /ǒ/."*

*"Then tell me if the middle sound (or vowel sound) is a long or short vowel."*

*"The /ɔ̃/ sound is a short 'o.'"*

1. bed: _____ /e/ Vowel ID Y/N	3. map: _____ /a/ Vowel ID Y/N	5. coat: _____ /ō/ Vowel ID Y/N	<b>Phoneme (a):</b>  _____ + _____ /6
2. sit: _____ /i/ Vowel ID Y/N	4. not: _____ /o/ Vowel ID Y/N	6. nice: _____ /ī/ Vowel ID Y/N	

Teacher Administration Directions: Write student response on line.

*"I will say a word and then will ask you to add a sound to the beginning of it. You will then say the whole word to me." "Listen to me as I do one: at—add /s/ to the beginning—sat)."*

Word	Add	Response
1. and	Add /l/ to the beginning	land: _____
2. it	Add /f/ to the beginning	fit: _____
3. ate	Add /g/ to the beginning	gate: _____
4. eat	Add /s/ to the beginning	seat: _____
5. am	Add /h/ to the beginning	ham: _____
6. top	Add /s/ to the beginning	stop: _____

**Skill 6**
**Delete Initial Phoneme (CCSS.ELA.RF.K.2.C)**

*Teacher Administration Directions: "I will say a word and then will ask you to take out a sound at the beginning of it. You will then say the new word to me." "Listen to me as I do one: pin—without /p/ at the beginning—in)."*

Word	Delete	Response	Total: /6
1. cape	Without /c/	ape: _____	
2. reach	Without /r/	each: _____	
3. hit	Without /h/	it: _____	
4. sat	Without /s/	at: _____	
5. fall	Without /f/	all: _____	
6. chair	Without /ch/	air: _____	

**Skill 7**
**Substitute Initial Phoneme (CCSS.ELA.RF.K.2.E)**

*Teacher Administration Directions: "I will say a word and then will ask you to change one sound to another. You will then say the new word to me." "Listen to me as I do one: wig—change /w/to /b—big)."*

Word	Change to (* use sounds)	Response	Total: /6
1. bake	Change /b/ to /t/	take: _____	
2. wet	Change /w/ to /m/	met: _____	
3. pack	Change /p/ to /s/	sack: _____	
4. mess	Change /m/ to /l/	less: _____	
5. rope	Change /r/ to /s/	soap: _____	
6. judge	Change /j/ to /f/	fudge: _____	

**Skill 8****Count & Segment Phonemes (CCSS.ELA.RF.K.2.B and CCSS.ELA.RF.1.2.D)**

Teacher Administration Directions: “I will say a word and I would like you to separate the word into sounds. Use your fingers to count the sounds you hear.” “Listen and watch me as I do one: cat—/c/-/a/-/t/. I hear three sounds).”

1. in: _____ (/i/-/n/)	3. run: _____ (/r/-/u/-/n/)	5. smoke: _____ (/s/-/m/-/ō/-/k/)	<b>Counting:</b>  + _____ /6  <b>Segmenting:</b>  + _____ /6
2. ate: _____ (/ā/-/t/)	4. need: _____ (/n/-/ē/-/d/)	6. lend: _____ (/l/-/e/-/n/-/d/)	

**Skill 9****Blend Phonemes (CCSS.ELA.RF.1.2.B)**

Teacher Administration Directions: “I will say the sounds in a word. You will blend the sounds together and tell me the whole word.” “Listen to me as I do one: s-ă-t, sat.”

1. g-ō: _____ (go)	3. n-ō-k: _____ (knock)	5. th-ī-n: _____ (thin)	<b>Total:</b>  /6
2. p-ĕ-t: _____ (pet)	4. l-ō-s-t: _____ (lost)	6. g-r-ā-t: _____ (grate)	

**Phonological Awareness Skills Scoring**

Skill	Score	Recommended Instructional Practice(s) and Activity Bank Suggestions for Targeted Instruction	
		Instructional Practice	Activity Bank Suggestion

If the student scores 4 or less on any given skill, consider using the recommended Instructional Practice and/or Activity Bank suggestion from any cycle in the Kindergarten Modules for targeted instruction during differentiated small group lessons.

**Skill 1: Rhyme Production**

Rhyme Time

Any activity from the Rhyming (R) category

Phonological Awareness Skills Scoring			
Skill	Score	<b>Recommended Instructional Practice(s) and Activity Bank Suggestions for Targeted Instruction</b> If the student scores 4 or less on any given skill, consider using the recommended Instructional Practice and/or Activity Bank suggestion from any cycle in the Kindergarten Modules for targeted instruction during differentiated small group lessons.	
		Instructional Practice	Activity Bank Suggestion
Skill 1: Rhyme Production		Rhyme Time	Any activity from the Rhyming (R) category
Skill 2: Isolate Initial Phoneme		Rhyme Time Feel the Beats Phonemic Blending and Segmentation	Any activity from the Phonological Manipulation (PM) category
Skill 3: Identify Final Phoneme		Feel the Beats Phonemic Blending and Segmentation	Any activity from the Phonological Manipulation (PM) category
Skill 4a: Identify Medial Phoneme		Feel the Beats Phonemic Blending and Segmentation	Any activity from the Phonological Manipulation (PM) or Vowel (V) category
Skill 4b: Identify Vowel (Long or Short)		Phonemic Blending and Segmentation	Any activity from the Vowel (V) category



Phonological Awareness Skills Scoring			
Skill	Score	<b>Recommended Instructional Practice(s) and Activity Bank Suggestions for Targeted Instruction</b> If the student scores 4 or less on any given skill, consider using the recommended Instructional Practice and/or Activity Bank suggestion from any cycle in the Kindergarten Modules for targeted instruction during differentiated small group lessons.	
		Instructional Practice	Activity Bank Suggestion
<b>Skill 5: Add Initial Phoneme</b>		Chaining Phonemic Blending and Segmentation	
<b>Skill 6: Delete Initial Phoneme</b>		Chaining Phonemic Blending and Segmentation	Any activity from the Phonological Manipulation (PM) category
<b>Skill 7: Substitute Initial Phoneme</b>		Chaining Phonemic Blending and Segmentation	
<b>Skill 8a: Count Phonemes</b>		Feel the Beats Phonemic Blending and Segmentation	Any activity from the Phonological Manipulation (PM) category
<b>Skill 8b: Segment Phonemes</b>		Phonemic Blending and Segmentation	Any activity from the Phonological Manipulation (PM) category
<b>Skill 9: Blend Phonemes</b>		Phonemic Blending and Segmentation	Any activity from the Phonological Manipulation (PM) category

## Benchmark Assessment for Spelling Skills

**Purpose:** Spelling a word requires students either to write the correct spelling by locating it in their memory or to analyze the phonemes (sounds) within a word and choose graphemes (letters) to represent those sounds. Analysis of student spellings of words reveals much about the types of graphophonemic (letter-sound) connections they can make and their skill in storing correct spellings of words in their memory. Correct spellings are much more likely among students in the Full and Consolidated phases because they possess more complete knowledge of grapheme-phoneme correspondences and common spelling patterns.

The Benchmark Spelling Assessment provides this information. Each list in this tool includes progressively more complex words, requiring students to make increasingly more complete graphophonemic connections. By analyzing a student's spellings of the words in the lists, the teacher can determine the phase in which that student is working (Pre-, Partial, Full, or Consolidated Alphabetic).

### Instructions for Administering the Assessment

There is an assessment for each phase of spelling development. The assessment can be administered individually or in small groups.

1. Say: ***“You are going to spell some words. Spelling these words will show what sounds and spelling patterns you know. I will say the word once. Then I will read it in a sentence. Then I will say it one more time. After that, you will write the word on your paper. Write the correct spelling if you know it. If a word is tricky for you, just do your best and write letters for the sounds you hear in the word. If you need me to repeat the word, raise your hand.”***
2. Give each student a piece of lined paper or the blank Student Test sheet provided. Make sure students write the words in the correct order and next to the correct number.
3. Read the word separately, and then read the word within the given sentence (see below for sentences). Read the word once more. If a student raises his or her hand to repeat the word, use your discretion to decide how many times you will repeat the word before moving on. Some of these will need a student-friendly explanation of the meaning of the word as well as the sentence. Not every K–2 student will know what “wig” and “jog” or “chat,” “information,” “thread,” and “invasion” mean. Even with solid grapheme-phoneme knowledge, it inevitably becomes somewhat more difficult for students who have no or little sense of the meaning. Be sure to model or explain such words as needed.
4. Complete all words in the list.
5. If the student spells 10 or more of the words correctly, administer the next, harder list. If the student spells fewer than five words correctly, administer the previous, easier list. This list does not need to be administered in the same sitting.
6. There is an alternate list of words for each phase provided for this assessment. Consider using the alternate list either to gather more information on a student as needed or to replace the first list if the words are too familiar to the student(s).

### Partial Alphabetic Phase List

- |          |  |
|----------|--|
| 1. mad   | Yesterday I was really <u>mad</u> at my sister.              |
| 2. wig   | She is wearing a purple <u>wig</u> .                         |
| 3. cob   | I like to eat corn on the <u>cob</u> .                       |
| 4. net   | The boy needed a <u>net</u> for fishing.                     |
| 5. run   | They <u>run</u> really fast.                                 |
| 6. fan   | I waved my <u>fan</u> because it was hot.                    |
| 7. jog   | I like to <u>jog</u> with my dog.                            |
| 8. sip   | Take a small <u>sip</u> of your soda!                        |
| 9. thin  | That rope is very <u>thin</u> . I hope it doesn't break.     |
| 10. rush | You don't need to <u>rush</u> . We have plenty of time.      |
| 11. chat | My friend Julia likes to <u>chat</u> on the phone.           |
| 12. stop | Please <u>stop</u> at the store to get milk on the way home. |

### Full Alphabetic Phase List

- |             |  |
|-------------|--|
| 1. late     | Please don't be <u>late</u> for school!                      |
| 2. dime     | I found a <u>dime</u> on the ground.                         |
| 3. plans    | I have <u>plans</u> to go to the moon one day!               |
| 4. stump    | There is just a <u>stump</u> where the tree used to be.      |
| 5. blink    | He can <u>blink</u> his eyes really quickly.                 |
| 6. chain    | The boy put a <u>chain</u> on his dog.                       |
| 7. steam    | <u>Steam</u> came out of the tea kettle.                     |
| 8. float    | A duck can <u>float</u> in the water.                        |
| 9. shark    | The <u>shark</u> swims in the ocean.                         |
| 10. tree    | My younger brother likes to sit under that big <u>tree</u> . |
| 11. jumping | I am <u>jumping</u> on a trampoline.                         |
| 12. storm   | I can see the <u>storm</u> clouds.                           |

### Consolidated Alphabetic Phase List

- |              |   |
|--------------|---|
| 1. table     | Please set the <u>table</u> .   |
| 2. clapped   | He <u>clapped</u> his hands loudly.   |
| 3. lately    | <u>Lately</u> I've been feeling sick.   |
| 4. joined    | <u>I joined</u> a new book club yesterday.  |
| 5. oatmeal   | I had <u>oatmeal</u> for breakfast.   |
| 6. remind    | Please <u>remind</u> me to get milk when I go to the store.                           |
| 7. condition | My grandfather took good care of his books. They are still in good <u>condition</u> . |
| 8. thread    | I sewed my button with a needle and <u>thread</u> .                                   |
| 9. hopeful   | I was <u>hopeful</u> it would not rain.   |
| 10. invasion | We had to stop the <u>invasion</u> of the ants at our picnic.                         |
| 11. writing  | I love <u>writing</u> stories!  |
| 12. badge    | He has a <u>badge</u> that shows he works at the bank.                                |

## Scoring and Analyzing the Assessment

### Instructions:

1. Print out one Scoring sheet for each student.
2. Circle all of the words that are spelled correctly and record the total number on the Scoring sheet.
3. Use the table on the Scoring sheet to determine the micro-phase of the student.
4. Reversal of letter formation (example: a backwards “c” is written for “cat”) does not affect scoring.
5. Use the Spelling Annotation Guide on the next page to annotate student’s spelling on the Scoring sheet.
5. Analyze the student’s spelling errors to inform instruction (see below: Analyzing Spelling to Inform Instruction).

### Analyzing Spelling to Inform Instruction

Annotating the student’s spelling provides information that can be used to inform instruction. Using the phonetic spelling underneath each word along with annotation, allows you to look for patterns in errors. For example, consider a student who correctly represents just two out of three phonemes in many of the words in the Partial Alphabetic phase. Looking at the annotation, you may discover errors such as “weg” for “wig” and “sep” for “sip.” These errors suggest that targeted instruction to differentiate the vowels “e” and “i” is needed. Or you may discover errors such as “wg” for “wig” and “sp” for “sip.” This suggests that the student is not yet identifying and recording medial vowel sounds and needs targeted instruction in that area. This type of analysis allows you to home in on the specific lesson cycle that can be used during differentiated small group instruction when you use the Assessment Conversion chart.

Some of the words in the Consolidated list contain underlined parts. This is simply provided as a reference when analyzing the student’s spelling. The underlined parts indicate the types of features in words that distinguish the patterns expected in Consolidated from those expected in the Full Alphabetic phase. Examining a student’s spellings of these features can provide information on which features may need targeted instruction. For example, if the student writes “condishun” for “condition,” instruction in /shun/ spelled “tion” is needed.

## Spelling Annotation Guide

If...	Then...	Example
The word is spelled correctly	Circle the whole word	<u>am</u>
The word is misspelled	1. Write the student's spelling above the word. 2. Circle the error above and below the word.	l a t <u>l e t</u>
<b>Additional Examples</b>		
A letter is reversed z a t <u>s a t</u>	The sequence of letters is reversed b i o l <u>b o i l</u>	Extra letters wh e n t <u>w e n t</u>
A letter in a digraph is missing s i p <u>sh i p</u>	A silent "e" is added r i p e <u>r i p</u>	A silent "e" is omitted l i k e <u>l i k</u>
A letter in a vowel team is missing s l e p <u>s l ee p</u>	A letter is omitted b e ch <u>b e n ch</u>	

## Alternate Benchmark Spelling Assessment Phase Lists

### Partial Alphabetic Phase List

- |          |   |
|----------|---|
| 1. at    | I am going to eat dinner <u>at</u> my friend's house today.               |
| 2. in    | My little brother will be three years old <u>in</u> two weeks.            |
| 3. sob   | Sometimes I <u>sob</u> when I hear a sad story.                           |
| 4. wet   | The boy got his feet all <u>wet</u> when he walked through the puddle.    |
| 5. fun   | They had a lot of <u>fun</u> at the party.                                |
| 6. hat   | You should wear a <u>hat</u> when you go out in the sun.                  |
| 7. lip   | My little sister bit her <u>lip</u> when she fell.                        |
| 8. shut  | Please <u>shut</u> the door when you leave today.                         |
| 8. path  | The two friends followed the <u>path</u> through the woods.               |
| 10. chin | The baby had some food on her <u>chin</u> .                               |
| 11. ant  | A little <u>ant</u> crawled across the sidewalk.                          |
| 12. quiz | The student said the <u>quiz</u> helped her think about what she learned. |

### Full Alphabetic Phase List

- |              |  |
|--------------|--|
| 1. game      | I am going to go to a baseball <u>game</u> this weekend.                     |
| 2. time      | Her mom said it was <u>time</u> for bed.                                     |
| 3. steps     | My dog always <u>steps</u> on my foot when she gets up.                      |
| 4. grip      | I like to keep a tight <u>grip</u> on my mom's hand when I cross the street. |
| 5. blank     | The teacher told the students to write a word on the <u>blank</u> line.      |
| 6. throw     | Please remember to <u>throw</u> your garbage away.                           |
| 7. dream     | I had a funny <u>dream</u> last night.                                       |
| 8. spring    | Soon it will be <u>spring</u> and the flowers will come up.                  |
| 9. short     | That was a really <u>short</u> show. It only lasted three minutes!           |
| 10. tight    | My feet hurt. I think my shoes are too <u>tight</u> .                        |
| 11. thinking | I was <u>thinking</u> about taking my dog for a long walk.                   |
| 12. drain    | The <u>drain</u> in my sink is clogged. The water won't go down.             |

### Consolidated Alphabetic Phase List

- |               |  |
|---------------|--|
| 1. handle     | Be careful! The <u>handle</u> on that pot is really hot.                               |
| 2. dropped    | He <u>dropped</u> his hat on the playground.   |
| 3. kindly     | She is very nice. She always speaks to us so <u>kindly</u> .                           |
| 4. royal      | The queen gave a <u>royal</u> order to defend the kingdom from the dragon.             |
| 5. startle    | If you move too quickly, you will <u>startle</u> my pet rabbit.                        |
| 6. campground | The <u>campground</u> we go to every summer is right next to a big lake.               |
| 7. revision   | The student made a <u>revision</u> to his story. Now it is even funnier.               |
| 8. stable     | The horses on that farm have a nice <u>stable</u> to live in.                          |
| 9. boldest    | Lee was the <u>boldest</u> of the three children. She never seemed afraid of anything. |
| 10. related   | I wonder if those two boys are <u>related</u> . They look a lot alike.                 |
| 11. pledge    | A pledge is just like a promise. I <u>pledge</u> to treat others kindly.               |
| 12. infection | His mom cleaned the cut on his finger so he wouldn't get an <u>infection</u> .         |

## Spelling Skills: Student Scoring

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Spelling Analysis and Scoring Sheet		
<b>Partial Alphabetic List</b> VC words, CVC words that begin with continuant consonants CVC words that begin with stop consonants, CVC words with the suffix “-s,” consonant digraphs	<b>Full Alphabetic List</b> Initial and final consonant blends (CCVC, CVCC, CCVCC) More complex consonant blends, VCCV, VCV (open and closed syllable) CVCe words, r-controlled, inflectional endings Single-syllable r-controlled, vowel teams, two-syllable words with closed, open, CVCe and vowel teams, inflectional endings	<b>Consolidated Alphabetic List</b> Other vowel teams and vowel spelling patterns (e.g., “oi,” “oy,” “ou,” “ow,” “ind,” “ild,” long “u,” “oo”), two-syllable words with open, closed, CVCe, r-controlled, and vowel team syllable types, “-tion,” “-ed” three ways (/t/, /d/, and /ed/) C-le syllable type, multisyllabic words, affixes, “-dge,” “-ge” Multisyllabic words
Spelling Analysis	Spelling Analysis	Spelling Analysis
<b>mad</b> /m/ /a/ /d/	<b>late</b> /l/ /ā/ /t/	<b>table</b> /t/ /ā/ /b/ /ə/ /l/
<b>wig</b> /w/ /i/ /g/	<b>dime</b> /d/ /ī/ /m/	<b>clapped</b> /k/ /l/ /a/ /p/ /t/
<b>cob</b> /k/ /o/ /b/	<b>plans</b> /p/ /l/ /a/ /n/ /s/	<b>lately</b> /l/ /ā/ /t/ /l/ ē/
<b>net</b> /n/ /e/ /t/	<b>stump</b> /s/ /t/ /u/ /m/ /p/	<b>joined</b> /j/ /oy/ /n/ /d/
<b>run</b> /r/ /u/ /n/	<b>blink</b> /b/ /l/ /ɪŋk/	<b>oatmeal</b> / / /t/ /m/ /ē/ /l/
<b>fan</b> /f/ /a/ /n/	<b>chain</b> /ch/ /ā/ /n/	<b>remind</b> /r/ /ē/ /m/ /ī/ /n/ /d/
<b>jog</b> /j/ /o/ /g/	<b>steam</b> /s/ /t/ /ē/ /m/	<b>condition</b> /c/ /ə/ /n/ /d/ /i/ /sh/ /ə/ /n/
<b>sip</b> /s/ /i/ /p/	<b>float</b> /f/ /l/ / /t/	<b>thread</b> /th/ /r/ /e/ /d/



Spelling Analysis	Spelling Analysis	Spelling Analysis
<b>thin</b> /th/ /i/ /n/	<b>shark</b> /sh/ /är/ /k/	<b>hopeful</b> /h/ / / /p/ /f/ /ə/ /l/
<b>rush</b> /r/ /u/ /sh/	<b>tree</b> /t/ /r/ /ē/	<b>invasion</b> /i/ /n/ /v/ /ā / /zh/ /ə/ /n/
<b>chat</b> /ch/ /a/ /t/	<b>jumping</b> /j/ /u/ /m/ /p/ /ing/	<b>writing</b> /r/ /ī / /t/ /ing/
<b>stop</b> /s/ /t/ /o/ /p/	<b>storm</b> /s/ /t/ /ôr/ /m/	<b>badge</b> /b/ /a/ /j/
Total Words Spelled Correctly	Total Words Spelled Correctly	Total Words Spelled Correctly

Use this table to determine the student's micro-phase. Circle the micro-phase he or she is working in.

# of Words Spelled Correctly	Micro-Phase
0–4	Student is not yet working in this phase and should be reassessed using the list from the phase before this.
5–6	Early
7–8	Middle
9–10	Late

**Note:** Students who record just a few random letters, symbols, or scribbles on the Partial Alphabetic list are working in the Pre-Alphabetic phase. Consider stopping the assessment after the first five words if it is clear that students are working in the Pre-Alphabetic phase.

**Micro-phase identified:** \_\_\_\_\_



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Spelling Analysis and Scoring Sheet for Alternate Benchmark Spelling Assessment		
<b>Partial Alphabetic List</b> VC words, CVC words that begin with continuant consonants CVC words that begin with stop consonants, CVC words with the suffix “-s,” consonant digraphs	<b>Full Alphabetic List</b> Initial and final consonant blends (CCVC, CVCC, CCVCC) More complex consonant blends, VCCV, VCV (open and closed syllable) CVCe words, r-controlled, inflectional endings Single-syllable r-controlled, vowel teams, two-syllable words with closed, open, CVCe and vowel teams, inflectional endings	<b>Consolidated Alphabetic List</b> Other vowel teams and vowel spelling patterns (e.g., “oi,” “oy,” “ou,” “ow,” “ind,” “ild,” long “u,” “oo”), two-syllable words with open, closed, CVCe, r-controlled, and vowel team syllable types, “-tion,” “-ed” three ways (/t/, /d/, and /ed/) C-le syllable type, multisyllabic words, affixes, “-dge,” “-ge” Multisyllabic words
Spelling Analysis	Spelling Analysis	Spelling Analysis
<b>at</b> /a/ /t/	<b>game</b> /g/ /ā/ /m/	<b>table</b> /t/ /ā/ /b/ /ə/ /l/
<b>in</b> /i/ /n/	<b>time</b> /t/ /ī/ /m/	<b>clapped</b> /k/ /l/ /a/ /p/ /t/
<b>sob</b> /s/ /o/ /b/	<b>steps</b> /s/ /t/ /e/ /p/ /s/	<b>lately</b> /l/ /ā/ /t/ /l/ ē /
<b>wet</b> /w/ /e/ /t/	<b>grip</b> /g/ /r/ /i/ /p/	<b>royal</b> /r/ /oy/ /ə/ /l/
<b>fun</b> /f/ /u/ /n/	<b>blank</b> /b/ /l/ /aŋk/	<b>startle</b> /s/ /t/ /ar/ /t/ /ə/ /l/
<b>hat</b> /h/ /a/ /t/	<b>throw</b> /th/ /r/ / /	<b>campground</b> /k/ /a/ /m/ /p/ /g/ /r/ /ow/ /n/ /d/
<b>lip</b> /l/ /i/ /p/	<b>dream</b> /d/ /r/ /ē/ /m/	<b>revision</b> /r/ / / /v/ /i/ /zh/ /ə/ /n/
<b>shut</b> /sh/ /u/ /t/	<b>spring</b> /s/ /p/ /r/ /iŋg/	<b>stable</b> /s/ /t/ /ā/ /b/ /ə/ /l/

Spelling Analysis	Spelling Analysis	Spelling Analysis
<p><b>path</b> /p/ /a/ /th/</p> <p><b>chin</b> /ch/ /i/ /n/</p> <p><b>ant</b> /a/ /n/ /t/</p> <p><b>quiz</b> /k/ /w/ /i/ /z/</p>	<p><b>short</b> /sh/ /or/ /t/</p> <p><b>tight</b> /t/ /ī / /t/</p> <p><b>thinking</b> /th/ /ɪŋk/ /ɪŋg/</p> <p><b>drain</b> /d/ /r/ /ā / /n/</p>	<p><b>boldest</b> /b/ /ō/ /l/ /d/ /ə/ /s/ /t/</p> <p><b>related</b> /r/ /ē/ /l/ /ā / /t/ /ə/ /d/</p> <p><b>pledge</b> /p/ /l/ /e/ /j/</p> <p><b>infection</b> /i/ /n/ /f/ /e/ /k/ /sh/ /ə/ /n/</p>
Total Words Spelled Correctly	Total Words Spelled Correctly	Total Words Spelled Correctly

Use this table to determine the student's micro-phase. Circle the micro-phase he or she is working in.

# of Words Spelled Correctly	Micro-Phase
0–4	Student is not yet working in this phase and should be reassessed using the list from the phase before this.
5–6	Early
7–8	Middle
9–10	Late

**Note:** Students who record just a few random letters, symbols, or scribbles on the Partial Alphabetic list are working in the Pre-Alphabetic phase. Consider stopping the assessment after the first five words if it is clear that students are working in the Pre-Alphabetic phase.

**Micro-phase identified:** \_\_\_\_\_

## Spelling Skills: Student Materials

**Student Name:** \_\_\_\_\_ **Assessment Date:** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

## Benchmark Assessment for Decoding Skills

**Purpose:** This assessment measures a student's ability to decode words with automaticity. The spelling patterns in each Word List become increasingly more complex throughout the assessment, mirroring the sequence of instruction in the K–2 Skills Block Continuum. As such, the results of the assessment provide a clear picture of the types of words the student can decode and next steps for instruction.

**When to Administer:** This assessment should be given at the beginning, middle, and end of the school year.

**Instructions for Choosing the Word List:** There is a Decoding Word List for each phase of reading and word acquisition. The assessment should be administered individually.

### Instructions for Administering and Scoring the Assessment

1. Make one copy of the appropriate **scoring sheet** (for teacher) and **Decoding Word List** (for student).
2. Sit beside the student and provide the Word List. Point to the first box of words, then move your finger away so the student can begin reading.
3. As the student reads the words, take notes using the following symbols to record the student's reading behaviors above each word. (One point for each word read correctly within one second.)
4. Follow the scoring guidance instructions on the back of the scoring sheet. This will indicate whether or not you need to move to another list with the student.

Reading Behavior Annotations	
Symbol	Meaning
✓	Automatic, correct reading of a word.
SC	Student self-corrected (without prompting).
W	Student waited some time before reading the word (quiet word decoding).
/	Make a slash in between the sounds the student segmented. For example: c/a/p   c/ap   cap/tain
?	Student says the word with a questioning voice or asked if they were right.
R	Student repeated the same word, whether right or wrong.
rib rid	Write incorrect response above the word, if the student substituted a letter, omitted a sound or read the wrong word. For example: "rib" instead of "rid," "cup" instead of "cap," or "dog" instead of "bag."
X	Student does not attempt the word or says, "I don't know."
cap	Student reads the word smoothly but slowly without segmenting the individual phonemes.

## Scoring and Analyzing the Assessment to Determine Microphase

While automaticity in word recognition is the goal, it is important to look at not just the number of points (words read automatically) scored but also the types of errors made. For example, a score of 5 out of 10 in the Early Full Alphabetic phase may not necessarily suggest that the student needs targeted re-teaching of the patterns in that phase. For example, an error such as wait time (W), where the student reads the word accurately but takes more than one second or actively decodes the word (e.g., sm/ell, smell), suggests that the child may need more practice with the pattern as opposed to targeted re-teaching. Errors such as self-corrections (SC), where the student reads a word incorrectly and immediately self-corrects without prompting, indicate that she is self-monitoring. The scoring guidance takes these types of errors into consideration when identifying approximate micro-phases.

Recording the incorrect response above the word on the scoring sheet allows you to look for patterns in errors that can inform instruction. The types of errors (recorded above the word on the scoring sheet) that indicate the student needs targeted re-teaching of patterns in that phase include:

- **Tracking:** These are errors such as “no” for “on” and “gum” for “mug.” These types of errors suggest that students are not properly tracking left to right.
- **Lack of Monitoring:** These are errors such as “long” for “lung,” “stamp” for “stomp,” or “bag” for “bang.” These errors suggest a lack of close attention and careful processing of letter sounds.
- **Letter Confusion:** The student makes visual errors by replacing a letter or cluster of letters with similar letters (e.g., “b” for “d”).
- **Word Guessing/Substitution:** An example of this would be reading “bread” for “brand”; the student recognizes the overall visual appearance of the word or part of the word and calls up a familiar word instead.
- **Lack of Spelling Pattern Knowledge:** The word is decoded inaccurately; for example, “stoomp” for “stomp,” “wick” for “wink,” and “throt” for “throat.” This indicates the student does not yet have control over the spelling pattern.

Decoding Word Lists

Partial Alphabetic		
EARLY	MIDDLE	LATE
N/A	at	ham
	in	cut
	up	pet
	on	maps
	rat	wins
	fin	dish
	mug	bath
	lot	shop
	men	rich
	sad	them
		quit
		box

Full Alphabetic		
EARLY	MIDDLE	LATE
rent	begin	snort
bang	split	throat
smell	hope	staying
risk	prize	braid
lung	saved	grow
brand	spark	fright
stomp	tune	program
wink	paste	reptile
bring	driving	canteen
trick	napkin	corner
fly	contest	sneaky
whiff	rabbit	untied

Consolidated Alphabetic		
EARLY	MIDDLE	LATE
folded	cartridge	disagreement
spoiled	scramble	wisdom
crouched	bridle	commendable
vision	resettle	delicate
highway	strangely	articulate
harpoon	trudging	critical
mankind	regroup	particle
rescue	auction	signal
fewer	pointy	numerous
mention	unkindly	typically
poster	dependable	breathless
tension	squiggle	muddied



Benchmark Decoding Assessment Scoring Sheet

Partial Alphabetic List

Micro Phase	Early	Middle VC words, CVC words that begin with continuant consonants	Late CVC words that begin with stop consonants, CVC words with the suffix “-s,” consonant digraphs
Word List	N/A	at  in  up  on  rat  fin  mug  lot  men  sad	ham  cut  pet  maps  wins  dish  bath  shop  rich  them  quit  box

Score	Accurate _____ Accurate & Automatic _____		Accurate _____ Accurate & Automatic _____	
Scoring Guidance	Middle Partial Alphabetic		Late Partial Alphabetic	
	If the student reads...	Then...	If the student reads...	Then...
	8 or more accurately and automatically	Move to the Late Partial List	9 or more accurately and automatically	Move to the Early Full Alphabetic List
	5 or more accurately but not automatically	The student is within the <b>Middle Partial</b> Phase. Consider administering the Late Partial list for information about the students' knowledge of the patterns in that micro phase.	6 or more accurately but not automatically	The student is within the <b>Late Partial</b> Phase. Consider administering the Early Full list for information about the students' knowledge of the patterns in that micro phase.
Scoring Guidance	4 or fewer accurately (automatically or not)	The student is at the <b>Early Partial or Late Pre-Alphabetic</b> Phase. Administer the Letter Name and Sound Identification Assessment.	5 or fewer accurately (automatically or not)	Move to the Middle Partial Alphabetic List.

## Full Alphabetic List

Micro Phase	Early Initial and final consonant blends (CCVC, CVCC, CCVCC)	Middle More complex consonant blends, VCCV, VCV (open and closed syllable), CVCe words, r-controlled, inflectional endings	Late Single-syllable r-controlled, vowel teams, two-syllable words with closed, open, CVCe and vowel teams, inflectional endings
Word List	rent	begin	snort
	bang	split	throat
	smell	hope	staying
	risk	prize	braid
	lung	saved	grow
	brand	spark	fright
	stomp	tune	program
	wink	paste	reptile
	bring	driving	canteen
	trick	napkin	corner
	fly	contest	sneaky
	whiff	rabbit	untied

Score	Accurate _____ Accurate & Automatic _____		Accurate _____ Accurate & Automatic _____		Accurate _____ Accurate & Automatic _____	
Scoring Guidance	Early Full Alphabetic		Middle Full Alphabetic		Late Full Alphabetic	
	If the student reads...	Then...	If the student reads...	Then...	If the student reads...	Then...
	<b>9 or more</b> accurately and automatically	Move to the Middle Full List	<b>9 or more</b> accurately and automatically	Move to the Late Full List	<b>9 or more</b> accurately and automatically	Move to the Early Consolidated Alphabetic List
	<b>6 or more</b> accurately but not automatically	The student is within the <b>Early Full Alphabetic</b> Phase. Consider administering the Middle Full list for information about the students' knowledge of the patterns in that micro phase.	<b>6 or more</b> accurately but not automatically	The student is within the <b>Middle Full Alphabetic</b> Phase. Consider administering the Late Full list for information about the students' knowledge of the patterns in that micro phase.	<b>6 or more</b> accurately but not automatically	The student is within the <b>Late Full Alphabetic</b> Phase. Consider administering the Early Consolidated list for information about the students' knowledge of the patterns in that micro phase.
	<b>5 or fewer</b> accurately (automatically or not)	Move to the Late Partial list.	<b>5 or fewer</b> accurately (automatically or not)	Move to the Early Full list.	<b>5 or fewer</b> accurately (automatically or not)	Move to the Middle Full list.

## Consolidated Alphabetic List

	<b>Early</b> Other vowel teams ("oi," "oy," "ou," "ow," "old," "ost," "ind," "ild," long "u," "oo," "ou," "ui," "ue," "ew"), two-syllable words with open, closed, CVCe, r-controlled, and vowel team syllable types, "-tion," "-ed" three ways	<b>Middle</b> C-le syllable type, multisyllabic words, affixes such as "un" and "re," "-y," "-ly," "-er," "-est," "able," "ible," "-dge," "-ge," other vowel teams (e.g., "eu," "ei," "aw," "au")	<b>Late</b> Multisyllabic words, schwa with "a," "e," and "o," affixes including "in," "im," "dis," "de," "ment," "ness," "ous"
Word List	folded	cartridge	disagreement
	spoiled	scramble	wisdom
	crouched	bridle	commendable
	vision	resettle	delicate
	highway	strangely	articulate
	harpoon	trudging	critical
	mankind	regroup	particle
	rescue	auction	signal
	fewer	pointy	numerous
	mention	unkindly	typically
	poster	dependable	breathless
	tension	squiggle	muddied

Score	Accurate _____ Accurate & Automatic _____		Accurate _____ Accurate & Automatic _____		Accurate _____ Accurate & Automatic _____	
Scoring Guidance	Early Consolidated Alphabetic		Middle Consolidated Alphabetic		Late Consolidated Alphabetic	
	If the student reads ...	Then...	If the student reads...	Then...	If the student reads...	Then...
	9 or more accurately and automatically	Move to the Middle Consolidated List	9 or more accurately and automatically	Move to the Late Consolidated List	9 or more accurately and automatically	
	6 or more accurately but not automatically	The student is within the <b>Early Consolidated</b> Phase. Consider administering the Middle Consolidated list for information about the students' knowledge of the patterns in that micro phase.	6 or more accurately but not automatically	The student is within the <b>Middle Consolidated</b> Phase. Consider administering the Late Consolidated list for information about the students' knowledge of the patterns in that micro phase.	6 or more accurately but not automatically	The student is within the <b>Late Consolidated</b> Phase.
	5 or fewer accurately (automatically or not)	Move to the Late Full list.	5 or fewer accurately (automatically or not)	Move to the <b>Early Consolidated</b> list.	5 or fewer accurately (automatically or not)	Move to the <b>Middle Consolidated</b> list.

## Fluency: Teacher Administration and Scoring Guidance

**Purpose:** In order to read fluently, a reader must decode accurately, effortlessly, and with automaticity. Fluency also includes the ability to read with appropriate phrasing, intonation, pace, and expression. In essence, reading fluency refers to accurate and automatic decoding of the words in the text, along with expressive interpretation of the text, to achieve optimal comprehension. Fluency is the essential link between decoding and comprehension.

**Choosing a Passage:** The reading passages correlate with instruction in the K–2 Continuum and the phases. Refer to the Assessment Overview for guidance about choosing an appropriate passage for a student.

Note that in order to glean reliable information from the assessment, all students should be reading a passage that is decodable for each individual. In other words, even if a student is in Grade 2, Passage 4 might not yet be decodable for that student; therefore, an accurate Oral Reading Rate (ORR) will not be measured when the student reads it. For this reason, each assessment is labeled with a grade level and cycle. This number can guide the teacher to choose a passage that is more aligned with a student's current mastery of specific spelling patterns.

### Instructions for Administering the Assessment

Administer the assessment to individual students. Use the passages to assess fluency, noting rate and accuracy. Use the Fluency Rubric to provide feedback to students.

1. Make one copy of each Student Fluency Assessment Passage that will be used. This can be reused from student to student (see Student Materials).
2. Make a copy of the appropriate passage for each student (see Student Scoring Sheet: Fluency Assessment Passages).
3. Make a copy of the Fluency Rubric for each student (see Student Scoring Sheet: Fluency Rubric).
4. Place the chosen Student Fluency Assessment Passage in front of the student.
5. Say:  

***“When I say ‘begin,’ start reading aloud at the top of this page. Read across the page as fluently as you can [demonstrate by pointing]. Remember to read smoothly, with expression, not too fast, and not too slow. Are there any questions? [Pause.] Begin.”***
6. Record observations using the Fluency Annotation Guide and Fluency Passage text on the Student Scoring Sheet.
7. Ask some or all of the suggested (or similar) basic comprehension questions to check for understanding.
8. After listening to an individual student read aloud, score the student's reading according to the Fluency Rubric. Record ORR on the Fluency Passage sheet.

### Additional Materials Needed:

- ✓ Stopwatch (one for timing student reading of the passage)
- ✓ Calculator (one for calculating words read correctly per minute)

## Scoring and Analyzing the Assessment

### Fluency Rubric

Use the following scoring guidelines to inform the “smoothly” section of the Fluency Rubric. Listen and watch for them as the student reads.

- Words read correctly (within one second) are scored as correct.
- Self-corrected words are counted as correct.
- Repetitions are counted as correct.
- Examples of dialectical speech are counted as correct.
- Inserted words are ignored.

### Oral Reading Rate (ORR)

Use the following chart to inform the approximate words correct per minute (WCPM) that are expected by grade level and Benchmark Assessment administration, based on on-grade-level fluency expectations.

#### Norms for ORR

	Beginning-of-Year WCPM	Middle-of-Year WCPM	End-of-Year WCPM
<b>Grade 1</b>	n/a	10–30	30–60
<b>Grade 2</b>	30–60	50–80	70–100

### Check for Comprehension

Use some or all of the suggested (or similar) comprehension questions. Determine approximate level of comprehension and record on the “Check for Comprehension” section of the Fluency Rubric:

0 = No comprehension – unable to answer questions

1 = Basic comprehension – able to answer all or most questions accurately with some detail

2 = Detailed comprehension – answers all questions accurately with thorough details



## Fluency: Student Scoring Sheet

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Instructions

- Locate the appropriate passage on the following pages for each student. Make a copy,
- Make a copy of the Fluency Rubric for each student,
- Use the Oral Reading Rate Calculation, Fluency Annotation Guide, and guidance from the Teacher Administration and Scoring Guidance document to score each student.

### ORR Calculation

When it assesses fluent reading, ORR is a measure of word recognition automaticity (the ability to recognize words automatically). It is an indicator of potential reading volume and a predictor of comprehension.


ORR Calculation:

- Divide the number of words read correctly.
- Multiply by 60.

$$\text{WCPM} \div \text{Reading time} \times 60 = \text{ORR}$$

### Fluency Annotation Guide

Use the following symbols to record phrasing and smoothness on the Fluency Passage sheet.

	Symbol to capture words or phrases read. Begin when student starts reading and end when student pauses, stops, or makes an error.
<b>P</b>	Symbol to capture long pauses.
<b>Error</b>	Strike through words that students say incorrectly (wrong word or unfinished word).

## Fluency Rubric

Administrator: \_\_\_\_\_ Passage Read (circle): 1 2 3 4 5 6

I Can Read:	1 point	2 points	3 points	4 points
<b>Smoothly</b>	I regularly pause while reading to decode words (by phonemes). I frequently repeat words and/or short phrases during reading. My reading sounds choppy throughout the text.	I often pause while reading to decode words. I repeat some words or short phrases during reading. My reading sounds choppy in the majority of the text.	I read mostly in phrases and occasionally pause for unfamiliar words. My reading generally sounds even with some interruption when I encounter challenging sentence structures.	I read in phrases while self-correcting unfamiliar words and challenging sentence structures to maintain consistency in smoothness.
<b>With Expression</b>	My reading does not sound like natural talking. I read in a monotone voice that does not express interpretation of the text.	My reading sounds like natural talking in some parts of the text. I read in some small phrases that rarely express interpretation of the text.	My reading sounds like natural talking during most of the text. I read in longer phrases that express some interpretation of the text.	My reading sounds like natural conversation throughout the text. I read in phrases that express accurate interpretation of the text.
<b>With meaning</b>	During reading, my inflection does not reflect punctuation in the text. I rarely read in syntactically meaningful phrases.	I often read without attention to punctuation or intonation. I read in some syntactically meaningful phrases.	I read with some attention to punctuation and intonation to support meaning. Most of my phrasing is syntactically meaningful.	I read with attention to punctuation, intonation, and stress to support meaning. My phrasing is syntactically meaningful.
<b>At just the right speed</b>	My reading is slow and labored throughout the text.	My reading is mostly slow throughout the text.	My reading varies from slow to fast throughout the text.	My reading is consistently appropriate throughout the text.

### Check for Comprehension (circle one):

	Fluency Rubric	WCPM	0	1	2
<b>Total Score:</b>			Little to no comprehension	Basic comprehension	Detailed comprehension

Fluency Assessment Passage 1	
K–2 Continuum Correlation: G1C6	Number of Words in Passage: 92
<p>Kim sees a dog in Sam’s Pet Shop.</p> <p>Her mom says the dog is a pug.</p> <p>Kim wants to pet the pug.</p> <p>“Can I pet the pup?” says Kim.</p> <p>Sam lifts the pup so Kim can pet him.</p> <p>Kim pets and hugs the pug pup.</p> <p>“Do you have pets?” asks Sam.</p> <p>Kim says, “No, I do not. But I wish I had a pup!”</p> <p>Kim begs mom to get a pup.</p> <p>Her mom says, “We can see if Sam has a pug pup for us.”</p> <p>Kim wants to get a pup now!</p>	

**Some Suggested Comprehension Questions:**

- What is this story about? (a girl’s visit to a pet shop)
- What happens in the story? (listen for events from the story)
- Who are the characters in the story? (Kim, Mom, Sam, a dog)
- What is the setting of the story? (Sam’s Pet Shop)
- What does Kim want? (to pet the dog, to get a dog)
- What is a pug? (a kind of dog) How do you know? (story says “the dog is a pug”)

## Fluency Assessment Passage 2

K–2 Continuum Correlation: G1C15

Number of Word in Passage: 158

Jake wants to go for a ride. He asks his dad if they can go to the donut shop.

“Yes, we can get out for a ride,” says Dad. Jake says, “I hope they have the cake donut we like so much!”

Jake and his dad hop on the bikes and begin the ride.

Dad says, “The donut shop is behind the mall. I think it is open at nine.”

Jake and his dad can smell the donut shop as they pass the mall.

They get to the shop just past nine, and they are in luck! The cake donuts are just out of the back!

Jake says, “We could get some muffins for Mom and Kate.” Dad thinks Mom and Kate will like the red velvet muffins.

Jake and Dad eat the donuts and get the muffins for Mom and Kate.

They have a race past the mall and then ride home.

That ride was so fun!

**Some Suggested Comprehension Questions:**

- What is this story about? (a boy and his dad’s bike trip to the donut shop)
- What happens in the story? (listen for events from the story)
- Who are the characters in the story? (Jake, Dad)
- What is the setting of the story? (outdoors, donut shop)
- Where is the donut shop? (behind the mall) What time does it open? (nine)
- Why are Jake and his dad “in luck” (the cake donuts just came out)
- What will Jake and his dad bring back for Mom and Kate? (red velvet muffins)

Fluency Assessment Passage 3	
K–2 Continuum Correlation: G1C25	Number of Words in Passage: 161
<p>“It is time to pack for our trip to the beach,” says Mom. I am really happy to hear her say that! I have been thinking about the beach for weeks. “What time is our flight on Friday?” I ask Mom. Mom says, “The flight is at five. We will leave home around three to get there in time.”</p> <p>I am thinking about what we would do at the beach. I hope it is sunny. I might go swim in the deep end of the pool this time! I like to watch the boats sail by and wave to them. I also like to look for starfish in the sea.</p> <p>Right now, I need to pack my stuff. I should take my beach hat and a pail to play in the sand. Mom says it would be smart to take a game to play at night. “And don’t forget your slippers!” says Mom. There is so much to do by Friday.</p>	

**Some Suggested Comprehension Questions:**

- What is this story about? (packing up and getting ready for an upcoming trip to the beach)
- What happens in the story? (listen for events from the story)
- Who are the characters in the story? (Mom, narrator)
- Where are they going? (to the beach) When will they go there? (on Friday) How will they get there? (on a plane)
- What does the narrator like/want to do at the beach? (listen for details from the story)
- What does the narrator say he/she needs to pack for the trip? (listen for details from the story)
- How do you think the narrator feels about going to the beach? What details from the passage make you think that? (listen for details from the story)

## Fluency Assessment Passage 4

K-2 Continuum Correlation: G2C5

Number of Words in Passage: 238

Jane and her friends are kicking the ball around after school, waiting for Coach to show up. “Do you think it will snow on Saturday for our game?” asks Jane. The forecast says it will be cold all weekend.

“I need to know what coat to bring with me,” says Jane.

When Coach walks down the path, Ben follows Jane to meet her.

“Coach, do you think we will have snow for our game on Saturday?” asks Jane. Coach says, “It might snow before the game, but I think we will still play. It can be fun to play a game in the snow.”

Jane is happy to hear that! She does not like to miss school or a game when it snows. Coach sees that the team is ready to start the first drill, so she says, “You all know this drill from before our last game. Each of you will follow the ball after you kick it, then pass it to a friend.” Ben asks if they could wait for him to tie his cleats. “Sure, Ben. Once you are ready, we will get started.” Ben and Jane have fun kicking the ball past the tree and right back to the goal.

After the drills, Jane and Ben walk over by the road where her dad is waiting to pick them up. Jane says, “Thanks, Coach! See you on Saturday for our game in the snow!”

**Some Suggested Comprehension Questions:**

- Who are the characters in the story? (Jane, her friend Ben, their soccer coach)
- Where and when does the story take place? (outside after school, before, during, and after a soccer practice)
- What happens in the story? (listen for events from the story)
- What is Jane wondering about in the beginning of the story? (if it will snow for their game on Saturday) Why is she wondering that? (needs to know if she should bring a coat with her)
- How does Jane feel when the coach tells her they will still have a game even if it snows? (happy) How do you know? (text says “Jane is happy to hear that! She does not like to miss school or a game when it snows”)
- Is Coach male or female? (female) How do you know? (the text says “Coach sees that the team is ready to start the first drill, so she says ...”)
- What do you think the word “drill” means in this story? (practice exercises)

## Fluency Assessment Passage 5

K-2 Continuum Correlation: G2C15

Number of Words in Passage: 203

Have you ever made cupcakes? They are the perfect treat for a birthday party or even a picnic! If you want to make cupcakes for your friends, first find out what kind they like. You can make more than one kind from the same batter. My pick would be orange cupcakes with lemon frosting. You can add fruit to your cupcakes, if your friends would like that. Don't forget to get paper cups for the pan so you won't make a mess.

Once you have the batter ready, fill the cups up to about the middle and slide them into the middle of the oven. Don't fill them up too much! You don't want the cupcakes to spill over in the oven. When they are light golden brown, take them out to cool for a little bit.

Cupcakes need to cool for about fifteen minutes before you add the frosting. If you forget this step, your frosting will melt. As they cool, you can make the frosting. If you make large cupcakes, you will need a lot of frosting. After the addition of frosting, your cupcakes are ready for some sprinkles. Now your cupcakes are finally ready to enjoy with your friends!

**Some Suggested Comprehension Questions:**

- What should you do first if you want to make cupcakes for your friends? (find out what kind they like)
- What is the author's favorite kind of cupcake? (orange cupcakes with lemon frosting)
- What should you add to the pan so you won't make a mess? (paper cups)
- What does the passage say you should do after you have the batter ready? (listen for details from the text)
- How long should cupcakes cool for? (about fifteen minutes) Why? (so the frosting doesn't melt)



## Fluency Assessment Passage 6

K–2 Continuum Correlation: G2C26

Number of Words in Passage: 213

Miss Scout is always planning trips to see sights across the world. She likes to study animals, people, and places far away. Last month, she visited China to see the pandas. When she isn't away on a trip, she's reading about another place she would like to visit. After her trips, she writes a small book about the trip. Last week, she wrote about her trip to Africa, where the monkeys were quite a sight!

She spent time watching them to study how they grow and relate to each other. She is planning to visit the tundra in Canada this summer, where she will spend time studying tundra plant life and find out how plants decompose. Miss Scout often takes a friend along on her trips so she is not alone and so she has help with her notes.

Her favorite trip of all time was the week she spent in a tiny town in the south of Spain. While she was there, she met a lovely family that raised chickens for the entire town. The family made her feel so welcome and invited her to come back each year. Miss Scout enjoys discovering new things in all kinds of neat places and meeting people who love to share their lives with her.

**Some Suggested Comprehension Questions:**

- What is this passage about? (a woman who enjoys traveling and some of the places she's been)
- What are some things you learned about Miss Scout from the text? (listen for text-based details such as "she loves to travel," "she reads about places she wants to visit")
- Where are some of the places Miss Scout has visited? (China, Africa, Spain)
- What did Miss Scout do in Africa? (watched monkeys to study how they grow and relate)
- Does Miss Scout always travel alone? (no) How do you know? (text says she "often takes a friend along ...")



**Fluency: Student Materials**

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**Student Fluency Assessment Passage  
Number One**

Kim sees a dog in Sam's Pet Shop.

Her mom says the dog is a pug.

Kim wants to pet the pug.

"Can I pet the pup?" says Kim.

Sam lifts the pup so Kim can pet him.

Kim pets and hugs the pug pup.

"Do you have pets?" asks Sam.

Kim says, "No, I do not. But I wish I had a pup!"

Kim begs mom to get a pup.

Her mom says, "We can see if Sam has a pug pup for us."

Kim wants to get a pup now!

## Student Fluency Assessment Passage

### Number Two

Jake wants to go for a ride. He asks his dad if they can go to the donut shop.

"Yes, we can get out for a ride," says Dad. Jake says, "I hope they have the cake donut we like so much!"

Jake and his dad hop on the bikes and begin the ride.

Dad says, "The donut shop is behind the mall. I think it is open at nine."

Jake and his dad can smell the donut shop as they pass the mall.

They get to the shop just past nine, and they are in luck! The cake donuts are just out of the back!

Jake says, "We could get some muffins for Mom and Kate." Dad thinks Mom and Kate will like the red velvet muffins.

Jake and Dad eat the donuts and get the muffins for Mom and Kate. They have a race past the mall and then ride home.

That ride was so fun!

## Student Fluency Assessment Passage

### Number Three

"It is time to pack for our trip to the beach," says Mom. I am really happy to hear her say that! I have been thinking about the beach for weeks. "What time is our flight on Friday?" I ask Mom. Mom says, "The flight is at five. We will leave home around three to get there in time."

I am thinking about what we would do at the beach. I hope it is sunny. I might go swim in the deep end of the pool this time! I like to watch the boats sail by and wave to them. I also like to look for starfish in the sea.

Right now, I need to pack my stuff. I should take my beach hat and a pail to play in the sand. Mom says it would be smart to take a game to play at night. "And don't forget your slippers!" says Mom. There is so much to do by Friday.

## Student Fluency Assessment Passage

### Number Four

Jane and her friends are kicking the ball around after school, waiting for Coach to show up.

"Do you think it will snow on Saturday for our game?" asks Jane. The forecast says it will be cold all weekend. "I need to know what coat to bring with me," says Jane.

When Coach walks down the path, Ben follows Jane to meet her. "Coach, do you think we will have snow for our game on Saturday?" asks Jane. Coach says, "It might snow before the game, but I think we will still play. It can be fun to play a game in the snow."

Jane is happy to hear that! She does not like to miss school or a game when it snows. Coach sees that the team is ready to start the first drill, so she says, "You all know this drill from before our last game. Each of you will follow the ball after you kick it, then pass it to a friend." Ben asks if they could wait for him to tie his cleats. "Sure, Ben. Once you are ready, we will get started." Ben and Jane have fun kicking the ball past the tree and right back to the goal.

After the drills, Jane and Ben walk over by the road where her dad is waiting to pick them up. Jane says, "Thanks, Coach! See you on Saturday for our game in the snow!"

## Student Fluency Assessment Passage

### Number Five

Have you ever made cupcakes? They are the perfect treat for a birthday party or even a picnic! If you want to make cupcakes for your friends, first find out what kind they like. You can make more than one kind from the same batter. My pick would be orange cupcakes with lemon frosting. You can add fruit to your cupcakes, if your friends would like that. Don't forget to get paper cups for the pan so you won't make a mess.

Once you have the batter ready, fill the cups up to about the middle and slide them into the middle of the oven. Don't fill them up too much! You don't want the cupcakes to spill over in the oven. When they are light golden brown, take them out to cool for a little bit.

Cupcakes need to cool for about fifteen minutes before you add the frosting. If you forget this step, your frosting will melt. As they cool, you can make the frosting. If you make large cupcakes, you will need a lot of frosting. After the addition of frosting, your cupcakes are ready for some sprinkles. Now your cupcakes are finally ready to enjoy with your friends!

## Student Fluency Assessment Passage

### Number Six

Miss Scout is always planning trips to see sights across the world. She likes to study animals, people, and places far away. Last month, she visited China to see the pandas. When she isn't away on a trip, she's reading about another place she would like to visit. After her trips, she writes a small book about the trip. Last week, she wrote about her trip to Africa, where the monkeys were quite a sight!

She spent time watching them to study how they grow and relate to each other. She is planning to visit the tundra in Canada this summer, where she will spend time studying tundra plant life and find out how plants decompose. Miss Scout often takes a friend along on her trips so she is not alone and so she has help with her notes.

Her favorite trip of all time was the week she spent in a tiny town in the south of Spain. While she was there, she met a lovely family that raised chickens for the entire town. The family made her feel so welcome and invited her to come back each year. Miss Scout enjoys discovering new things in all kinds of neat places and meeting people who love to share their lives with her.

**K–2 Resource Manual**

# Activity Bank

# Table of Contents

**Note:** These activities are organized by category so that teachers can choose an activity that best meets the needs of a student or group. Please note that each category may include a range of difficulty. For example, within the Vowels category, one activity may practice sorting words by a short vowel sound while another focuses on reading words with different long vowel teams. Each skill is quite different, so it is important for teachers to further sort activities within each category using information from the standards and the description of the activity.

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## Base Word Bingo

### CCSS: RF.1.3f

**Description:** Students will demonstrate the ability to match up inflectional endings with base words to make a new word.

#### Materials:

- ☒ Base Word Bingo Cards (at least one per student; 2–3 per student if multiple rounds will be played)
- ☒ Inflection Cards (one set)
- ☒ Pencils (one per student)
- ☒ Recording Sheet (see Work Mat 2 in Activity Bank Appendix) (one per student)

#### Teacher Preparation:

- Teacher makes copies of Base Word Bingo Cards and cuts them out.
- Teacher makes a copy of the Inflection Cards and cuts them out.
- Teacher makes copies of the Recording Sheet.

#### Procedure:

1. Teacher explains that students will be playing a different kind of bingo today. They will still try to fill up their Bingo Card, but they will have to use their brains to make words in order to fill it up!
2. Teacher models how to play by drawing one card from the Inflection Cards pile (cards should be face down).
3. Teacher looks at the inflection and thinks aloud while looking at his/her Bingo Card, wondering if a word can be made. For example, if the inflection “s” is drawn, the word “walks” could be made from “walk,” if that is on the Bingo Card.
4. If a word can be made, the teacher writes the inflection on the right sight of the word on the Bingo Card.
5. Teacher explains that once a student has filled up the Bingo Card with words, she or he must yell “Base Word Bingo!” The student will then read and show words to the group to make sure all the words are correct.
6. Before beginning a new round, all students write the words they have created on their Recording Sheets.
7. Teacher draws a new inflection card and the game begins.
8. Repeat as time allows.

#### Differentiation:

- For a more challenging version of the game, teacher could create cards that include prefixes and suffixes.

Base Word Bingo Cards

jump		smart	
kick		lean	
toss		lock	
short		sing	

smart		lock	
play		chill	
walk		lean	
cook		sing	

sing		tall	
play		smart	
walk		read	
cook		lock	

walk		jump	
look		read	
eat		toss	
sink		lean	

cast		chill	
play		tall	
eat		jump	
fish		lock	

chill		sing	
toss		read	
walk		lean	
sink		jump	

Inflection Cards

s	es
ed	est
ing	er

## Find the Ending

---

### CCSS: RF.1.3c

**Description:** Students will read words with inflectional endings by identifying the suffix and the baseword. Students will circle the suffixes and underline the basewords in words provided by the teacher.

#### Materials:

- ☒ Pencil (one per student)
- ☒ Word list of words with inflectional endings (use template provided; one per student)

#### Teacher Preparation (there are several options for this activity):

- Teacher identifies an appropriate list of words (see K–2 Word List in K–2 Skills Resource Manual or choose words from a current cycle of instruction).
- Teacher creates a word list (use template provided) .
- Teacher identifies unchanging basewords with inflectional endings (e.g., sits, jumping, kicked). Note: Unchanging basewords do not require a spelling change when a suffix is added; for example, “jumping” does not require changing the spelling of the baseword “jump” when “ing” is added. However “running” requires the “n” be doubled when adding the suffix “ing.”

#### Procedure:

1. Student circles the suffix and underlines the baseword in each word.
2. Student reads each word to a teacher or support person (e.g., teaching assistant, parent volunteer, older student).

#### Extensions:

- Include words with changing basewords (e.g., “running,” “stopped”)

Find the Ending




## Inflection Match-up

### CCSS: RF.1.3f

**Description:** Students will create and read words with inflectional endings by blending basewords with various inflectional endings. Some created words will be real and some will be nonsense; students will determine if a word is real and, if so, record that word.

#### Materials:

- ✓ Inflection Match-up Cards (one set per partners or small group)
- ✓ Recording Sheet (see Work Mat 2 in Activity Bank Appendix) (one per student)

#### Teacher Preparation:

- Teacher makes a copy of the Inflection Match-up Cards, possibly on card stock for durability (enough for one set per partner or small group).
- Teacher cuts out cards.
- (Optional) Teacher writes a “B” on the back of the baseword cards and an “E” on the back of the inflectional ending cards.
- Teacher copies a Recording Sheet for each student.

#### Procedure:

1. Teacher separates the Baseword cards from the Inflectional Ending cards, making two piles, facedown.
2. Teacher models the activity by choosing one card from each pile (e.g., “smart” and “es”).
3. Teacher reads aloud the word that is created with the two cards (e.g., “smarter”).
4. Teacher thinks aloud to determine if this is a real word or not. Teacher explains that if it had been a real word, like “smarter,” s/he would record it on the Recording Sheet.
5. Teacher explains that students should discard/set aside the used cards until the end.
6. Students begin. The Inflectional Ending cards will need to be re-used during the game (or teacher can make extra copies).
7. Once finished, students can shuffle the cards and repeat as time allows to create new words.

#### Differentiation:

- For a more challenging version of the game, teacher could create cards that include prefixes and suffixes.

**Inflection Match-up Cards**

**Basewords**

jump	kick
toss	short
smart	play
walk	cook
sing	fish
tall	cast
look	eat

**Inflectional Endings**

s	es
ed	est
ing	er

## Digraph Dominoes

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### CCSS: RF.1.3a

**Description:** Students will demonstrate knowledge of digraphs and their sounds by matching digraph graphemes to pictures. Students play with a partner.

**Materials:**

- ✓ Set of Domino picture cards made on cardstock or blank dominoes (one set for each set of partners)

**Teacher Preparation:**

- Teacher prepares dominoes picture cards:
- Picture on one end (e.g. fish) , digraph on the other end (not matching, e.g. “thumb”)

**Procedure:**

1. Students place cards face down on surface, and pull out one card face up to start.
2. Student A selects a card and turns it over. If student can match the picture or letters (matching digraph), s/he places the domino to match. If not, student turns the card back over face down.
3. Play continues until all cards are matched as dominos (connected).

**Extension:**

- Students write words on dominoes.

## Make it Match

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### CCSS: RF.1.3a

**Description:** Students will apply knowledge of grade-level phonics to match graphemes to the phonemes they represent. They look at a picture, say the word aloud, identify the digraph sound, and match a written digraph card to that sound. This game is played with a partner.

#### Materials:

- ✓ Cards with individual digraphs on them; “sh,” “ch,” “th” (teacher created; one set per pair of students)
- ✓ Pictures of words with digraphs (e.g., shell, fish, chalk, thimble, teacher created; one set per pair of students)

#### Teacher Preparation:

- Teacher writes the following digraphs on individual cards: sh, ch, th.
- Teacher creates one set of these digraph cards for each pair of students.
- Teacher gathers pictures of words that contain the digraphs “sh,” “ch,” and “th” (e.g., shell, fish, chalk, thimble, thread).
- Teacher creates one set of these pictures for each pair of students.
- Teacher determines student pairings for the game.

#### Procedure:

1. Student A selects a picture and reads it aloud (e.g., “thimble”).
2. Student B selects the digraph that is heard in the word (e.g., “th”).
3. Students switch roles.

#### Extensions:

- Include digraphs such as “wh,” “ph,” and “-ck.”
- This game can also be played as a memory game (turning cards face down and turning two up at a time to see if a match can be made).

## Punch it Out

### CCSS: RF.1.3a

**Description:** This activity can be tailored and modified based on the skill of focus. The teacher will use the punch sheet appropriate for the skill being learned (e.g., decoding CVC words, digraphs, syllables). Students will need to pronounce a word represented by a picture, and then determine which of two words written below it correctly spell that word. They will need to segment the phonemes in order to match the graphemes (letter or letters) to each sound they hear in the word.

#### Materials:

- ☒ Hole Punch (Can be regular or craft design-style); one per student
- ☒ Punch It Out Word Cards (Teacher created; printed on paper and cut out, or keep on sheet; number will vary depending on how many the teacher chooses to include)
- ☒ Student Recording Sheet (included; see Activity Bank Appendix) (one per student)

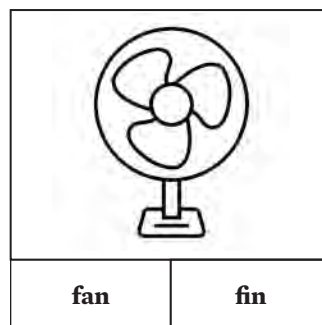
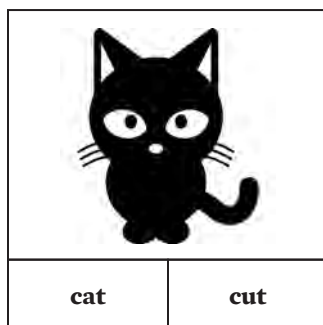
#### Teacher Preparation:

- Copy Student Recording Sheet
- Create Punch It Out Word Cards (see examples below) and Word List Sheets (These can simply be lined paper or a lined paper titled “Punch Words List”)
- Gather hole punches

#### Procedure:

1. Student chooses word card
2. Student matches word to the picture and reads word by saying each phoneme in isolation as they punch a hole under the letter.
3. Student says word again by blending the sounds together.
4. Student writes word on their Punch Words List.

#### Punch It Out Cards example:



## Baking and Making Words

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### CCSS: RF.K.2d

**Description:** Students will make CVC (consonant, vowel, consonant) words on a magnetic baking sheet using magnet letters.

#### Materials:

- ✓ Metal baking sheet (one per student or set of partners)
- ✓ Magnetic letters (one set per student or set of partners; ideally, vowels should be in a different color from consonants)

#### Teacher Preparation:

- (Optional; for differentiation) Teacher can create word cards for students to reproduce on the baking sheet using magnetic letters.

#### Procedure:

1. Teacher models making a CVC word (e.g., “cat,” “tin,” etc.) on the baking sheet, using magnetic letters.
2. Teacher encourages students to say some CVC words they would like to make on the baking sheet.
3. Students use the magnetic letters to make CVC words on their baking sheet.
4. Students create a series of words and then read them aloud before they “Bake” them, “eat” them and then make a new set of words.

#### Differentiation:

- Students can copy the words given to them on cards by the teacher.
- Teacher can provide students with a rime such as “at,” “ip,” or “op.” Student can add different onsets (beginning consonants) to the beginning of the rime to create several new words.

#### Extensions:

- Students can write the words after they “bake” them.
- Students can make new words by just changing the first letter.
- Students can make more challenging words.

## Cups Game

### CCSS: RF.1.3b

**Description:** Students will demonstrate ability to recognize and read similarly spelled words. They will play the classic county fair Cups Game with groups of three words that share similar phonetic patterns.

#### Materials:

- ✓ Styrofoam cups (as many as you want for the activity)
- ✓ A permanent marker (one for teacher use)
- ✓ A treasure to hide under one of the cups (a jewel, a coin, a crystal, etc.)

#### Teacher Preparation:

- Write three vertical sets of three words on each cup, using a permanent marker.
- Each vertical set of three words shares a similar phonetic pattern.
- Make as many cups as you need to fit the needs of the readers in your class.

#### Instructions:

1. The teacher chooses three cups for each student when it's their turn, and sets them next to each other on a desk or dry erase board. It is important to be able to smoothly move the cups around.
2. The teacher hides the treasure under one of the cups.
3. The teacher moves the cups around like a circus carney on the smooth surface, then asks the students to guess which cup is hiding the gem.
4. The student has to read the three words facing them before they can lift up the cup. The teacher can rotate the cup so the student reads the three words the teacher feels would be best for that student.
5. Each student gets two or three turns to find the treasure.
6. Each student gets a turn to hide the gem and move the cups for the next student, imitating the way the teacher did it.
7. If using the optional extension (i.e., if students write the words), they get their turn after they write them.
8. Repeat as time allows.

#### Differentiation:

- For beginning readers: There can be an entire set of cups that have short vowel sound words for each row of three.
- For groups of students who are all reading at different levels: Each set of three words can increase in difficulty on the same cup. For example, on one cup may be written: mat, cat, bat; then, the next three words may be: slat, brat, that. The last three words on the same cup may be: splat, nonfat, hardhat. That way there will be an appropriate set of words on each cup, regardless of which child chooses to read that cup.

#### Extensions:

- Each student will write the three words they just read and put them each in a sentence, or write two additional words that are in the same word family as their chosen words.



## Dominoes

### CCSS: RF.1.3b

**Description:** Students will demonstrate basic knowledge of letters and sounds by playing a domino game where they must match initial and final sounds in CVC words. This game is played in pairs.

#### Materials:

- ✓ Set of CVC word dominoes made on cardstock or blank dominoes (one set per pair of students)

#### Teacher Preparation:

- Teacher prepares dominoes by writing each phoneme separately on the domino:  
Domino sample:

c	a	t
---	---	---

#### Procedure:

1. Dominoes are divided equally among students.
2. Student A places domino in center and reads the words.
3. Student B chooses a domino that can connect to one end of the placed domino by either the initial or final sound.
4. After Student B places his/her domino, s/he reads the word.
5. Students continue taking turns until all dominoes have been played.
6. If a player cannot connect to an existing domino or cannot read the word, s/he may pass that turn.

#### Extension:

- Use CCV, CCVC, or CVCC words.

## Eggs

### CCSS: RF.1.2c

**Description:** Students will make, read, and write words using onset and rime. They will need to find two halves of an egg (one half with an onset and one with a rime) and put them together to build an egg with a complete word.

#### Materials:

- ☒ Plastic eggs (one for each word you choose to have students make)
- ☒ Plastic tub for eggs
- ☒ Basket (one per student; can also use empty egg cartons)
- ☒ Student Recording Sheet (included; see Activity Bank Appendix) (one per student)

#### Teacher Preparation:

- Teacher copies Student Recording Sheets.
- Teacher prepares eggs with onsets and rimes:  
Each egg should have one half labeled with an onset (e.g., 'c') , and the other half with a rime (e.g., 'at').
- Teacher collects plastic tubs and baskets for students.
- Teacher places all onset egg halves in one tub, and all rime egg halves in another tub.

#### Procedure:

1. Student chooses one egg half from each tub (one onset and one rime).
2. Student joins the halves together to make a word.
3. Student reads word.
4. Student writes word on recording sheet.
5. Student continues steps 1–4 until all eggs have been joined together.
6. If playing in small group, students take turns making words.

## Lego Word Land

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### CCSS: RF.1.3b

**Description:** Students will apply knowledge of grade-level phonics and analysis skills to decode regularly spelled one-syllable words. Students will create towers of word blocks. They will read their word blocks and make up sentences and/or stories using their words. The game is played individually.

#### Materials:

- ✓ Mega Blocks Create n Play Junior or other similar size Legos
- ✓ Permanent Markers for writing words on blocks

#### Teacher Preparation:

- Teacher writes a regularly spelled one-syllable word on each side of each block (e.g., sad, rug, smell, bake).

#### Procedure:

1. The students build towers and structures using the word Lego blocks for a certain amount of time (i.e. 10 minutes)
2. Then the student writes down a minimum of five words from their tower and makes up a story using those words.
3. The student writes a story using those words OR the student writes a sentence for each of the five words.
4. Repeat as time allows.

#### Extensions:

- Adjust the types of words based on individual students' needs. Some students may need practice with three-letter short vowel words (e.g., bed, sat), words within the same word family (e.g. ran, can, pan, man), and others may need more complex patterns (e.g., "oi" and "oy").
- Write sight words and content-related vocabulary on some of the word blocks. Support the students to write and then share a story using these vocabulary words, in addition to the regular word blocks.

## Musical Word Chairs

### CCSS: RF.1.3b

**Description:** Students will demonstrate their ability to read and identify words with different sound and spelling patterns. They do this by playing a game where they read a set of five words, sort them by word family, and record them on a notecatcher. When they hear music playing, they move to another table with a new set of cards and repeat the process.

#### Materials

- ✓ Sets of Word Family cards (Teacher created using index cards; one set per table). Each set should have approximately 20–25 words representing 2–4 word families (e.g., -at, -it, -op, and -up).
- ✓ Student Notecatcher (Teacher created; one per student)
- ✓ Dance songs playlist and speakers

#### Teacher Preparation

- Teacher makes one set of Word Family cards. These should represent patterns students are working on.
- Design a notecatcher with boxes labeled with each word family students will encounter when rotating through the tables and space for the student to write words underneath.
- Shuffle cards and divide into groups to be placed face down at each table in the classroom.
- Choose favorite music to play.

#### Procedure:

1. Students choose a table to sit at with a stack of word family index cards in the middle.
2. Students choose five cards each to read and write in the correct word family headings on their notecatcher.
3. When the music plays, students get up and find a different table with different cards to choose from.
4. At the end, students check their work with a partner by reading each word and determining if they grouped them in the correct word family.

#### Extensions:

- Allow students to choose more than five cards if necessary.
- Include more complex patterns based on student needs.

## Punch it Out

### CCSS: RF.1.3b

**Description:** This activity can be tailored and modified based on the skill of focus. The teacher will use the punch sheet appropriate for the skill being learned (e.g., decoding CVC words, digraphs, syllables). Students will need to pronounce a word represented by a picture, and then determine which of two words written below it correctly spell that word. They will need to segment the phonemes in order to match the graphemes (letter or letters) to each sound they hear in the word.

#### Materials:

- ✓ Hole Punch (Can be regular or craft design-style); one per student
- ✓ Punch it Out Word Cards (Teacher created; printed on paper and cut out, or keep on sheet; number will vary depending on how many the teacher chooses to include)
- ✓ Student Recording Sheet (included; see Activity Bank Appendix) (one per student)

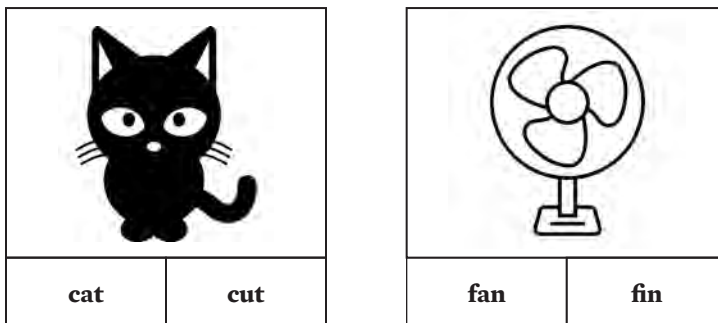
#### Teacher Preparation:

- Copy Student Recording Sheet.
- Create Punch it Out Word Cards (see examples below) and Word List Sheets (These can simply be lined paper or a lined paper titled “Punch Words List”).
- Gather hole punches.

#### Procedure:

1. Student chooses word card.
2. Student matches word to the picture and reads word by saying each phoneme in isolation as they punch a hole under the letter.
3. Student says word again by blending the sounds together.
4. Student writes word on their Punch Words List.

#### Punch it Out Cards example:



## Read and Check

### CCSS: RF.1.3b

**Description:** Students will demonstrate basic knowledge of letter sounds by blending the sounds represented by letters in CVC words together to read them. The words include a picture that can be used to help them check for accuracy.

#### Materials:

- ✓ Cards with word one side and picture on the other (Teacher created; see Read and Check Example word cards; number will vary)

#### Teacher Preparation:

- Choose words for review based on instruction (high-frequency words, CVC words, etc.)
- Locate pictures to match word (or have students draw pictures)
- Create a Read and Check word card with word on one side and matching picture on the other; fold so that the picture is not visible

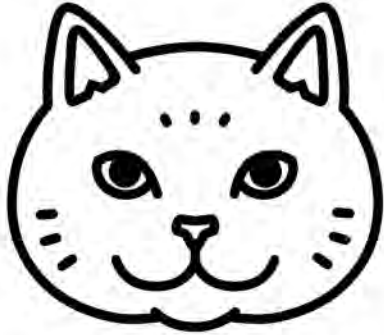


#### Procedure:

1. Teacher gives each student a Read and Check word card (folded so the picture is hidden).
2. Student reads the word by segmenting and blending the sounds together.
3. Once student feels they have successfully read word, student looks at picture to determine if the word matches the picture.
4. Student fixes mistakes by looking back at the word if picture doesn't match what they said.
5. Repeat with a new card.

#### Extensions:

- Include a sentence instead of individual words. Student can read the sentence and check it against the picture.

## Read and Check Example word cards: CVC words with /a/

	<p><b>cat</b></p>
	<p><b>cap</b></p>
	<p><b>bat</b></p>

## Spell the Sound

### CCSS: RF.2.3e

**Description:** Students demonstrate the ability to generalize spelling patterns by identifying the missing spelling pattern in words and sorting words based on their spelling pattern.

#### Materials:

- ✓ Spelling Pattern Cards (cut apart and laminate) - see below
- ✓ Spell the Sound Cards (cut apart and laminate) - see below
- ✓ Dry erase markers or letter tiles

#### Teacher Preparation:

- Teacher copies, cuts apart, and laminates Spelling Pattern Cards
- Teacher copies, cuts apart, and laminates Sound Cards

#### Procedure:

1. Students display “-ch” and “-tch” Spelling Pattern Cards as headers.
2. Students read each word on Spell the Sound Cards by inserting the missing /ch/ sound.
3. Students identify which spelling (-ch or -tch) to use for /ch/ and write the missing letters on the card.
4. Students place Spell the Sound Card under identified spelling pattern.

#### Differentiation:

- This activity can be tailored to the spelling patterns being learned (-ch vs. -tch, -ge vs. -dge, etc.).
- This activity can be modified by using multisyllabic words.

### Spelling Pattern Cards:

-ch	-tch
-----	------



**Spell the Sound Cards:**

ran ____	coa ____
ha ____	ske ____
mul ____	blea ____
sti ____	scra ____
spee ____	scor ____
star ____	cru ____
mun ____	pea ____
ma ____	poa ____
quen ____	bir ____

## Word Muffins

### CCSS: RF.1.3b

**Description:** Students will match onsets (muffins) and rimes (muffin liners) to make word “muffins” they can read.

#### Materials:

- ☒ Muffin Tin
- ☒ Muffin Liners with rimes (e.g.: -at, -an, -ot, -ip, -ing, -ick, -ash, -est)
- ☒ “Muffins” made from paper with consonant/onset
- ☒ Student recording sheet (included; see Activity Bank Appendix) (one per student)

#### Teacher Preparation:

- Copy Student Recording Sheets.
- Prepare muffin liners with rimes (e.g.: -at, -an, -ot, -ip, -ing, -ick, -ash, -est).
- Prepare paper muffins with onsets (e.g., b, t, s, r).

#### Procedure:

1. Student places muffin liners in tin.
2. Student selects one “muffin” for each liner to make a word they can read.
3. When all the muffins have been made, student reads each word and writes it on student recording sheet.
4. Remove all muffins and repeats steps 2–3 by making new words.
5. After all the words have been written, students read the list of their word muffins.

## On Your Mark, Get Set...Read!

### CCSS: RF.4

**Description:** Students will practice speed and accuracy when reading individual words.

#### Materials:

- ✓ Index cards with appropriate words for fluency practice (teacher created; see Teacher Preparation for more details) (one per student or set of partners if working on the same words)
- ✓ Yes and No t-chart (included) (one per set of partners)
- ✓ Student Recording sheet (Use Work Mat 2; See Activity Bank Appendix) (one per student)
- ✓ Timer

#### Teacher Preparation:

- Teacher creates a stack of cards for each student or set of partners (if partners are working on the same types of words). Cards should include words that students are working on (e.g., high-frequency words, content-area words, or words with specific spelling patterns).
- Teacher copies the Yes and No t-chart for each set of partners.

#### Procedure:

1. Teacher models the activity by placing the cards face down and setting the timer for one minute.
2. Teacher explains that just like a timed running race, students will be racing against the clock to read as many words accurately as they can in one minute.
3. A volunteer holds up each card while the teacher reads. If the word is read correctly, the card is placed in the “Yes” column of the Yes and No t-chart. If the word is read incorrectly or the reader chooses to pass, it is placed in the “No” column.
4. After the timer signals the end of one minute, the teacher takes the cards that were read incorrectly and writes the words on the Student Recording sheet to practice.
5. Students begin the race with partners.
6. After each partner has gone once, partners can take a minute to practice the “No” words and try again.

Yes and No T-Chart

YES	NO

**Readers' Theater: 1st grade, Cycle 7****Title: Dad's Plan**

Dad: "Grab your sketch pad and pen, Sam, and your binoculars."

Narrator 1: Sam put the binoculars around his neck and then put the pen and pad in his backpack.

Sam: "Where are we going?"

Dad: "I know you're sad about not having a pet. So I want you to see all the wonderful creatures that live in our city."

Sam (nods): "I will be like a spy. I will spy on the creatures and sketch them in my pad. That way I can pretend they are in our apartment."

Dad: "Yes, but you don't need to pretend. Because we all live in the city together, we all share a home with each other."

Narrator 2: Sam hopped from one leg to the other.

Sam: "Let's go, let's go, let's go!"

Dad: "We'll start with the shed in the back of our building."

Sam (blinking): "We'll start where?"

Narrator 1: But as soon as Sam's dad opened the shed door, Sam understood. There, connected to the planks of the ceiling, a spider was spinning her web.

Sam: "What is that white blob in the center of the web?"

Dad: "That's an egg sac. Soon it will open, and the spider's babies will hatch."

Sam: "I thought only hens had eggs."

Narrator 2: Sam sketched the spider, her web, and the egg sac.

Narrator 1: Sam put his pen down and walked with Dad to the park down the block. Sitting on the bench, Sam's dad dropped some bits of bread on the ground. Sam helped him. Immediately, a robin with a red breast flew down to eat. The robin chuckled at Sam.

Sam: "I thought birds were shy. They usually fly away when I get close. Guess this bird likes me!"

Narrator 2: Sam sketched the bird standing in front of him. Just as he was finishing the drawing, the robin flew away.

Narrator 1: Sam and his Dad did not walk much farther when Sam detected a movement in the plants beside the path. He dropped down to his knees. A big ant tromped through the green, pinching one of the bread bits between its front legs.

Dad: "The ant is bringing food back to its family."

Sam: "I didn't know ants eat people food."

Narrator 2: Sam sketched the ant. Then they walked toward home.

Dad: "Did you enjoy our adventure today? Do you still wish you had a pet?"

Narrator 1: Sam wasn't listening. He was watching the sidewalk for more ants.

Sam: "What did you say?"

Narrator: Sam was watching an ant scurry between the sidewalk crack.

Sam: "Hey, maybe we could go on a picnic tomorrow and look for more creatures."

Dad (with a grin): "OK."

**Readers' Theater: 1st Grade, Cycle 6****Title: Sam Wants a Pet**

Narrator 1: Sam wanted a pet. There was nothing on the planet that Sam wanted more.

Narrator 2: Sam asked, and asked, and asked.

Narrator 1: Sam begged Dad for a pet. He asked at breakfast, drinking milk. He asked at lunch, eating ham sandwiches. And he asked after dinner, sitting on Dad's chest as his dad was trying to take a nap.

Dad (with regret): "The rules don't allow pets in our apartment."

Narrator 2: But Sam had a plan. He would catch a pet.

Narrator 1: The next day, Sam and Dad went to the park. Sam spotted a furry tail slipping behind a shed. He followed it and found a street cat. He ran after it, but the cat dashed away.

Dad (with a grin): "Cats can move fast."

Sam (with a frown): "Maybe my shoes are just too loud."

Narrator 2: Then Sam tried to catch a beautiful moth. But the moth flew off.

Sam (with a deeper frown): "Maybe my hands are just too smelly."

Narrator 1: Then Sam saw a red ant.

Dad (before Sam could pick it up): "No! Red ants can bite."

Narrator 2: Sam walked to the pond in the middle of the park. He dunked his hand in to catch a fish. He had no luck. The fish was too fast.

Narrator 1: Finally Sam lashed a string to the end of a baseball bat. He put peanut butter on the tip of the string. He lowered it into the damp, dark sewer, and waited. But nothing happened.

Dad (with a grin): "Fish don't live in the sewers."

Sam (with the deepest frown of all): "Maybe fish just don't like peanut butter."

Narrator 2: The day was over. Sam dragged himself to his bedroom and sat down on his bed. He watched the sun slip behind the buildings. Sam's dad came in and turned on the desk lamp.

Dad: "Are you sad, kid?"

Sam: "Yeah, a little."

Narrator 1: Dad has a plan.



**Readers' Theater: 1st Grade, Cycle 10****Title: On the Pond**

Narrator 1: It was another sleepy morning on the pond. Night turned into day, as the sun slipped up in the sky.

Narrator 2: The wind was still, and the pond was like glass. The grass was wet, and a drip dropped from the plant. It was time to wake up on the pond.

Frog: Splish!

Narrator 1: A frog jumped into the pond, and landed on his pad.

Frog: Jump!

Narrator 2: The frog tried to catch the fly but the fly got by.

Fish: Splash!

Narrator 1: The fish swam by the frog on his pad.

Clam: Glug!

Narrator 2: The clam came up from the mud.

Narrator 1: The sun peeked out of ruffled clouds, and looked down. There was so much going on! It was a long and happy day on the pond.

Narrator 2: Then, the sun slipped down in the sky. The frog and the fish and the clam and the fly all said goodbye. The grass and the plant both yawned a quiet goodnight.

Narrator 1: The wind was still, and the pond was like glass. There was a hush at dusk, as day turned into night. It was another sleepy evening on the pond.

## Readers' Theater: 1st Grade, Cycle 12

### Title: Sunset Picnic

Dad: "Grab a picnic basket!"

Sam: "Why?"

Dad: "Grab two napkins."

Sam: "Why?"

Dad: "Grab a blanket."

Sam: "Why?"

Dad: I got a big sandwich from the market. We will split it."

Narrator 1: Oh good, thought Sam, Dad was hungry too!  
Then they started walking toward their favorite hill in the park.

Narrator 2: Along the way, Sam could see their shadows ahead of them on the sidewalk. It would soon be dark. He hoped they still would have time for their picnic.

Narrator 1: Sam and Dad reached the top of the hill just in time to see a big red sunset. Dad said it was crimson.

Sam: "I see. This is the perfect time to eat our sandwich!"

Narrator 2: Dad spread out the blanket. Then Sam and Dad shared their sandwich. They watched the sun go down and down in the ink and purple sky.

Narrator 1: After they finished, they folded the blanket. They gathered their things to go home. Sam and Dad walked back down the hill toward home. Sam looked up at Dad.

Sam: "That was the best sandwich I ever had!"

Dad (laughing): "Me, too."

**Readers' Theater: 1st Grade, Cycle 15****Title: James and Sam Make a Flame**

Narrator 1: James is Sam's friend from school. Sam invited him to go on a camping trip. This is his first camping trip. Sam and Dad want to show James all there is to see in the forest.

Narrator 2: It is a nice day for a hike! Dad finds a path around the lake. As Dad and Sam and James walk in a line under the trees –

Narrator 1: acorns crunch under their feet,

Narrator 2: a squirrel chatters from a tree,

Narrator 1: a deer peeks out from behind some leaves,

Narrator 2: a dragonfly whizzes by.

James: "There is so much to hear and see in the forest!"

Narrator 1: They cross a bubbly stream. A snake squiggles across the path. James has never seen a snake in real life before. He is a little scared.

James: "Are we safe from the snake?"

Dad: "Yes, we are safe."

Narrator 2: They jump over a big log. A hive of busy bees hides inside. James is afraid the bees might sting him.

James: "Are we safe?"

Dad: "Yes, we are safe."

Narrator 1: The path leads back to the lake.

Dad: "It is time to take a rest. We will stop here at the fire pit and make a fire. You can help me find sticks, but I will make the fire. That way we will all stay safe!"

Narrator 2: Sam and James find some sticks and put them in a pile. Then Dad helps them make a flame.

James: "Look, we made a fire! This is just like the fireplace at Grandma's house."

Narrator 1: Dad and Sam and James sit by the fire and talk about their day.

James: "Today in the forest I saw a chattering squirrel, a chirping bird, and a peeking deer. I saw a dragonfly, a squiggly snake and a hive of busy bees. And I helped make a fire!"

Narrator 2: James looks at the flames.

James (smiling): "This feels like home. And I feel safe. Let's go camping again soon!"

**Readers' Theater: 1st Grade, Cycle 16****Title: James and Sam Take a Hike**

Narrator 1: James, Sam, and Dad woke up in the forest. It was James' first time camping and he loved it so far!

Dad: "Do you want to take a hike today before we go home?"

Sam: "Yes! We will walk for miles!"

James: "It will take a lot of time. I want to see a cave!"

Sam: "I want to see bones!"

Dad (smiling): "This will be fun!"

Narrator 2: They walk on a long path next to a wide stream. It winds through the trees.

Narrator 1: At mile one, they see some wide pine trees. James runs behind a pine.

James: "The tree is so big I can hide behind it!"

Sam: "This is fun!"

Narrator 2: At mile two, they see a hole in the ground.

James: "I wonder what lives in here."

Narrator 1: They all look inside.

Sam: "It is a home for the snake!"

Narrator 2: At mile three, they see a pile of stones in the stream. The stones shine in the sun.

James: "I will bring a stone home for Pat."

Sam: "Will we hike nine miles?"

Dad: "No, I think it's time to turn around.

Narrator 1: They walk back on the long path next to the wide stream. They wind through the trees. They see a pile of stones. They see the snake hole.

Narrator 2: They see the pines, but no caves or bones. But that's OK. The hike was still fun.

James: "I like to hike. Next time I will bring Pat!"

**Readers' Theater: 2nd Grade, Cycle 3****(Preface to) Do Fish Eat Cheese?**

Narrator 1: Sunnyside Gazette Edition 3: Sunnyside City Park is New and Improved!

By Sasha Scribbles

Narrator 2: Sunnyside City Park is new and improved! Mayor Mack and volunteers of the Sunnyside neighborhood have been hard at work, cleaning up the park and making it more fun and useful for the residents of Sunnyside.

Narrator 1: The most recent work has been done on Eagle Pond and the surrounding creeks and streams. Volunteers have worked to clean up the area. Trash has been removed from the grounds and stepping stones have been added to the paths leading to the pond. New trashcans and recycling bins have been added throughout the park.

Narrator 2: The pond has been stocked full of fish, mostly catfish. Park visitors may bring their own fishing poles and bait to catch up to five fish in a day. Fish must be released back into the pond or stream.

Narrator 1: Plans for future improvements include new playground equipment and new public benches.

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**Title: Do Fish Eat Cheese?**

Narrator 1: James was happy to tell Sam the news.

James: "We can catch fish in the creek now!"

Sam: "Really?"

James: "Yes. Before, we could only feed the fish in our park. Now we can use a fishing pole to catch fish. But we have to put them back in the creek."

Narrator 2: James and Sam walk to the park. There is a big pond and some creeks and streams.

James: "I have never been to that stream."

Narrator 1: James and Sam go to the stream.

Sam: "What do fish eat?"

James: "I think they will eat cheese. I will put it on our line."

(Teacher: "Do you think they will eat cheese? What do you think fish eat?")

Narrator 2: Sam and James stand under a tree next to the stream. The green leaves give them shade from the heat.

Narrator 1: Sam has never been fishing before. James teaches him. James casts his fishing line. He does not catch a fish. Sam does not catch a fish.

Sam: "Maybe they are asleep? Or, maybe they are down really deep? So they cannot see our cheese? It is not easy to catch fish!"

James: "Yes, but it is still really fun to try! We will try again this weekend."

Narrator 2: James and Sam leave for home.



## Readers' Theater: 2nd Grade, Cycle 5

### (Preface to) Friends at School

Narrator 1 (or Teacher): Sunnyside Gazette Edition 5: New Principal and New School Year at Sunnyside Elementary, By Nina Newsnose

Narrator 2: Summer vacation officially came to an end today. Sunnyside Elementary opened its doors to over 600 students on the first day of school. Students were welcomed by new principal, Noah Pack.

Narrator 1: When asked if she is excited about the first day of school, Pre-Kindergarten student Patricia said enthusiastically,

Pat: "Yes! I have a new backpack!"

Narrator 2: Her older brother, James was also enthusiastic. When asked what excited him most, he replied,

James: "My teacher gave me a list of books to read over the summer. I read every single one! I'm ready to start reading chapter books this year."

Narrator 1: Principal Pack also has high hopes for his first year at Sunnyside.

Principal Pack: "I look forward to meeting all the wonderful students and families this week. Together, we will work to make Sunnyside Elementary the best school it can be."

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### Title: Friends at School

Narrator 1: Today is the first day of school.

Dad: "Are you ready for School?"

Narrator 2: Sam is unsure.

Sam: "What if none of my friends are in my class? What if I do not know anybody?"

Dad: "You will meet new friends! Eat your oatmeal. Then we will walk to school."

Narrator 1: Sam eats his oats. Then Sam and Dad walk to school. Sam slowly walks into his new class. He looks around for friends that he knows.

Mr. Moats: "Hi, Sam! I will be your teacher this year. Follow me to your new desk."

Narrator 2: Sam follows him. Then he sees Nell! Nell has been his friend for a long time. Sam smiles at Nell as he sits at his desk. It looks like Nell has grown taller over the summer. Then he feels somebody tap his elbow.

Boy sitting behind Sam: "Hi! Can I borrow a pen? None of mine are in my bag."

Sam: "Sure! You can borrow this one."

Narrator 1: Sam hands the boy a pen.

Boy sitting behind Sam: "My name is Owen. I am new in this school."

Sam: "My name is Sam. I will show you around. I will help you meet new friends."

Narrator 2: Dad was right. Sam has an old friend in his class. And now he has a new friend, too! He will show Owen around school. He is sure he will like his new class.

**Readers' Theater: 2nd Grade, Cycle 8****(Preface to) Where's Goldie?**

Narrator 1 (or Teacher): Sunnyside Gazette Edition 8:  
Principal Pack Saves the Day!

Narrator 2: The residents of Sunnyside are saying goodbye to the mild days of Fall and bundling up for colder weather. This weekend, temperatures dipped close to freezing and the forecast for the coming week is calling for even chillier days ahead.

Narrator 1: This weather report was especially bad news for Principal Noah Pack. On Friday, the old heating system at Sunnyside Elementary began to fail. Principal Pack and the building engineer worked on it all day, but were unable to fix it.

Building Engineer: "I watched the weather report that morning. I knew the temperature would be dropping over the weekend and into the next week. I knew I had to do something to make sure the kids would be warm enough at school on Monday."

Narrator 2: Principal Pack called several local heating technicians, but had trouble finding somebody that would work over the weekend. So, he turned on his computer and searched the internet. He learned all about the old heating system in the school. After many hours of work and research, Principal Pack was able to fix the heating system!

Principal Pack: "It is still very old. But until we can replace the heating system, at least I know it is working for now and my students can come to school on Monday."

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**Title: Where's Goldie?**

Narrator 1: Sam and Nell walk to school together sometimes. The air is starting to get cold. It's almost winter. They walk into school and then into their class.

Sam: "Hello, Mr. Moats."

Narrator 2: Sam walks over to the fish tank. It is his job to feed the class goldfish, Goldie. But Goldie is gone. The tank that holds her is gone. Sam looks around. He looks behind the desk. He can't find her!

Sam: "Where's Goldie? She's gone!"

Narrator 1: Nell walks over. She looks for the goldfish. She can't find her.

Nell: "That's so weird! Do you think a child in our class has her? Maybe should make a poster. We can post it in the school and in the street. It will tell people that our goldfish has been stolen. Maybe she was stolen and then the robber sold her to another class."

Narrator 2: Mr. Moats walks over.

Mr. Moats: "OK, guys. There's no reason to get upset. I am sure we will find her."

Narrator 1: Just then, Owen walks in with his mom. His mom is holding something big. It's a fish tank!

Sam: "Owen! You had Goldie?"

Owen: "Yes. I stayed late at school on Friday because my mom was late. Mr. Pack asked if I could take her home. The heat was broken and he was afraid Goldie would be too cold."

Mr. Moats: "She's a lucky fish! I am sure it was very cold in here. Thanks for taking care of Goldie for us!"

**Readers' Theater: 2nd Grade, Cycle 15****(Preface to) Grandma's Magic Attic**

Narrator 1 (or Teacher): Flyer --

General Information

Items Needed: clothing, books, and household items

Rummage Sale Dates: Saturday, December 12 and Sunday, December 13

Time: 8:00 AM – 5:00 PM

Location: Sunnyside High School gym

Donations will be accepted in the Sunnyside High School office during regular school hours.

All proceeds will benefit the Sunnyside High School marching band and the Sunnyside homeless shelter. If you are interested in volunteering, email the marching band leader, Melodie Meter: [mmeter@sunnysidehigh.edu](mailto:mmeter@sunnysidehigh.edu).

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**Title: Grandma's Magic Attic**

James: "Grandma, can Pat and I go up to the attic? I want to see if we have any old stuff we can donate to the high school."

Grandma: "The door might be locked. Let me check. What kinds of things do they want?"

James: "Old clothes and books. I think anything you can use in your house too."

Narrator 1: Grandma unlocked the attic door. The stairs creaked as Grandma, James, and Pat walked up.

Narrator 2: Pat pointed to an old clock in the corner of the attic.

Pat: "A clock! Tick tock, tick tock!"

Grandma (smiling): "I don't think that clock ticks or tocks anymore, Pat."

Narrator 1: They started to unpack some of the boxes of clothes. James and Pat played dress up. James wore an old cloak with a hood that covered his face. Pat wore many necklaces and a dress with purple lilacs all over it.

Narrator 2: James pointed to a strange box. It had a black circle on top of it. And a stick that hung over the circle. The stick looked like it had a needle at the end.

James: "What's that thing?"

Grandma: "That's a record player! It plays music."

Narrator 1: Grandma picked up a thin square and blew dust off it. She pulled out a shiny black circle and put it on the record player. The circle started to spin and the needle came down. It began to play music!

Grandma: "A long time ago, this is how we played music! Grandpa and I used to dance to this song."

James: "Let's dance like Grandma and Grandpa!"

Narrator 2: They all laughed and danced together to the music.

Pat: "I think your attic is magic, Grandma."

Narrator 1: Grandma smiled and gave Pat a peck on the cheek.

Grandma: "It's not quite magic, but it does make me feel like I've gone back in time for a little while!"

## Clothespin Match

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### CCSS: RF.K.3c

**Description:** Students will demonstrate ability to read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Students will match and read the letters on a popsicle stick by matching clothespin letters to the sight word written on each stick.

#### Materials:

- ✓ Set of Popsicle sticks with high-frequency words written on them (one set per student)
- ✓ Clothespins (enough for each letter in the words being practiced)

#### Teacher Preparation:

- Write sight words to be practiced on popsicle sticks (one high-frequency word per stick).
- Write individual letters on each clothespin to match with the sight words.

#### Procedure:

1. Student chooses a popsicle stick.
2. Student then finds the matching letters to the high frequency word and clips the clothespins onto the popsicle stick.
3. Then student reads their sight word.
4. Repeat as time allows.

#### Differentiation

- This same activity can be done with CVC (consonant, vowel, consonant) words.

#### Extensions:

- The same activity can be done with more challenging words.

Write all sight words on large popsicle sticks, one word on each stick. Write the letters of each sight word on clothespins. Students will create each sight word by pegging the correct letters onto the popsicle stick.

## Fishing for Sight Words

### CCSS: RF.K.3c

**Description:** Students will practice reading common high-frequency words by sight. Students go fishing for sight word fish and keep them if they are read correctly.

#### Materials:

- ✓ Sight Words written on cut out paper fish (each fish needs a paper clip on it). One per student.
- ✓ A Fishing Pole with a string and a magnet on the end.

#### Teacher Preparation:

- Teacher prepares a set of sight words on the back of fish cut out cards.
- Teacher makes a fishing pole (ruler or stick with a string and small magnet at the bottom).

#### Procedure:

1. Students stand in a circle.
2. Teacher places all of the sight words (face down) in the middle of the circle.
3. One at a time, each student goes “fishing” for a sight word fish by letting the magnet attract the paper clip on the fish.
4. Each student reads the sight word after they “catch” it.
5. If the student reads the word correctly, he or she keeps the fish. If not, they throw it back in.
6. Students continue fishing until all fish are caught.

#### Extensions:

- This can activity can be used to practice reading words with patterns being studied in a particular cycle. For example, words with the “oi” and “oy” pattern.



## Follow the Rainbow Road (or Follow the Yellow Brick Road)

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### CCSS: RF.K.3c

**Description:** Students will practice reading common high-frequency words by sight. Students will hop or jump from word to word as they read each sight word, following the rainbow or yellow brick road.

#### Materials:

- ✓ Rainbow colored word cards or yellow word cards (number will vary depending on how many words teacher chooses to use)

#### Teacher Preparation:

- Teacher writes one sight word on each card.
- Teacher tapes the cards on the floor in a fun pattern that allows enough room for the student to hop like a frog or jump from word to word.

#### Procedure:

1. As the student reads a sight word, they hop or jump to the next card, with their feet landing on either side of the card.
2. If they struggle with a word, they can go back to the beginning or just hop back two cards.

## Fried Eggs

### CCSS: RF.K.3c

**Description:** Students will practice reading common high-frequency words by sight. Students flip over each sight word fried egg with a spatula as they read it correctly, leaving the fried egg side up.

#### Materials:

- ☒ A Spatula (one)
- ☒ “Fried eggs” with sight words on one side and an image of a fried egg on the other side (number will vary depending on the number of words the teacher chooses to review).

#### Teacher Preparation:

- Create a set of Fried Eggs (on paper or foam) with sight words on one side. The other side should look like a fried egg. This might be an image drawn and copied onto that side, or a fried egg made out of construction paper.

#### Procedure:

1. Teacher places the fried eggs with the words facing up.
2. Student reads the word.
3. If the word is read correctly, the student gets to flip it over with the spatula.
4. If the student reads the word incorrectly, they can try it again after they have read and flipped over the other sight words.
5. Repeat as time allows.

## Gotcha!

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### CCSS: RF.K.3c

**Description:** Students will practice reading common high-frequency words by sight. Students take turns reading sight words and swatting it with a fly swatter.

#### Materials:

- ☒ One (or more) fly swatter(s)
- ☒ Sight Word Cards (number will vary depending on number of words teacher chooses to review)
- ☒ Pictures of mosquitos, flies or other insects on the back of the Sight Word Cards (optional)

#### Teacher Preparation:

- The teacher writes one sight word to be reviewed on the back of each card.
- The teacher pastes pictures of insects on the opposite side of each card (optional).

#### Procedure:

1. Teacher distributes the Sight Word cards on the floor randomly. The cards can be placed with the sight word side up so that students can choose which word to swat OR the cards can be placed sight word side down so they swat the insect side and then read the word on the back of the card.
2. Each student takes a turn to “swat” at a word and then read the sight word.
3. When they read it correctly, they say, “Gotcha!”
4. They can then collect the word if they have read it correctly.
5. Repeat as time allows.

## Kapow/Zap!

### CCSS: RF.1.3g

**Description:** Students will practice reading common irregularly spelled high-frequency words (words that “don’t play fair”) by sight. They will do this by playing a card game. This game is played with 2–4 players. Students pick a card, read the word and keep it. If they draw a KAPOW card they must return all their cards to the stack.

#### Materials:

- ✓ Deck of index cards with irregularly spelled high-frequency words (teacher made; one word on each card, total number in each deck will vary depending on how many words you wish to review) and some with the word KAPOW (or Zap!). One deck per 2–4 players.

#### Teacher Preparation:

- Teacher makes the decks of cards (one deck per 2–4 players).
- Plan for a system students can use to determine who will draw first and which direction play will go in.

#### Procedure:

1. Cards are placed in a stack face down in the middle of the players.
2. The first player chooses a card and reads it aloud. If the player reads it correctly, they keep the card. If they do not, they put it under the stack and try again.
3. If student draws a KAPOW (or Zap!) card, they must put all their cards back into the stack.
4. Play moves to the next student.
5. When all cards are gone, the student with the most cards “wins.”

#### Variations:

- This game can be played with any letters or spelling patterns students are working with in their current cycle, or with ones from prior cycles that need further practice.

## Popsicle Stick Sight Words

### CCSS: RF.K.3c

**Description:** Students will demonstrate the ability to read common high-frequency words by sight. Students read the word on the end of each popsicle stick. They follow the directions written on the end of any sticks that don't have high-frequency words.

### Materials

- ✓ Popsicle sticks (number will vary depending on the number of words to be practiced)
- ✓ A cup for each student

### Teacher Preparation:

- Write sight words on the popsicle sticks.
- Write “go again” on three sticks.
- Write “trade” on three sticks.
- Write “try again” on three sticks.

### Procedure:

1. The sticks are all placed with the word face down on the table or in a cup.
2. Students take turns drawing a stick and reading it.
  - If the stick contains a high-frequency word and they read it correctly, they can keep the stick.
  - If their stick says, “Go again,” it means they get to go again.
  - If their stick says, “Trade,” it means the student trades one of their sticks with the person on the right.
  - If the student pulls a “Try again” stick, they get to keep that stick until they need it. If at any point, they cannot read a high-frequency word they draw, they can hand over their “try again” stick which allows them to pull a new stick to read. The “try again” stick then goes back with the unread sticks.

### Extensions and variations:

- Use longer, more complex words for students who are ready.
- This can be done using decodable words with patterns students are working with in their current cycle or with patterns from prior cycles needing further practice.

## Roll and Write

### CCSS: RF.1.3g

**Description:** Students demonstrate their ability to read grade-level appropriate high-frequency words. They are given time to practice writing letters using correct letter formation. This practice will support students as they work towards reading words automatically.

#### Materials:

- ☒ Dice (6-sides); one per student
- ☒ Recording Sheet, numbered 1–6 (included; see Activity Bank Appendix) (one per student)

#### Teacher Preparation:

- Teacher gathers dice (one per student or pair of students)
- Teacher makes recording sheet numbered 1–6 with chosen words to be practiced next to each number. Next to the word, create space (lines or boxes) for students to write word. (See example below.)

#### Procedure:

1. Student rolls dice and finds the number on the word list and reads word.
2. Student writes word on the line or box on the recording sheet.
3. Repeat until all words are read and written.

**Note:** Students can work in pairs to monitor for accuracy. They can also use the following steps to check work each time they write:

- Look at word
- Say word
- Cover (with hand or paper) word
- Write word
- Check word

#### Extensions:

- Students can write sentences (possibly “silly sentences” from Interactive Writing Instructional Practice)

#### Example of Recording Sheet

Roll and Write Recording Sheet					
1. The					
2. And					

## Sight Word Hopscotch

### CCSS: RF.1.3g

**Description:** Students will demonstrate their ability to read high-frequency words while playing hopscotch.

#### Materials:

- ✓ Chalk to draw a hopscotch game (tape on carpet is an option as well)
- ✓ Playing piece (bean bag, etc.)
- ✓ High-Frequency Word Cards (Teacher made on paper or index cards; number will vary depending on number of words teacher chooses to review)
- ✓ Recording Sheet (Use Work Mat 2; see Activity Bank Appendix) (one per student)
- ✓ Writing utensil (one per student)

#### Teacher Preparation:

- Print or make high-frequency cards.
- Gather hopscotch playing pieces that won't roll away when tossed onto the game (i.e. flat pebbles, bean bag).
- Make hopscotch board in chalk on pavement or with tape on carpet.

#### Procedure:

1. Teacher or student draws hopscotch board and numbers spaces 1-10.
2. Teacher places a high-frequency word card on each spot on the hopscotch game (10 places total).
3. Student tosses the object (bean bag, etc.) and the picks it up when they hop onto the spot on which it lands.
4. Each time a student hops to their spot, they read the card on each numbered place. If they read it correctly they get to keep the word and move onto the next number on their next turn. If not, they try again on the same spot.
5. At the end, each student has a pile of sight words to write on their Recording Sheet.

**Note:** All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side. Then two feet can be placed down with one in each square.

#### Variations:

This game can be played with a wide range of vocabulary words or with words using spelling patterns students are working on in their current cycle.

## Sight Word Parking Lot

### CCSS: RF.K.3c

**Description:** Students will demonstrate the ability to read high-frequency words by playing a game that requires them to read a word correctly in order to be able to “park” their car in a parking space.

#### Materials:

- ☒ Chalk (optional; one for teacher use)
- ☒ Large piece of blank paper (optional; one for teacher use)
- ☒ High-Frequency Word Parking Lot (Teacher created; drawn in chalk on pavement outside or drawn on large piece of blank paper for use inside with one high-frequency word written in parking space)
- ☒ Match box or any kind of small toy cars (at least one per student)

#### Teacher Preparation:

- Determine high-frequency words to be reviewed.
- Gather small toy cars.
- Draw the High-Frequency Word Parking Lot on pavement or Chart paper and write a high-frequency word to be reviewed in each “parking space.”

#### Procedure:

1. Students take turns reading a high-frequency word and parking their cards in the spots (if read correctly).
2. Students can either keep moving one car to different “parking spaces” or they fill many spots if they have more than one car to use.
3. Continue as time allows.



## Sight Word Soccer

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### CCSS: RF.K.3c

**Description:** Students will dribble a soccer ball around cones as they read high-frequency words.

#### Materials:

- ✓ Cones (one for each high-frequency words)
- ✓ High-frequency words on paper or index cards taped to cones
- ✓ Soccer ball (one for the group)

#### Teacher Preparation:

- Write or type high-frequency words to be reviewed on paper or large cards.
- Tape the cards to cones.
- Rearrange the cones in various formations each time students play so that the words are in a different order each time they play.

#### Procedure:

1. Each student takes a turn dribbling the ball around the line of cones.
2. Student continues as long as they can continue reading the words on each cone.
3. If student cannot read a word, they get help and then keep going until the end or start over.
4. For the next turn, the order of the cones/words is changed and the student repeats the process until they can read all of the words.

#### Differentiation:

- You can change out the set of cones for different students by having an alternate set of easier or harder words ready on cones.
- You can switch out certain high-frequency words and add in new ones.

## Sight Word Tower

### CCSS: RF.K.3c

**Description:** Students will practice reading high-frequency or words with spelling patterns from the current or prior cycles. As they read each word (written on a cup) they stack them to create a tower of cups.

#### Materials:

- ☒ Cups that stack (number will vary depending on number of words teacher chooses to review) with one word written on each
- ☒ Marker (for writing words on the cups)

#### Teacher Preparation:

- Teacher writes one word to be reviewed on each cup.

#### Procedure:

1. The students may build their tower each time they correctly read the word on their cup.
2. If a student makes a mistake, the cup goes back to the pile and the student will have a change to read it again later on.
3. After the tower is completed, students can knock it down with a paper snowball or roll a small ball at the tower like a bowling bowl.

#### Differentiation:

- Students can have their own set of cups according to the words they are learning.
- When students have built their tower, they can try to read any words that are visible.
- Students can build their tower making sure that each word is visible so they can read them all at the end.

## Vocabulary Twister

### CCSS: RF.1.3g

**Description:** Students will read phonetically regular and/or irregularly spelled high-frequency words while playing Twister. Students will create and write sentences using their chosen words.

#### Materials:

- ✓ Old or new Twister mat and spinner.
- ✓ Foam hands or rectangles with phonetically regular words or sight words written on each one.
  - The shaped foam pieces can be purchased ready-made at most craft stores.
  - The foam pieces can be different colors or all the same color.
- ✓ Velcro dots

#### Teacher Preparation:

- The teacher writes one word on each foam piece. It is best to have a wide range of different words that represent the various phonemic word families your students are working on, and/or high-frequency words.
- Place a scratchy Velcro dot on the back of each foam word piece and a soft Velcro dot in the center of each circle spot on the Twister mat.

#### Procedure:

1. The teacher or a student spins the spinner and calls out, “Right hand red” or “Left foot blue.”
2. At the same time, all students put their hand or foot on the appropriate Twister color space that matches the color on the spinner.
3. One at a time, each student reads their word out loud—the word their hand or foot is on. If they read it correctly they keep that word. (They are not reaching for the color of the word card.)
4. Each student continues to collect each word they read correctly.
5. They keep collecting words until all of the words have been taken off the Twister mat.
6. Each student then writes one sentence for each of their words.
7. If time allows, students all make up sentences or stories that use their words.

#### Differentiation:

- If needed, write R and L on the student’s right and left hands to help them remember right and left.
- The entire Twister can be set up to focus on just short vowel sound words, or one word family such as “ai” words for skill practice.
- You can use different foam words depending on what word families each group of students needs to practice. You can also use this game for practicing high-frequency word reading.
- If the group of students spans several reading levels, make sure each color column on the Twister has some easy and some challenging words. Encourage students to aim for words that challenge them.

- If a teacher is not present, the students can bring their words and their sentences to meet with the teacher after they have played, to get their reading and sentence comprehension checked.

**Extensions:**

- Expedition vocabulary and advanced words can be used in the same way and students can be challenged to write non-fiction sentences using their Twister words.
- Students can also use their imagination and make up one story that uses all of their words.

## ABC Puppets

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### CCSS: RF.K.3a

**Description:** Students will demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Students will use puppets to say the sound of each letter of the alphabet.

#### Materials:

- ☒ Puppets (one per student)
- ☒ Uppercase and Lowercase Letter Cards (included; see Activity Bank Appendix)

#### Teacher Preparation (there are several options for this activity):

- Students can each make their own sock puppet using socks, paper bags, or other materials.  
or
- The teacher can make a few puppets, using socks, paper bags, or other materials, for everyone to share.  
or
- Gather purchased puppets from classroom (one per student).
- Copy Uppercase and Lowercase Letter Cards.

#### Procedure:

1. Teacher or student draws a Letter Card from the stack of cards.
2. Students use their puppets to say the sound of the letter on the card.
3. Repeat as time allows.

#### Extensions:

- Include digraphs such as “ch,” “sh,” “th.”

## Alphabet Shapes

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### CCSS: RF.K.1d

**Description:** Students will create letter shapes to match letter cards, using sticks for the straight lines and elbow pasta for the curved lines.

**Materials:**

- ✓ A collection of popsicle or other uniformly-shaped sticks (approximately 10-12 per student)
- ✓ A small cup full of elbow pasta (one cup per student)
- ✓ Uppercase and Lowercase Letter Cards (included; See Activity Bank Appendix) (one set per student or one set for a small group to share)

**Teacher Preparation:**

- Teacher creates Uppercase and Lowercase Letter Cards.

**Procedure:**

1. Teacher distributes a card or small stack of cards to each student.
2. Students use the sticks and elbow pasta to “trace” the shapes of the letters on top of the Letter Cards.
3. As students create the shapes of the letters, the teacher encourages them to name the letter and/or its sound.
4. When finished with one card or a small stack of cards, students can trade their cards for new cards and continue the procedure.

**Differentiation:**

- Teacher may choose specific letters for each student based on those he or she is not yet able to write and/or identify.

## Go Fish

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### CCSS: RF.K.1d

**Description:** Students demonstrate basic knowledge of letter recognition by naming and matching individual letters. Students play the traditional “Go Fish” game with letter cards to practice this.

#### Materials:

- ✓ One set of Letter Cards (two cards for each letter) for each pair or group of four students. (included; see Activity Bank Appendix)

#### Teacher Preparation:

- Teacher creates one set of Letter Cards for every pair or group of players (2-4 players). Two cards are made for each letter the teacher wants students to practice. Start with pairs of lowercase letters.
- Teacher plans for student pairing (groups of two or four).

#### Procedure:

1. Teacher deals 3-5 cards to each student.
2. The remaining cards are put in the center “pond” face down.
3. The student with the last birthday of the calendar year goes first and asks another player for a matching letter card to one in her set (e.g., “Aleiah, do you have a ‘b’?”)
4. If so, that player (e.g., Aleiah) hands the letter card to the first student. The matched set is placed aside and the turn continues until no matches are collected from classmates, at which time the requestor tells the student to “go fish.”
5. The play then moves to the next student.
6. The first player to get rid of all her or his cards is the winner.

#### Extensions:

- Include upper- and lowercase case pairs (e.g., ‘b’ and ‘B’) and explain that students should request the match they need. For example, if student A has ‘b,’ she or he asks student B, “Do you have an upper case ‘B?’”

## Letter Match

### CCSS: RF.K.1d

**Description:** Students demonstrate basic knowledge of letter recognition by placing individual letters on top of their matches on a Letter Mat. The activity can be played individually or in pairs.

#### Materials:

- ✓ Letter Mat (see example below) (one per student)
- ✓ Moveable Letters (can be magnetic letters, letter tiles, or written on cards)

#### Teacher Preparation:

- Copy the Letter Mat provided below or create one of your own.
- Gather moveable letters.

#### Procedure:

1. The student selects a moveable letter and places it on its matching letter on the Letter Mat.
2. Repeat until all moveable letters are placed on the Letter Mat.

#### Extensions:

- Use uppercase letters.
- Match lowercase letters to uppercase letters.

#### Letter mat:

l	s	p	g	v
r	k	b	n	h
f	a	u	d	x
y	z	j	i	m
q	e	t	w	c
o				



## Noisy Letter Teams

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### CCSS: RF.K.3a

**Description:** Students will demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. They play a game where they repeatedly make the sound of the letter (or first letter of a CVC word) on their card aloud, listening for other students who are making the same sound.

#### Materials:

- ✓ Small cards with CVC words or individual letters on them (one per student)

#### Teacher Preparation:

- Teacher makes teams of small cards with either CVC words or upper- or lowercase letters on them.
- Teacher decides how many students should be in each team and makes sure there are that number of cards with the same beginning sound or letter.

#### Procedure:

1. Each student is given a card with clear instructions not to show anyone their card.
2. The student looks at the word (or letter) and starts to make the sound of the beginning letter on their card.
3. The students walk around listening for the other students who are making the same sound.
4. When they find another student making the same sound, they link elbows and continue walking around until every student has found a team. They still keep their cards hidden.
5. Then they stand together with their noisy letter team and check to see if everyone has the same letter card (or to see if all of their words start with the same letter).

#### Extensions:

- This same game can be played with digraphs such as “ch,” “sh,” “th.”

## Punch it Out

### CCSS: RF.K.3a

**Description:** This activity can be tailored and modified based on the skill of focus. The teacher will use the punch sheet appropriate for the skill being learned (e.g., decoding CVC words, digraphs, syllables). Students will need to pronounce a word represented by a picture, and then determine which of two words written below it correctly spell that word. They will need to segment the phonemes in order to match the graphemes (letter or letters) to each sound they hear in the word.

#### Materials:

- ☒ Hole Punch (can be regular or craft design-style); one per student
- ☒ Punch it Out Word Cards (Teacher created; printed on paper and cut out, or keep on sheet; number will vary depending on how many the teacher chooses to include)
- ☒ Student Recording Sheet (included; see Activity Bank Appendix) (one per student)

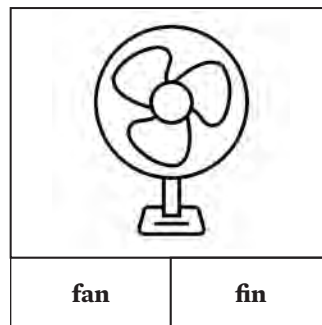
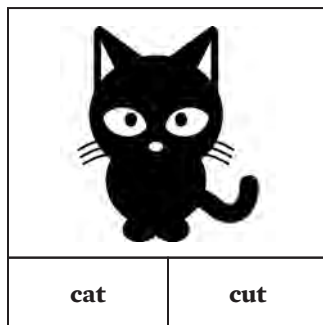
#### Teacher Preparation:

- Copy Student Recording Sheet.
- Create Punch it Out Word Cards (see examples below) and Word List Sheets (these can simply be lined paper or a lined paper titled “Punch Words List”).
- Gather hole punches.

#### Procedure:

1. Student chooses word card.
2. Student matches word to the picture and reads word by saying each phoneme in isolation as they punch a hole under the letter.
3. Student says word again by blending the sounds together.
4. Student writes word on their Punch Words List.

#### Punch it Out Cards example:



## Sound Sort

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### CCSS: RF.K.3a

**Description:** Students demonstrate the ability to isolate initial sounds in words by sorting animal figurines by their initial sounds.

#### Materials:

- ✓ Plastic animal figures (small) OR laminated cards of animals
- ✓ Large container (one to contain all of the animal figures)
- ✓ Small Containers (e.g., baskets, cups, bowls) each labeled with a keyword (or the letter) representing the various initial sounds of the animals being used (one for each sound)
- ✓ Self-checking cards (optional; teacher created list of animal names with same initial sound)

#### Teacher Preparation (there are several options for this activity):

- Gather animal figures or make animal cards.
- Place various small animal figurines into a Large Container.
- Label small baskets (or cups) with keyword (or letter) for initial sound.
- Make a self-checking card (optional) on bottom of each small container, listing the animals that should be in each one.

#### Procedure:

1. Students select one animal at a time and say the animal's name.
2. Student identifies the matching initial sound container and places animal in that basket (or cup).

#### Differentiation:

- Modify the activity for sorting by final or medial sounds
- Select items of high interest to students or current theme/content of study

## Blending Boxes

### CCSS: RF.1.2b

**Description:** Students will “mark” each phoneme they hear in a word with a chip, then blend the phonemes to say the word.

#### Materials:

- ✓ Chips or other markers (e.g., pennies) (three per student)
- ✓ Sound Boxes mat (included; CVC: three boxes) (one per student)

#### Teacher Preparation:

- Teacher selects CVC words to say aloud.
- Teacher prepares Sound Boxes mat (laminated).
- Teacher gathers chips or other markers (e.g. pennies) for student use.

#### Procedure:

1. Teacher places Sound Boxes mat and chips/markers in front of student.
2. Teacher demonstrates with word “cat”:
  - a. Teacher says each phoneme separately while sliding a chip into each box (/k/ /a/ /t/).
  - b. Teacher blends phonemes together while sliding finger under boxes and says word aloud: “cat.”
3. Student repeats step 2 with words provided by teacher.

#### Extensions:

- Use CCV or VCC words such as “she” or “ask” (mat with 3 boxes).
- CCVC, and CVCC words such as “scan” or “sand” (mat with 4 boxes).

#### Sound Boxes (3)

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**Sound Boxes (4)**

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## Letter Roll Reading

### CCSS: RF.1.2b

**Description:** Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes) by using letter dice to roll letters and blend the sounds (phonemes) to produce single syllable words. This activity can be done individually or in pairs.

#### Materials:

- ✓ Letter Dice (teacher created using blank dice or covering numbers with tape and writing in letters; three or four per student or pair of students)
- ✓ Pencil (one per student or pair of students; optional)
- ✓ Recording sheet (see Work Mat 2 in Activity Bank Appendix; one per student)
- ✓ Hard surface for students to work on.

#### Teacher Preparation:

- Teacher prepares three or four Letter Dice; two or three of the dice should have individual consonants written on each side and one should have individual vowels written on each side.
- Teacher copies Recording Sheets (see Work Mat 2 in Activity Bank Appendix).
- Teacher determines student pairings (optional).

#### Procedure:

1. Student rolls two (or three) consonant dice and one vowel dice.
2. Student arranges them in an attempt to produce a real word.
3. Student blends each sound to determine if the arrangement produces a real word.
4. If the arrangement does not produce a real word, the student tries another arrangement. If working in pairs, the partner checks each arrangement.
5. Student repeats steps 4 and 5 until a real word is produced or all options have been exhausted.
6. Student records the word on paper (optional).
7. If working in pairs, the second student takes her/his turn, following steps 1–5.
8. Repeat as time allows.
9. If student has been recording words on paper, he or she reads all of the words aloud. (optional)

#### Extensions:

- Consider using three or four consonant dice depending on the needs of your students.
- Use more than one vowel dice for students who can work with long vowel spelling patterns.

## Sound Towers

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### CCSS: RF.1.2d

**Description:** Students will demonstrate the ability to isolate and identify phonemes in CVC words. They say a word represented by a picture on a card the teacher shows, stretch the word to isolate each phoneme, and then use a block to identify each sound in the word.

#### Materials:

- ✓ Picture cards (Teacher created; one set for the student or group of students)
- ✓ Building cubes (three per student)

#### Teacher Preparation:

- Create picture cards representing CVC words (e.g., “cat,” “pig”).

#### Procedure:

1. Teacher shows a picture card and asks student to say the word.
2. Student first stretches word to isolate each phoneme.
3. Student then says word again, using a block to identify each sound in the word (e.g., /k/ ,/a/ ,/t/) and then says the word a third time as s/he connects the blocks together to make a sound tower.

#### Differentiation:

- Consider using color-coded blocks to represent consonants vs. vowels, same vowels, etc.

## Vowel Sounds

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### CCSS: RF.1.2d

**Description:** Students isolate and pronounce the vowel sounds in CVC words.

**Materials:**

- ☒ Vowel picture cards (Teacher created)

**Teacher Preparation:**

- Teacher prepares picture cards: Pictures of CVC words.

**Procedure:**

1. Student places picture cards in a stack.
2. Student selects one card and says the name of the item (e.g., “cat”).
3. Student taps out phonemes in word (/k/ /a/ /t/) to isolate the vowel sound.
4. Student identifies the vowel sound (/a/) and keeps the card.
5. If playing with more than one student, turns are taken as students keep the cards they choose after identification of vowel sound.
6. Students take turns until all picture cards have been selected.

**Differentiation:**

- Students can write words after identifying vowel sound.



## Kaboom!

### CCSS: RF.K.2a

**Description:** Students will demonstrate basic knowledge of rhyme by either speaking two words and identifying whether or not the words rhyme or speaking one word and then identifying another word that rhymes with it. They will practice this by playing a game where they pick sticks with pictures on them.

#### Materials:

- ✓ Popsicle sticks (number will vary depending on how many sets of rhyming words teacher chooses to use)
- ✓ Pictures of Rhyming Words (e.g. can, pan)
- ✓ Cups (one for each student and one for the whole pile of sticks)

#### Teacher Preparation:

- Decide how many sets of rhyming words to use and find pictures to go with them (e.g., can, pan).
- Attach one picture to each popsicle stick (making sure that there is another picture with a rhyme for each word).

#### Procedure (there are a few options for this activity):

1. Students take turns pulling a stick from the cup (the pictures are at the bottom).
2. If the student can say a word that rhymes, he/she can put the stick in his/her own cup. Consider allowing students to say made-up words for their rhyme (e.g., hat: lat, gat, nat).
3. If the student cannot say a word that rhymes, he/she returns the stick to the main cup and says, KABOOM!

OR:

1. Students take turns pulling two sticks at a time (the pictures are at the bottom).
2. The student says the two words and tells whether or not they rhyme.
3. If the two words rhyme, he/she can put the sticks in his/her own cup.
4. If the two words do not rhyme, he/she returns the sticks to the main cup and says, KABOOM!

#### Extensions:

- For students who are reading, consider writing the words themselves on the sticks instead of using pictures.
- Students can write the words they keep as they collect them (the word on the stick and the word they rhymed with it).

## Color-Coded Rhymes

### CCSS: RF.K.2a

**Description:** Students will demonstrate basic rhyme identification by identifying and coloring the pictures that rhyme with each other.

**Materials:**

- ✓ Rhyme Color sheet (included) (one per student)
- ✓ Crayons, markers, or colored pencils (enough for each student)

**Teacher Preparation:**

- Teacher copies the Rhyme Color sheet.

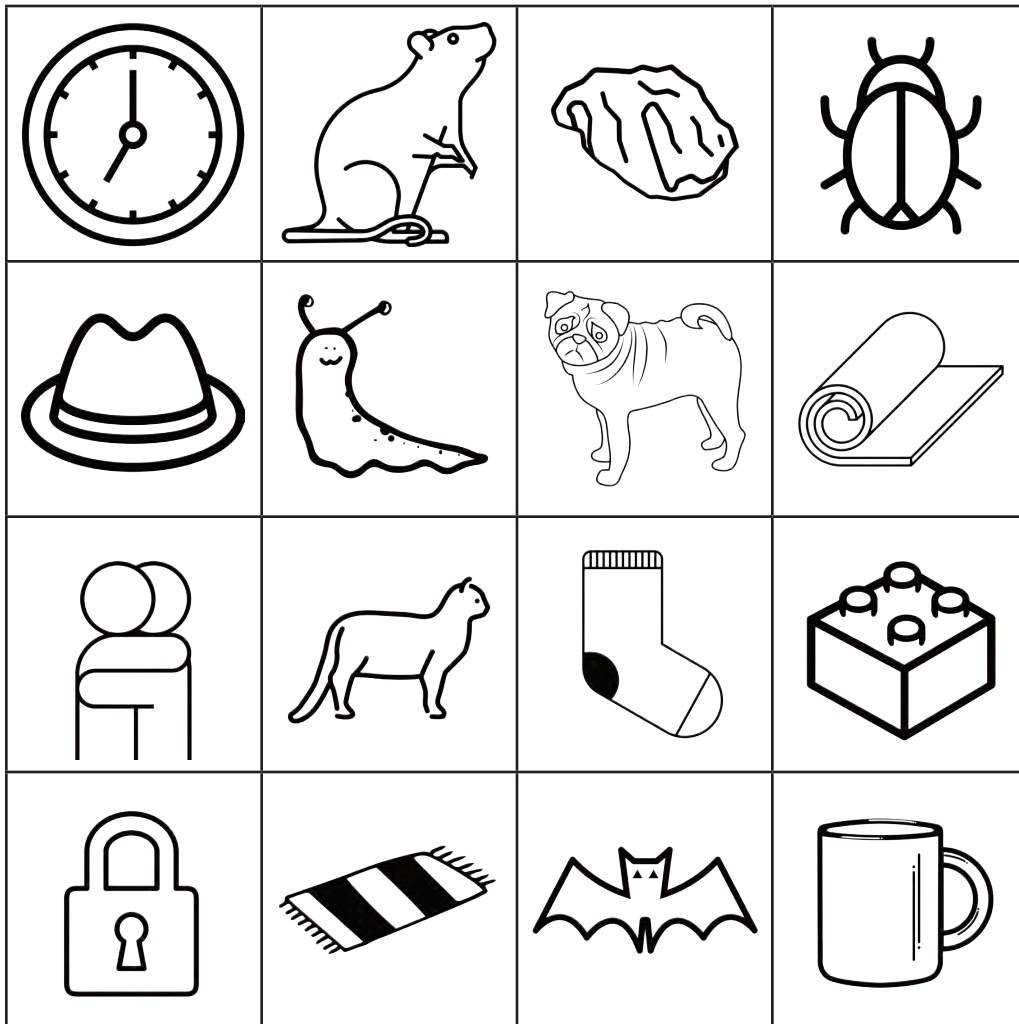
**Procedure:**

1. Teacher begins by pointing to each picture and naming it, asking students to repeat after each picture.
2. Teacher explains the directions: “I am going to say a word. I want you to find all the pictures that rhyme with that word. For example, if I say ‘knock,’ you will find pictures like ‘lock’ and ‘rock’ because they rhyme with ‘knock.’”
3. Teacher continues: “I will also name a color. You will find a crayon that is that color and color in all the words that rhyme with ‘knock’ in that same color.” (teacher models on her own paper)
4. Now we will begin.
5. Rhyming words (teacher can choose a color for each based on what is available to the students): jug and tock

**Extensions:**

- For an independent activity, the teacher may cut up the pictures into cards and ask students to sort by pictures that rhyme with each other. Cards may also be used to sort by beginning or ending sound.
- If students have mastered the rhyming activity, teacher can make new copies of the coloring sheet and ask students to color based on beginning or ending sound of the word.

## Rhyme Color Sheet



## Rhyme-a-lot Bot

### CCSS: RF.K.2a

**Description:** Students will demonstrate basic rhyme identification and/or rhyme production skills by identifying the pictures that do or do not rhyme with each other. Or, students may choose a picture and produce a word that rhymes with it.

#### Materials:

- ✓ Rhyme Picture Cards (included)

#### Teacher Preparation:

- Copy and cut out Rhyme Picture Cards (teacher can also create additional cards).

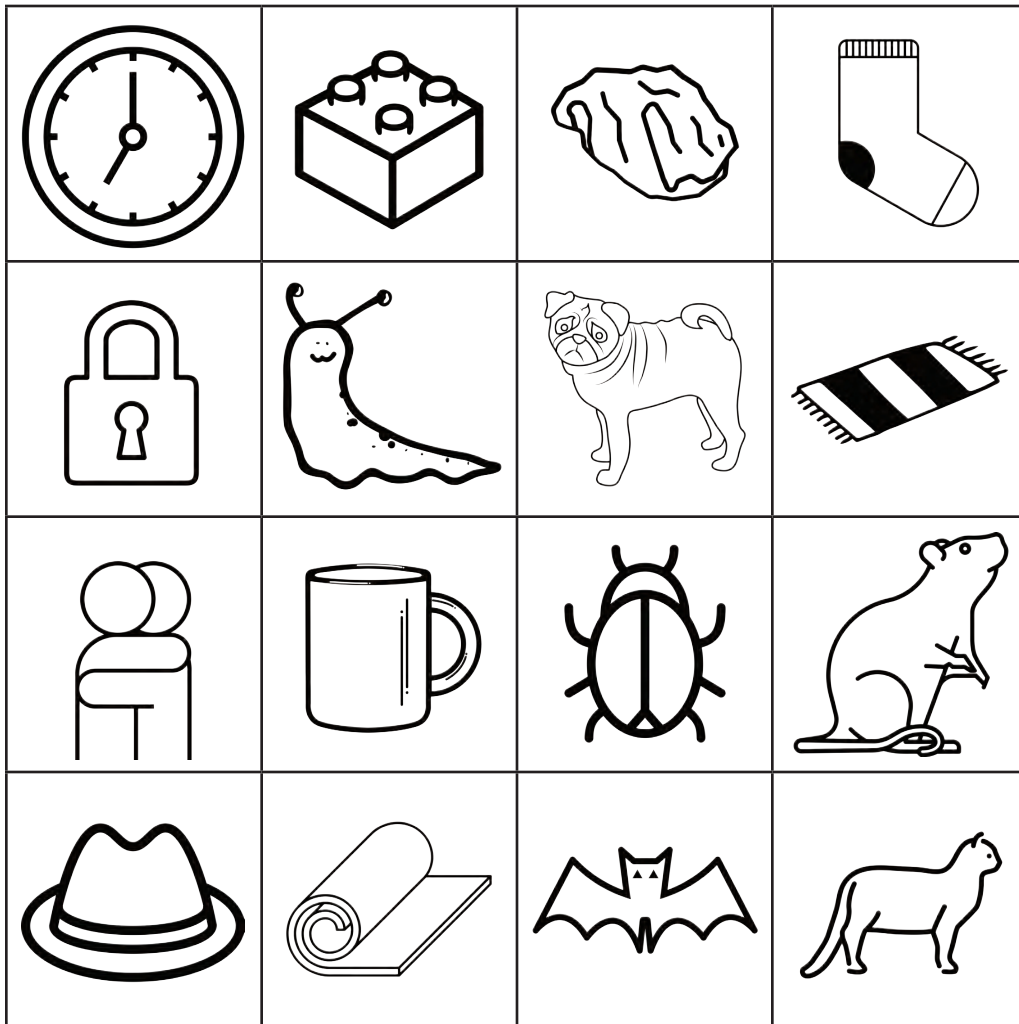
#### Procedure:

1. Teacher opens the activity by saying: “For this activity we will pretend to be special robots called Rhyme-a-lot Bots!”
2. Teacher models the activity by showing students how to talk (and possibly move their bodies) like robots and introduces sentence frames to be used:
  - a. \_\_\_\_\_ rhymes with \_\_\_\_\_ (in a robot voice).
  - b. \_\_\_\_\_ does NOT rhyme with \_\_\_\_\_ (in a robot voice).
3. Teacher places all the cards in one pile, face down.
4. Each student takes a turn drawing two cards.
5. Speaking in a robot voice, the student identifies what s/he sees in the picture, then uses the sentence frames to say whether or not the pictures rhyme. For example: “I see ‘cat’ and ‘bat.’ Cat rhymes with bat.” or “I see ‘cat’ and ‘dog.’ Cat does NOT rhyme with dog.”
6. Repeat as time allows.

#### Extensions:

- Students may choose just one card (instead of two) and produce a rhyming or non-rhyming word for that card using the same sentence frames.

## Rhyme Picture Cards



## Graphing Syllables

### CCSS: RF.K.2b

**Description:** Students will demonstrate the ability to count syllables in one-, two-, three-, and four-syllable words read aloud by the teacher. Students will record their work by creating a graph that shows how many words include each syllable amount.

#### Materials:

- ✓ Syllable Word List (teacher can also add additional words) (one for teacher; included)
- ✓ Syllable Graph (included) (one per student)
- ✓ Crayons, markers, colored pencils, or pencils (one per student)

#### Teacher Preparation:

- Teacher copies the Syllable Word List.
- Teacher copies the Syllable Graph for each student.

#### Procedure:

1. Teacher models the activity by saying one word aloud (from the included list or other) and clapping out the syllables s/he hears in the word.
2. Teacher models how to color in a space in the column that corresponds with the number of syllables.
3. Teacher reads words aloud from the list as students fill in their graphs.
4. Teacher marks off each word as s/he reads it to keep track of words used.
5. Repeat as time allows.

#### Differentiation:

- Only use the three- and four-syllable word lists with groups who have mastered one- and two-syllable words.
- Teacher may ask an advanced student reader to read the words aloud from the one- and two-syllable word lists (with a small group of students or with the whole class).
- Teacher can make this an individual or partner game by replacing the Syllable Word List with pictures of single and multisyllabic words.

## Syllable Word List

1 Syllable	2 Syllables	3 Syllables	4 Syllables
red	yellow	energy	centennial
plant	glitter	December	watermelon
plate	April	dinosaur	vegetable
pen	table	musical	alligator
chunk	leopard	flamingo	February
glass	sofa	coconut	television
wish	rocker	October	activity
couch	penny	character	ballerina
branch	panther	banana	dandelion
leak	little	chocolate	
cake	nickel	unicorn	
run			

Syllable Graph

1 Syllable	2 Syllables	3 Syllables	4 Syllables



## Syllable Smorgasbord

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### CCSS: RF.K.2b

**Description:** Students will demonstrate the ability to count syllables in one-, two-, and three-syllable food words by saying the word aloud and sorting each card by number of syllables.

#### Materials:

- ✓ Syllable Smorgasbord Word Cards (included; one set per student or set of partners)
- ✓ Teacher makes a copy of the Syllable Smorgasbord Sorting Sheet (included; one per student or set of partners)

#### Teacher Preparation:

- Teacher makes copies of the Syllable Smorgasbord Word Cards. Consider copying or gluing onto cardstock or laminating.
- Teacher or students cut out each card.
- Teacher makes copies of the Syllable Smorgasbord Sorting Sheet. Consider copying or gluing onto cardstock or laminating.

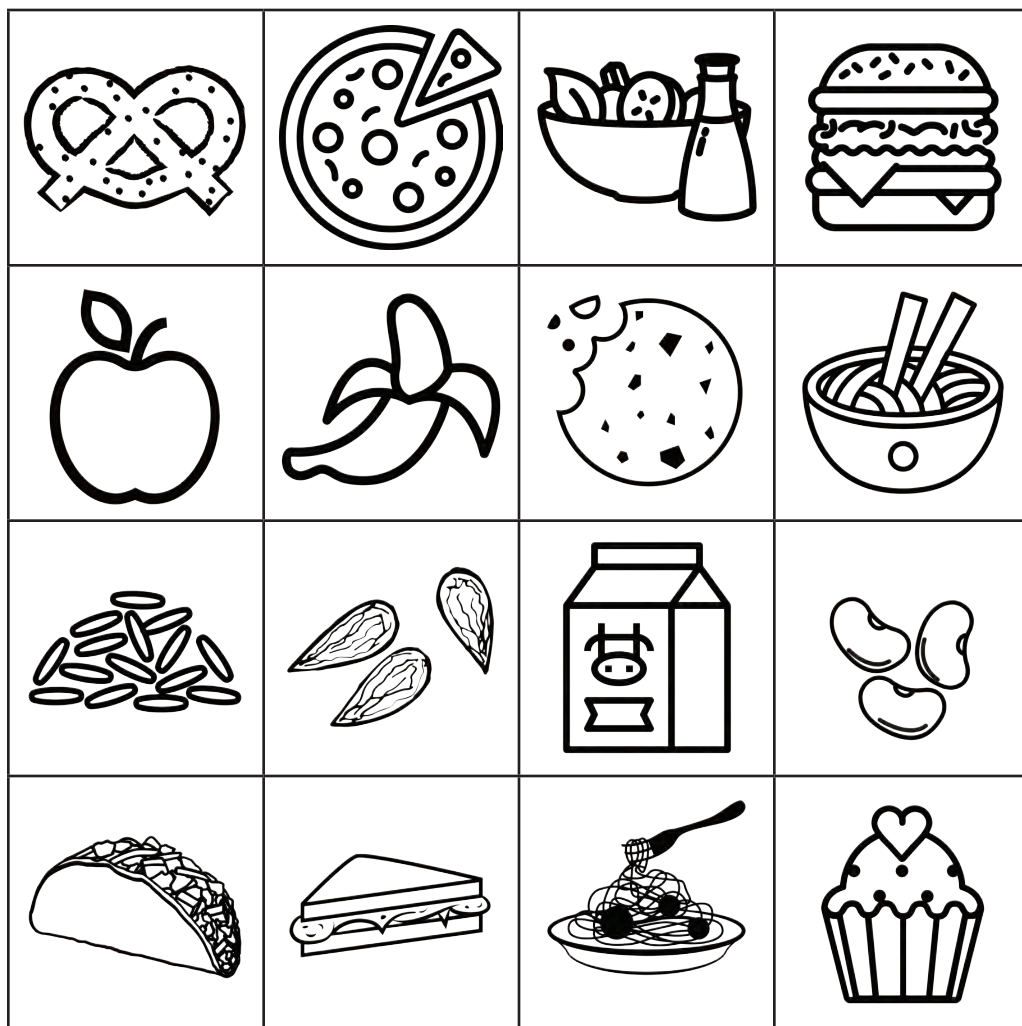
#### Procedure:

1. Teacher and students place cards face down.
2. Teacher explains to students that all the cards they will use for the activity include types of foods; they will have a “syllable smorgasbord!”
3. Teacher models the activity by choosing one card from the pile, saying the word aloud. Teacher claps out the syllables and places the card in the appropriate column.
4. Students begin by choosing the first card in their pile and placing in the correct column. Teacher observes and helps students as needed.
5. Repeat as time allows.

#### Extension:

- Instead of using the cards (or after using the cards for a few rounds), students can think of their own favorite foods. Each student can say a favorite food, identify the number of syllables, and draw a picture of it in the appropriate column.

Syllable Smorgasbord Word Cards



## Syllable Smorgasbord Sorting Sheet

1 Syllable	2 Syllables	3 Syllables

## Syllable Steps

### CCSS: RF.K.2b

**Description:** Students will demonstrate the ability to count syllables in one-, two-, three-, and four-syllable words read aloud by the teacher. Instead of (or in addition to) clapping out the syllables, students will step and/or use other body movements to identify the syllables in the words.

#### Materials:

- ✓ List of one-, two-, three-, and four-syllable words (teacher can also add additional words) (one for teacher; included)

#### Teacher Preparation:

- Teacher makes a copy of the Syllable Word List.
- Teacher finds a space where students will be able to take steps and move around.

#### Procedure:

1. Teacher models the activity by saying one word aloud (from the included list or other) and clapping out the syllables s/he hears in the word.
2. Teacher explains that instead of clapping, for the rest of the words students will take a step forward for every syllable in the word.
3. Teacher models taking a step for each syllable in the same word.
4. Teacher reads a word aloud from the list.
5. Students take a step forward for each syllable in the word (e.g., three steps for “unicorn”).
6. Teacher can mix up the game by telling students to take steps backwards or sideways or engage in other full body motions such as marching, stomping, or jumping for each syllable.
7. Teacher marks off each word as s/he reads it to keep track of words used.
8. Repeat as time allows.

#### Differentiation:

- Only use the three- and four-syllable word lists with groups who have mastered one- and two-syllable words.
- Teacher may ask an advanced student reader to read the words aloud from the one- and two-syllable word lists (with a small group of students or with the whole class).

## Syllable Word List

1 Syllable	2 Syllables	3 Syllables	4 Syllables
sink	rabbit	unicorn	rhinoceros
ramp	cobra	computer	watermelon
plate	paper	dinosaur	vegetable
pen	table	clarinet	alligator
chunk	cougar	flamingo	January
cup	sofa	Africa	television
list	rocker	champion	activity
couch	penny	character	ballerina
branch	panther	banana	dandelion
leak	little	chocolate	
bench	nickel	energy	
run	weather		
shrimp			
large			
walk			

## Syllable Match

### CCSS: RF.1.3e

**Description:** Students will demonstrate their ability to decode two-syllable words. They will match closed two syllables to make a word that they can read.

**Materials:**

- ✓ Set of Syllable cards (Teacher created; each with one closed syllable, see “Examples” below) that can be matched to make words (one set per student or pair of students)
- ✓ Student Recording Sheet (included; see Activity Bank Appendix) (one per student)

**Teacher Preparation:**

- Teacher creates syllable cards. Each card has one closed syllable. Cards can be matched to make real words.
- Teacher copies Students Recording sheets.

**Procedure:**

1. Students arrange syllable cards face down on floor or table.
2. Student selects a card and reads the syllable on the card.
3. Student then selects a second card and reads the syllable.
4. Student decides if the two syllables match to make a word.
5. If the syllables make a word, then the student records the word on the recording sheet and keeps the cards. If not, the cards are returned face down on the floor.
6. Continue until all cards are matched

**Extension:**

Create syllable cards with open and closed multisyllabic words.

**Examples:**

mag	net
ro	bot

## Syllable Stretch

### CCSS: RF.1.3e

**Description:** Students will demonstrate the ability to decode two-syllable words by playing a kinesthetic game called “Syllable Stretch.” In this game, a student reads a syllable from a card, and then finds the syllable written in a square on a mat on the floor and stands on it. Once they stand on that syllable, they choose another syllable card and read it. If the two syllables make a word, they stretch their bodies across the mat to the space the other syllable is in.

#### Materials:

- ✓ Syllable Stretch Mat (Teacher created; can be created on shower curtain or vinyl tablecloth, one for use with small group)
- ✓ Syllable Stretch cards (Teacher created; see “Teacher Preparation” below)

#### Teacher Preparation:

- Make Syllable Stretch Mat on shower curtain or vinyl tablecloth by dividing mat into twenty equal spaces.
- Identify ten two-syllable words for use.
- Write one syllable (of each two-syllable word) on each Syllable Stretch card.
- Write one syllable (of each two-syllable word) in each space on the Syllable Stretch Mat.

#### Procedure:

1. Students arrange syllable cards face down on floor or table.
2. Student selects a card and reads the syllable on the card.
3. Student stands on the corresponding space on Syllable Stretch Mat.
4. Student selects a second card and reads the syllable.
5. Student decides if the two syllables match to make a word. If so, student stretches to reach the matching syllable on the mat (with hand or foot).
6. Continue taking turns as time allows.

#### Extension:

Use open and closed two-syllable words.

mag	ket	meg	nic
bas	nut	pic	mar
tab	net	ket	mit
let	nap	ro	ad
kin	set	up	bot

## Syllable Snap

### CCSS: RF.1.3e

**Description:** Students will practice reading two-syllable words by segmenting and blending words by syllable.

#### Materials:

- ☒ Syllable Blocks (large blocks that can be snapped together)
- ☒ Student Recording sheet (Use Work Mat 2; See Activity Bank Appendix) (one per student)
- ☒ Large container

#### Teacher Preparation:

- Copy student Recording sheet
- Determine two-syllable words to work with (e.g., “magnet,” “robin,” “reptile”)
- Write each syllable on a block (or onto index cards and then tape them to each block)
- Snap the two blocks together
- Place words in a container

#### Procedure:

1. Student selects a word block
2. Student snaps word block apart to break into syllables
3. Student reads each syllable.
4. Student snaps the blocks back together to read the two-syllable word
5. Student writes the word on the recording sheet.
6. Continue until all blocks have been used.

#### Variation:

If snap blocks are not available, the syllables can be written on blocks that don’t snap. Students pick two blocks from the container and put them together, decode it, and determine whether or not they can make a real word.



## Find Your Corner

### CCSS: RF.1.3c

**Description:** Students demonstrate knowledge of common spellings for long vowel sounds when they see a word with a vowel team. They identify and read the word family (vowel pattern) in words while moving around the room to match the pattern to a Vowel Team chart.

#### Materials:

- ✓ Vowel Team Posters (teacher created, suggestions provided below; one set for display)
- ✓ Index Cards with one phonetically regular word with a vowel team on each card (one per student)

#### Teacher Preparation:

- Make Vowel Team Posters or use any Vowel Team Charts you may already have displayed in your room.
- Hang up the posters in different corners/areas of your room just a bit above students' heads.
- It's best to start with four or less and then gradually increase the number of posters.
- Create deck of lowercase, phonetically regular word cards with vowel teams (e.g., "check").

#### Procedure:

1. Teacher gives each student one word card.
2. Teacher and students say, "Find your corner!" (Can also call this "Find your poster!" if corners can't be easily accessed).
3. Students look at their word and move to the poster they think represent the vowel team that matches their word. For example, if I had the word "tool" I would move to the poster with the title "oo" and the picture of a pool.
4. When all students have moved to a poster, they help each other double check that they are in the right spot; they show and read their word to a partner.
5. Students display their cards so the teacher can see all of the words. (optional)
6. Student volunteers read their word out loud to the class. (optional)
7. Students walk to the center of the room and trade cards with another student.
8. Repeat steps 2 through 7 as time allows.

#### For beginning readers:

- This can be done with just short vowel sound words—each poster represents one of the short vowel sounds and the students move to the poster that represents the vowel that is in the center of their word.
- This can be done with beginning letter sounds or endings.
- The teacher can hand pick which word card is given to students who are struggling. After the student trades cards with another student, the teacher approaches these students and trades with them.
- Each time the game is played, the teacher can change out which patterns are in the corners depending on what the students are learning. This also provides a quick way to assess who may be struggling with the patterns.

### Extensions:

- Include a word card pile with multisyllabic words or more challenging words. The teacher can hand pick which word card is given to these students. After each round, the student can trade with the teacher.

Here is a sampling of some of the vowel team posters that can be made:

ou (picture of a person going out a door)

ow (picture of a cow)

oo (picture of a pool)

ea, oa, ai (title “When two vowels go walking...” and the two vowels holding hands—then below it consider providing pictures such as “boat”)

## Magic e Wands

### CCSS: RF.1.3c

**Description:** Students will apply knowledge of grade-level phonics and word analysis skills to make and read words that have a magic (silent) e at the end.

#### Materials:

- ✓ Popsicle sticks
- ✓ Magic e Star (teacher created; made of foam, posterboard, or cardboard, one per student)
- ✓ Small star stickers (bought at the store, one per student; optional)
- ✓ Markers (one per student)
- ✓ Tape (to attach star to popsicle stick)
- ✓ CVC Word List (teacher created; one per student)

#### Teacher Preparation:

- Teacher makes a star using foam, posterboard, or cardboard for each student.
- Teacher writes a list of CVC words. These should be words that will become magic e words when an e is added to the end (can, ban, mat, rat, bit, dim, fin, jib, pat, van, rob, lob, rod, cub, rub, tub, dud, mad, rag, pin, con, hop, hug, cap, mad, tap, not, win, cut, cop, kit, rid, at, rip). Consider holding off on giving CVC words with ‘u’ or ‘ag’ until students are comfortable with the others as these can be tricky to pronounce. This is the CVC Word list.
- Teacher makes a copy of the CVC Word List for each student.

#### Procedure:

1. Each student writes a lowercase e on the star with a marker.
2. Each student decorates a popsicle stick with his or her marker. (optional)
3. Each student tapes his or her Magic e star to the popsicle stick. (A star sticker can cover the tape on the back of the wand; optional.) This is their “Magic e Wand.”
4. Students use the Magic e Wand to add an e to end of the words in the CVC Word List.
5. Students read each word they create aloud.

#### Differentiation:

- Students are given a notecatcher with two columns: the CVC words on the left with a space to place the wand at the end of each word, and a column on the right that has a space to write the word with the magic e.
- Hold off on giving word stems with ‘u,’ or ‘ag’ until they are comfortable with the easier words.

#### Extensions:

- Include words with blends such as twin, plan, strip, past, spin, trip, spit.
- Invite students to make a list of the new words they created when they used their “Magic e Wands.”

## Punch it Out

### CCSS: RF.1.3c

**Description:** This activity can be tailored and modified based on the skill of focus. The teacher will use the punch sheet appropriate for the skill being learned (e.g., decoding CVC words, digraphs, syllables). Students will need to pronounce a word represented by a picture, and then determine which of two words written below it correctly spell that word. They will need to segment the phonemes in order to match the graphemes (letter or letters) to each sound they hear in the word.

#### Materials:

- ☒ Hole Punch (can be regular or craft design-style); one per student
- ☒ Punch it Out Word Cards (Teacher created; printed on paper and cut out, or keep on sheet; number will vary depending on how many the teacher chooses to include)
- ☒ Student Recording Sheet (included; see Activity Bank Appendix) (one per student)

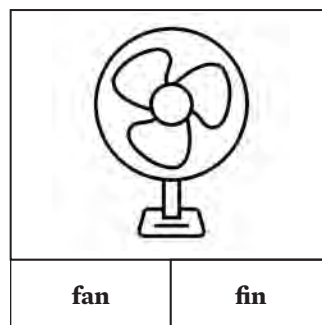
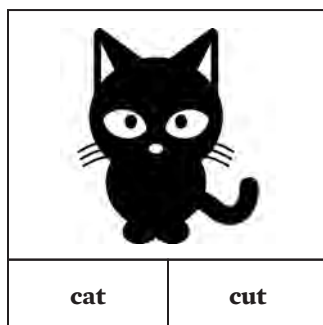
#### Teacher Preparation:

- Copy Student Recording Sheet.
- Create Punch it Out Word Cards (see examples below) and Word List Sheets (these can simply be lined paper or a lined paper titled “Punch Words List”).
- Gather hole punches.

#### Procedure:

1. Student chooses word card.
2. Student matches word to the picture and reads word by saying each phoneme in isolation as they punch a hole under the letter.
3. Student says word again by blending the sounds together.
4. Student writes word on their Punch Words List.

#### Punch it Out Cards example:



## Short and Long Vowel Sort

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### CCSS: RF.1.2a

**Description:** Students will differentiate between long and short vowel sounds within one-syllable words. Students work in pairs to say the word represented by a picture, then determine if it has a short or long vowel sound in the middle by placing it in the correct column of a T-chart.

#### Materials:

- ✓ Vowel Sort Picture Cards (included; one per pair of students)
- ✓ Vowel T-chart (included; one per pair of students)

#### Teacher Preparation:

- Copy Vowel Sort Picture Cards (teacher may create more than those included) (one per pair of students).
- Copy T-chart (one per pair of students).

#### Procedure:

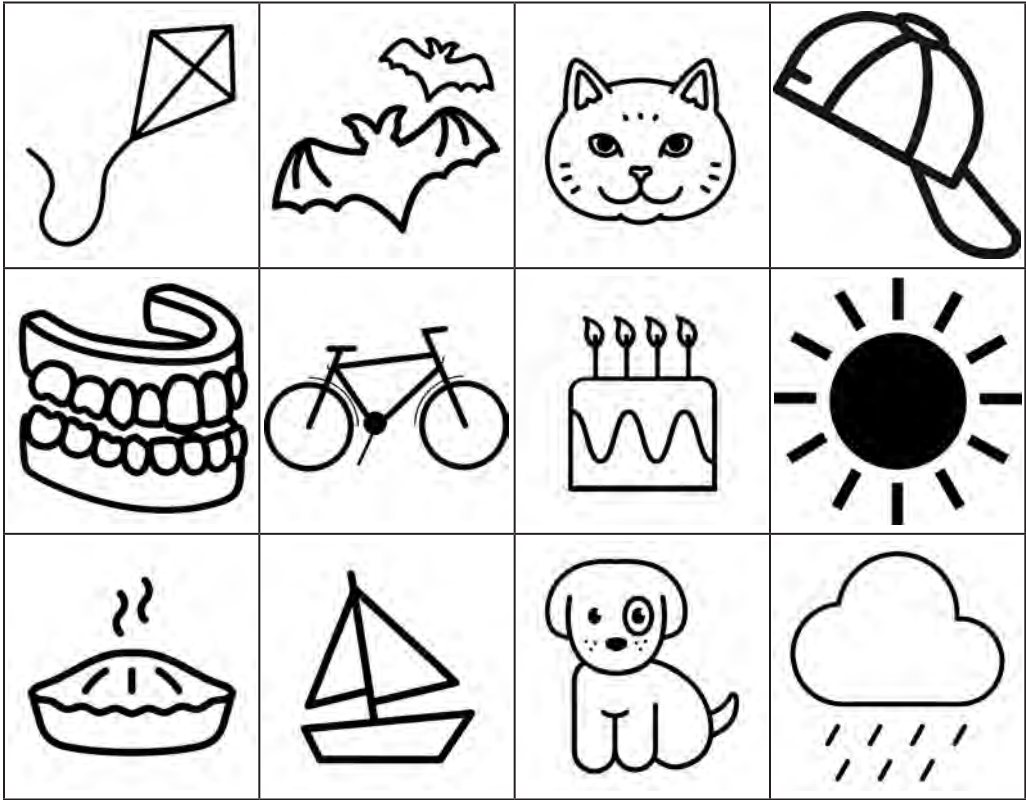
1. Teacher models the activity by showing students a Vowel Sort Picture Card, saying it aloud, and then placing it in the correct column of the T-chart.
2. Teacher shows the students each Picture Card and tells the word for each (in case students are not sure what each picture represents; see key at bottom of Picture Card page).
3. Teacher distributes Vowel Sort Picture Cards and T-charts to students or pair of students.
4. Students look at each picture, say the word aloud and place in the correct column. Students should be able to tell the teacher why they placed each picture in each column.

#### Extensions:

- Teacher may create additional Vowel Sort Picture Cards with two-syllable words

Vowel Sort Picture Cards

Key (from left to right, top to bottom):  
Kite, bats, cat, hat/cap, teeth, bike, cake, sun, pie, boat/sail, dog, rain



Vowel Sort T-Chart

Long	Short

## Short Vowel Flowers

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### CCSS: RF.1.2a

**Directions:** Students will demonstrate knowledge of vowel sounds within CVC words. Students will match pictures representing words with short vowel sounds on paper petals to the appropriate vowel letter in the flower’s “center” to make a “short vowel flower.”

#### Materials:

- ☒ Flower “centers” made of construction paper labeled with a short vowel (Teacher created; one per student)
- ☒ Flower “petals” with short vowel word pictures (Teacher created using construction paper or copy paper)
- ☒ Glue

#### Teacher Preparation:

- Create flower “centers” and “petals.”

#### Procedure

1. Student chooses a petal and says name of picture.
2. Student identifies vowel sound within name.
3. Student glues petal on center with correct vowel name.
4. Student finds more petals with pictures of the same vowel sound until flower is completed (6 petals).

#### Extensions:

- Use long vowel sounds.
- Use words instead of pictures.

## Vowel Picture Sort

### CCSS: RF.1.2a

**Description:** Students demonstrate the ability to identify vowel sounds by sorting pictures based upon the vowel sound in the word.

#### Materials:

- ✓ Set of Vowel heading cards (included; one per student)
- ✓ Vowel Picture Cards (included; one set per student)

#### Teacher Preparation:

- Copy and cut out Vowel heading cards.
- Copy and cut out Vowel Picture Cards (consider gluing onto index cards for durability).

#### Procedure:

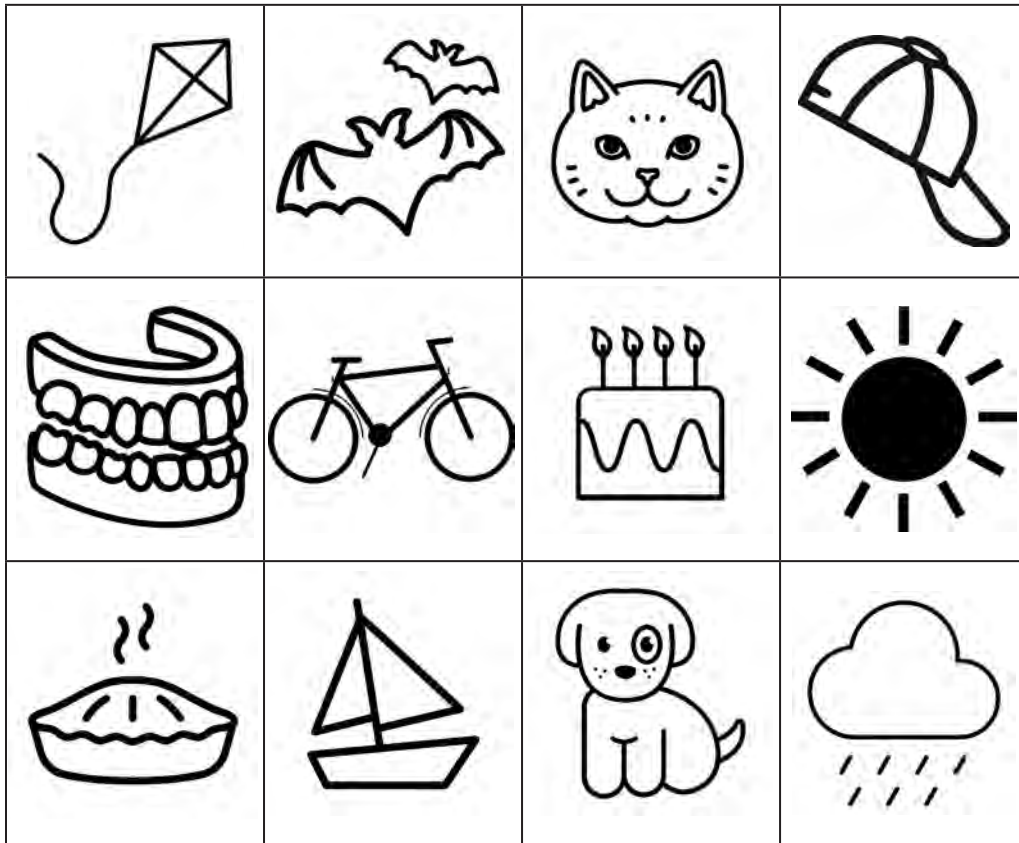
1. Student places Vowel heading cards in a horizontal row on a space in front of them.
2. Student places Picture Cards in a stack.
3. Student selects one card and says the name of the item (e.g., “sun”).
4. Student identifies vowel sound in word and places card under matching vowel heading card.
5. Students take turns until all picture cards have been matched.

#### Differentiation:

- Students can write words after matching to vowel sound.
- Teacher can create more cards with two-syllable words.



## Vowel Picture Cards



## Vowel Cards

ā	ē	ī	ō
ū	a	e	i
o	u		

## Vowel Slap Jack

### CCSS: RF.1.2a

**Description:** Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes) by using a deck of cards (with word pictures) to match vowel sounds in single syllable words. Game is played in pairs.

#### Materials:

- ✓ Index cards or construction paper to create decks of cards (one deck per pair of students)
- ✓ Word picture for each card to represent one-syllable short vowel word

#### Teacher Preparation:

- Teacher creates decks of cards with short vowel word pictures.
- Teacher separates students into pairs.

#### Procedure:

1. Teacher or student splits the deck between two students.
2. Each student turns over his/her card at the same time.
3. If the vowel sounds match (e.g., “red” and “bet”), the first one to call out “match” gets the two cards.
4. If the sounds do not match, students flip over their next card.
5. Play continues until all cards have been played.

#### Extensions:

- Teacher may substitute deck with long vowel words; also, may use a deck printed with words for students ready for words (rather than using pictures). May also be used for rhyming match or beginning/ending sound match.

## Vowel Slides

### CCSS: RF.1.3c

**Description:** Students will demonstrate knowledge of common vowel team conventions for representing long vowel sounds by playing a game where they match the vowel sound in a word represented by a picture to the vowel team written at the top.

#### Materials:

- ✓ Vowel team slides (Use included template; one for each vowel team being reviewed)
- ✓ Picture Cards (Teacher created; see “Teacher Preparation” below)
- ✓ Whiteboard marker (one for teacher use)

#### Teacher Preparation:

- Make a Vowel team slide using template provided.
- Make copies of the template and laminate or place them in transparent plastic sleeves.
- Write a vowel team to be reviewed at the top of each slide using the whiteboard marker. (Note: if laminating or using plastic sleeves is not practical, the teams can simply be written in pencil or marker at the top of the vowel slide.)
- Prepare Picture Cards—gather pictures of words with vowel teams (e.g., boat, peach, feet, hay, light, etc.) and place on cards.

#### Procedure

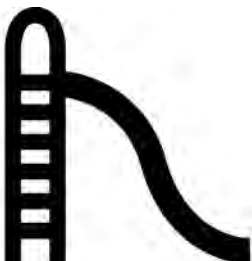
1. Student places Picture Cards in a stack.
2. Student selects one card and says the name of the item (e.g., “peach”).
3. Student identifies spelling of the long vowel in the word, and places the card on the corresponding vowel team slide.
4. Student repeats steps 2 and 3 with next card. When placing cards on the slides, student arranges the words in alphabetical order, starting at the top. (Thus, the words ‘slide’ down in alphabetical order).
5. Student continues steps 2–4 until all cards have been placed on the slides.

#### Differentiation:

- Students can write words after matching to vowel team.

#### Vowel Slide

Vowel Team: \_\_\_\_\_



## Vowel Sound Sticks

### CCSS: RF.1.3c

**Description:** Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes) by identifying vowel sound (with vowel stick) in conjunction with (teacher's) spoken word containing vowel.

#### Materials:

- ☒ Popsicle sticks (five per student)
- ☒ Glue
- ☒ Construction paper (varied colors)

#### Teacher Preparation:

- Teacher creates list of CVC (consonant, vowel, consonant) words to read aloud to students.
- Teacher creates out of construction paper a set of color-coded vowels (one set per student).
- Teacher glues vowels to top of popsicle sticks.
- Teacher provides each student with set of vowel sticks.

#### Procedure:

1. Teacher says a CVC word from his/her list.
2. Students identify the sound by choosing the correct letter/stick, and holding it up.

## You've Got Mail

### CCSS: RF.1.3c

**Description:** Students will demonstrate knowledge of final –e and common vowel team conventions for representing long vowel sounds, by sorting words that follow the rules for common word families and long vowel sounds into “mailboxes.” The mailboxes are labeled according to the word families the students are currently learning and practicing.

#### Materials:

- ✓ Mailboxes: can be paper bags, tissue boxes etc.—any kind of box with an opening that can be labeled
- ✓ Words that correspond to the mailboxes
- ✓ (Optional: there also may be images on one side of the word)

#### Teacher Preparation:

- Write a long vowel spelling pattern on each mailbox (ai, oa, ee, magic e).
- Note: this can also be done with CVC (consonant, vowel, consonant) words with short vowel sounds, etc.
- Make five–six small “letters/mail” cards, with pictures on one side if desired, and words on the other (each one connects to one of the mailboxes) for each of the mailboxes.
- The “answers” (which words belong in each mailbox) can be written on the back of the mailbox.

#### Procedure:

1. The teacher sets mailboxes out in a semicircle in front of the group of students.
2. The teacher spreads the words out in front of the students (in front of the mailboxes). The teacher decides if the word or picture side is facing up.
3. Each student takes a turn picking up a word/image and “reading it,” and then deciding in which mailbox to place it.
4. Students keep taking turns sorting the mail until there are no words left.
5. Then students open each mailbox, one by one, and check the answers on the back of the mailbox to see if they sorted the mail correctly.

#### Differentiation:

- This activity works well with short vowel CVC words if you label the mailboxes with a, e, i, o and u.
- There can be word cards without any images.
- There can be words underneath the images on each card.

#### Extensions:

- The level of difficulty can be increased by adding more challenging word family mailboxes, such as: -oi, -ar, -oy, -ou, -ow, etc.

**Activity Bank Appendix****Letter Cards****Uppercase Letter Cards**

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

## Lowercase Letter Cards

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

Student Recording Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

My Words:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**K–2 Resource Manual**

# Word List

The K–2 Decodable Word List includes examples of each decodable (regularly-spelled) word type that is taught throughout the K–2 Reading Foundations Skills Block. The list does not represent all the decodable words used in all of the K–2 Skills Block lessons, nor is the list limited to words that were taught in lessons. Some example word lists include an exhaustive collection of words. Others that would potentially include an overwhelming number of words (e.g., the Syllable Type lists) only include a few examples.

This list of decodable words can be used as a flexible instructional resource.

- **To differentiate.** Imagine a group of students who need support with decoding CVCC or CVCC short /a/ words in a lesson. A teacher might first compile a list of short /a/ CVC words to use, and then move students toward decoding of CCVC and CVCC words.
- **To extend a lesson.** Imagine a group of Grade 1 students who are secure in decoding and encoding most one-syllable words with vowel teams. A teacher might search out two-syllable examples of ē words for students who have already mastered spelling one-syllable ē words currently being taught during whole group instruction.
- **To reteach.** If the whole class or some specific students do not master a given lesson, a teacher can find a similar list of words to use when re-teaching the lesson (if the initial lesson already used all of the lesson example words).

## CVC Words

Short a CVC Words	-ab	cab, dab, jab, lab, tab
	-ad	bad, dad, had, lad, pad, sad, tad
	-ag	bag, gag, lag, nag, rag, sag, tag, wag
	-am	ham, jam, Pam, ram, Sam
	-an	ban, can, Dan, fan, man pan, ran, tan, van
	-ap	cap, gap, lap, map, nap, rap, sap, tap
	-at	bat, cat, hat, mat, pat, sat, rat
Short i CVC Words	-ib	bib, fib, rib
	-id	bid, did, hid, kid, lid, rid
	-ig	big, dig, fig, pig, rig, wig
	-im	dim, him, Kim, rim, Tim
	-in	bin, fin, pin, tin, win
	-ip	dip, hip, nip, rip, sip, tip
	-it	bit, fit, hit, kit, lit, pit, sit, wit
Short u CVC Words	-ub	cub, hub, rub, sub, tub
	-ud	bud, dud, mud
	-ug	bug, dug, hug, jug, mug, rug, tug
	-um	gum, hum, mum, sum
	-un	bun, fun, nun, run, sun
	-ut	but, cut, nut, rut
Short e CVC Words	-ed	bed, fed, led, red, wed
	-eg	beg, leg, peg
	-en	den, hen, men, pen, ten, Ben
	-et	bet, get, jet, let, met, net, pet, set, vet, wet, yet
Short o CVC Words	-ob	cob, gob, job, lob, mob, rob, sob
	-og	cog, dog, fog, hog, jog, log
	-op	cop, hop, mop, pop, top
	-ot	cot, dot, hot, lot, not, pot, rot

## Short Vowel Words with Consonant Digraphs "ch," "sh," "th," and "wh" (no blends)

ch	ch-	chap, chat, chin, chip, chop, chug, chum check, chick, chill, chuck
	-ch	much, rich, such
th (unvoiced)	th-	thin, thud thick
	-th	bath, math, path, Beth, Seth, with
wh	wh-	wham, when, which, whiz
sh Words	sh-	shad, sham, shed, shim, shin, ship, shod, shop, shut, shun, shut shack, shell
	-sh	ash, bash, cash, dash, dish, fish, gash, gosh, gush, hush, Josh, lash, lush, mash, mesh, mush, rash, rush, sash, wish
th (voiced)	th-	than, that, them, then, this, thus

## CCVC Words

c and k blends	l blends
scab, scan, scat, scum, skid, skim, skin, skip	blab, blip, blob, blot, clad, clam, clan, clap, clef, clip, clod, clop, clot, club, flab, flag, flan, flap, flat, flax, fled, flex, flip, flit, flog, flop, flub, flux, glad, glen, glib, glob, glop, glum, glut, plan, pled, plop, plot, plug, plum, plus, slab, slam, slap, slat, sled, slid, slim, slip, slid, slob, slop, slot, slug, slum
m and n blends	p blends
smog, smug, snag, snap, snip, snit, snob, snot, snub, snug	span, spat, spin, spit, spot, spud
r blends	t blends
brad, brag, bran, bred, brim, crab, cram, crib, crop, crux, drab, drag, drip, drop, drum, fret, frog, from, grab, gram, gran, grid, grim, grin, grit, grub, prim, prod, prom, prop, tram, trap, trek, trim, trip, trod, trot	stab, stag, stem, step, stop, stub, stud, stun
w blends	
swab, swag, swam, swan, swap, swat, swig, swim, swum, twig, twin	

## CVCC Words

<b>-ct</b>	duct, fact, pact, sect, tact	<b>-ft</b>	gift, heft, left, lift, loft, raft, sift, soft, tuft
<b>-ld</b>	bald, held, meld, weld	<b>-lf</b>	golf, gulf, self, wolf
<b>-lk</b>	bulk, hulk, milk, silk, sulk	<b>-lp</b>	gulp, help, pulp, yelp
<b>-lt</b>	belt, cult, felt, halt, kilt, malt, melt, salt, tilt	<b>-mp</b>	bump, camp, damp, dump, hump, jump, lamp, limp, lump, pump, ramp
<b>-nd</b>	band, bend, bond, fend, fund, hand, land, lend, mend, pend, pond, sand, send, wind	<b>-ng</b>	bang, bong, ding, dong, fang, hang, gang, king, long, lung, ping, pong, rang, ring, rung, sang, sing, song, sung
<b>-nk</b>	bank, junk, link, pink, punk, rank, rink, sank, sink, tank, wink	<b>-nt</b>	bent, dent, font, hint, hunt, lint, mint, pant, sent, tent, tint, went
<b>-pt</b>	kept, wept	<b>-sk</b>	bask, cask, desk, dusk, husk, mask, task
<b>-sp</b>	cusps, gasp, wisp	<b>-st</b>	best, bust, cast, cost, dust, fast, fist, gust, last, list, lost, mist, must, nest, past, rest, rust, test, vest, west, zest

## Short Vowel Words with Beginning and Ending Blends and Digraphs

Short a	Short o
bland, blank, blast, branch, brand, champ, chant, clamp, clank, clang, clash, craft, crank, crash, draft, drank, flash, gland, grand, grasp, plank, plant, scalp, scamp, scant, slang, slant, slash, smash, stamp, stand, stash, thank, tract, trash	blond, chomp, slosh, stomp
Short e	Short u
bench, blend, chest, cleft, clench, crept, flesh, fresh, slept, spend, spent, swept, trench, trend	blunt, blush, bunch, brunch, brunt, brush, clump, clunk, crunch, crush, crust, flush, grump, grunt, lunch, skunk, slump, slush, stump, stunt, trunk, trust
Short i	
blimp, bling, blink, chimp, clink, crimp, crisp, drift, drink, flinch, flint, frisk, grist, inch, primp, pinch, print, shrimp, skimp, smith, sting, stink, swish, thing, think, twist, wink	

## Short Vowel Words with a Tri-blend or Consonant Blend Digraph

<b>scr-</b>	scram, scrap, scrimp, script, scrub, scruff, scrunch	<b>spr-</b>	spring, sprint
<b>shr-</b>	shrank, shred, shrill, shrimp, shrink, shrub, shrug, shrunk	<b>str-</b>	strand, strap, stress, strict, strip, strum
<b>spl-</b>	splash, splint, split	<b>thr-</b>	thrash, thrift, thrill, throb, thrust

## FLOSS Words (-ff, -ll, -ss, -zz)

-ff	-ll
bluff, buff, cliff, cuff, fluff, gruff, huff, Jeff, muff, puff, scuff, scruff, sniff, staff, stiff, stuff, whiff,	bell, bill, Bill, chill, doll, drill, dull, dwell, fell, frill, grill, gull, hill, ill, Jill, kill, mill, Nell, pill, quill, sell, shell, shrill, sill, skill, skull, smell, spell, spill, still, swell, thrill
-ss	-zz
bass, bliss, brass, class, chess, dress, fuss, glass, grass, hiss, kiss, less, miss, press	buzz, fizz, frizz, fuzz, jazz

## r-Controlled Vowel Words

One syllable	-ar	arch, ark, arm, art, bar, bard, barge, bark, barn, car, card, cart, carve, charge, charm, chart, dark, darn, dart, dwarf, far, farm, hard, hark, harm, harp, harsh, jar, lark, March, march, mark, Mars, marsh, park, part, quart, quartz, scar, scarf, sharp, smart, snarl, spark, star, starch, start, swarm, tar, war, ward, warm, warmth, warn, warp, yard, yarn
	-er	clerk, fern, her, herb, herd, per, perch, stern, term, verb
	-ir	birch, bird, birth, dirt, fir, firm, first, girl, shirt, sir, skirt, stir, third, thirst, whirl
	-or	born, cord, corn, for, ford, fork, form, fort, forth, horn, lord, north, or, pork, port, scorn, short, snort, sort, sport, storm, thorn, torch, torn, word, work, world, worm, worn, worst, worth
	-ur	burn, burst, church, curb, curl, fur, hurl, hurt, lurk, spur, surf, turf, turn, urn
Two syllable	-ar	afar, alarm, alter, apart, archer, arctic, armor, arson, artist, award, awkward, barrel, barren, barter, carbon, carol, carpet, cartel, charter, collar, coward, darken, darling, discard, dollar, farmer, farther, forward, garden, garland, garment, garnish, grammar, harden, harness, harvest, hazard, inward, jargon, market, marvel, molar, onward, outward, pardon, parent, parish, parson, partner, party, quarter, quartet, radar, sharpen, standard, toward, tractor, transform, transport, upward, warning
	er	border, adverb, after, alter, anger, archer, assert, banner, barter, better, bitter, bladder, blunder, border, bother, bower, brother, buffer, butter, cavern, chapter, charter, chatter, clatter, clever, cluster, confer, confirm, convert, copper, corner, current desert, dinner, dipper, elder, enter, ever, exert, expert, farther, finger, flatter, flicker, flower, former, foster, gather, flitter, govern, hermit, hinder, hither, insert, luster, master, matter, member, merchant, merit, monster, mother, never, northern, number, offer, order, other, partner, pattern, perform, perish, permit, persist, proper, quarter
	-ir	confirm, thirty, birthday
	-or	absorb, accord, acorn, actor, adorn, afford, anchor, armor, border, color, comfort, concord, coral, corner, cortex, doctor, effort, error, escort, forbid, forget, forlorn, formal, former, forty, harbor, horrid, horror, import, inform, mayor, minor, mirror, moral, morning, mortal, normal, northern, northward, oral, orange, orbit, orchard, order, organ, parlor, pastor, porter, perform, rumor, sector, stubborn, support, tenor, terror, torment, valor, vector, vigor, worship
	-ur	absurd, burden, disturb, during, furnace, furnish, further, murmur, mutter, occur, plural

## Long a Words

One syllable	-ai	bait, braid, brain, chain, claim, drain, fail, fain, faint, faith, frail, gain, grain, hail, laid, maid, mail, main, nail, paid, pail, pain, paint, plain, quaint, raid, rail, rain, raise, sail, sailed, saint, slain, stain, straight, strain, straits, tail, trail, train, vain, wail, waist, wait
	-ay	bay, clay, day, gray, hay, jay, lay, may, May, nay, pay, play, pray, ray, say, slay, spray, stay, stayed, stray, sway, tray, way
	CVCe	age, ale, ate, bake, base, based, bathe, blade, blame, blaze, brace, brake, brave, cage, cake, came, cane, cape, case, cave, change, chase, crave, dale, date, face, fade, famed, fate, flake, flame, frame, gale, game, gate, gauge, gave, gaze, grace, grade, grape, grate, grave, graze, haste, hate, lace, lake, lame, lane, late, made, make, male, mane, mate, name, pace, page, pale, pane, paste, pave, paved, phase, phrase, place, plague, plane, plate, race, rage, rake, range, rate, safe, sage, sake, sale, same, sane, save, scale, scrape, shade, shake, shale, shame, shape, shave, skate, slate, snake, space, spake, stage, stake, stale, state, states, strange, take, tale, tame, tape, taste, trace, trade, vague, vale, vase, wade, wage, wake, waste, wave, whale
	-ea	bear, break, great, pear, steak, swear, wear
	-ei	vein, rein, veil, their, heir
	-ey	hey, prey, they
	eight	eight, eighth, freight, neigh, sleigh
Two syllable	-ai	acquaint, afraid, attain, avail, await, campaign, complain, complaint, contain, daily, dainty, daisy, detail, detain, disdain, domain, exclaim, explain, explained, failure, faithful, frailty, maiden, mainframe, mainly, mainspring, mainstream, maintain, obtain, ordain, painful, painter, painting, plainly, plaintiff, prevail, proclaim, railroad, rainbow, rainy, refrain, regain, remain, remained, restrain, restraint, retail, retain, sailor, straighten, straightway, tailor, trainer, training, traitor, waited, waiter, waiting
	-ay	always, array, away, betray, birthday, decay, delay, dismay, display, essay, layer, mayor, payment, player, railway, repay
	CVCe	able, amaze, became, behave, bravely, cable, cradle, debate, embrace, escape, female, grateful, invade, locate, maple, mistake, native, parade, primate, safety, stable
	-ea	bearskin, breakdown, daybreak, outbreak
	-ei	reindeer, unveil
	-ey	convey, obey, survey
	eigh	eighty, eighteen, neighbor

# Long e Words

One syllable	-ea	beach, bead, beak, beam, bean, beast, beat, breach, breathe, cheap, cheat, clean, cream, deal, dean, dream, each, ease, east, eat, feast, feat, gleam, grease, heal, heap, heat, heave, jeans, lead, leaf, lean, leap, lease, least, leave, leaves, meal, mean, meat, neat, pea, peace, peach, peak, plea, plead, please, preach, reach, read, real, reap, scream, sea, seal, seam, seat, sneak, speak, squeak, steal, steam, streak, stream, tea, teach, team, treat, weak, weave, wheat, wreath, zeal
	-ee	bee, beech, beef, beep, beet, bleed, breed, cheek, creed, creek, creep, deed, deem, deep, fee, feed, feel, feet, flee, fleet, free, green, greet, heed, heel, jeep, keen, keep, knee, kneel, lee, leech, leek, meek, meet, need, peek, peel, peep, queen, reed, reef, reel, screen see, seed, seek, seem, seen, seep, sheen, sheep, sheet, sleep, sleeve, speech, speed, spleen, steed, steel, steep, street, sweep, sweet, tee, teen, teeth, thee, three, tree, wee, weed, week, weep, wheel, wheeled
	-ey	key
	-ie	brief, chief, field, fierce, grief, niece, piece, pier, priest, relief, shield, shriek, thief
	-ei	Keith, Neil, seize, weird
Two syllable	-ea	appeal, beaten, beaver, beneath, conceal, creature, dealer, dealing, decrease, defeat, disease, displease, eager, eagle, eastern, easy, eaten, eating, feature, increase, leader, leading, leaning, leaving, mainstream, meaning, meantime, meanwhile, measles, midstream, neatly northeast, peaceful, peacock, pleasing, preacher, reader, reading, really, reaper, reason, release, repeal, repeat, retreat, reveal, seamy, season, speaker, speaking, steamboat, steamer, streamline, teacher, teapot, teaspoon, treatment, treaty, unseen, weaken
	-ee	agree, agreed, asleep, beetle, between, coffee, deepen, degree, esteem, exceed, feedback, feeling, fifteen, fourteen, freedom, freely, freeway, freezing, greedy, greenhouse, greeting, indeed, keeper, meeting, needle, nineteen, redeem, sixteen, sleepy, thirteen, weekend, weekly
	-ey	alley, chimney, donkey, hockey, honey, journey, keycard, keynote, keypad, kidney, money, monkey, trolley, turkey, valley, volley
	-ie	belief, cookie, kerchief, outfield, windshield, fieldtrip, cashier
	-ei	either, neither, protein, ceiling, receive



## Long i Words

One syllable	-ie	cried, die, dried, flies, lie, lies, pie, skies, tie, tied, tried, vie
	-igh	bright, fight, flight, fright, height, high, knight, light, lights, might, nigh, night, plight, right, sigh, sight, slight, thigh, tight
	CVCe	bite, bribe, bride, chime, cite, dime, dine, dive, drive, file, fine, fire, five, glide, hide, hike, hire, hive, ice, kite, knife, life, like, lime, line, mice, mile, mine, nice, nine, pile, pine, pipe, price, pride, prime, prize, quite, rice, ride, ripe rise, rite, shine, shrine, side, sire, site, size, slice, slide, smile, spice, spine, spire, spite, squire, stride, strife, strike, stripe, strive, thrive, tide, tile, time, tire, tribe, twice, twine, vice, vile, vine, while, whine, white, wide, wife, wine, wipe, wire, wise, write
	-ind	bind, find, hind, kind, mind, rind, wind
	-ild	child, mild, wild
	-y	by, cry, dry, fly, fry, my, pry, shy, sly, spy, try, why
Two syllable	-ie	diehard, replied, supplies
	-igh	brighten, brightly, brightness, daylight, delight, fighter, fighting, fortnight, frighten, frightened, frightful, highest, highland, highly, highness, highway, lighten, lightly, lightness, lightning, midnight, mighty, moonlight, playwright, slightly, sunlight, tighten, tightly, tonight, twilight, upright
	CVCe	abide, advice, advise, arrive, awhile, alike, alive, arise, aside, canine, device, excite, idle, incline, inside, invite, lifetime, likely, lively, reptile, reside, revive, silence, stifle, title, united, unlike, widely, wisely
	-ind	behind, mankind, grindstone, mindset, remind, unkind
	-ild	wildfire, wildlife, childlike, grandchild
	-y	ally, apply, deny, firefly, July, rely, reply, supply

Long o Words

One syllable	-oa	boast, boat, cloak, coach, coal, coast, coat, coax, float, foam, goal, goat, groan, load, loaf, loan, moan, oak, oat, oath, road, roam, roast, soak, soap, throat, toad, toast
	-ow	blow, bowl, crow, flow, glow, grow, grown, growth, know, known, low, own, row, show, shown, slow, snow, sow, sown, throw, thrown
	CVCe	bone, broke, choke, chose, clone, close, clothe, clothes, code, cone, dome, drove, globe, grope, grove, hole, holes, home, hope, joke, lone, mode, mole, nose, note, notes, ode, owe, phone, poke, pole, poles, pope, pose, prose, quote, robe, rode, rogue, role, Rome, rope, rose, rove, scope, shone, slope, smoke, smote, sole, spoke, stole, stone, stones, stove, strode, stroke, strove, those, throne, tone, vote, whole, woke, wrote, yoke
	-old	bold, cold, fold, gold, hold, mold, old, sold, told
	-ost	host, most, post
	-oe	toe, doe, foe, goes
	-oll	poll, roll, scroll, stroll, toll
	-olt	bolt, colt, jolt, molt
Two syllable	-oa	approach, charcoal, steamboat
	-ow	arrow, bellow, below, bestow, borrow, burrow, elbow, escrow, fellow, follow, hollow, knowing, lowbrow, lower, lowest, lowland, marrow, meadow, mellow, narrow, owing, owner, pillow, railroad, rainbow, shadow, shallow, showing, slowly, snowman, snowy, sorrow, sparrow, swallow, unknown, widow, willow, window, yellow
	CVCe	abode, alone, arose, awoke, closely, compose, disclose, explode, expose, impose, locate, lonely, motive, noble, ozone, propose, provoke
	-old	golden, goldfish, blindfold, scaffold, retold, household, unfold, untold
	-ost	compost, postmark, postcard, postman, utmost, poster
	-oe	tiptoe, toenail, backhoe, woeful
	-oll	roller, enroll, unroll
	-olt	revolt, molten

## Long u Words

One syllable	-ew	dew, few, knew, new, pew, stew
	-ue	cue, due, duel, fuel, hue, sue
	CVCe	cube, cure, cute, fume, fuse, huge, mule, mute, pure, tube
	-ue	cue, hue
Two syllable	-ew	nephew, steward
	-ue	argue, barbecue, issue, rescue, statue, subdue, tissue, value
	CVCe	abuse, accuse, acute, amuse, assume, capsule, closure, confuse, consume, costume, endure, excuse, fortune, granule, mature, module, perfume, rebuke, refuse, resume, secure

## Other Vowel Spelling Patterns

oo (foot)	1	boot, broom, cool, drool, droop, food, mood, moon, pool, proof, roof, room, shoot, smooth, soon, spool, spoon, stool, swoon, swoop, too, tool, tooth, zoo	oo (book)	1	book, brook, foot, good, look, shook, stood, took, wood
	2	bathroom, bedroom, cartoon, classroom, coatroom, monsoon, raccoon, shampoo, teaspoon, toolbox		2	bookcase, bookshelf, childhood, cookbook
ow (plow)	1	bow, brown, chow, cow, crowd, crown, drown, frown, growl, how, howl, owl, now, plow, scowl	ou (ouch)	1	blouse, bounce, cloud, couch, count, crouch, flour, foul, found, grouch, hound, house, loud, mound, mouse, mouth, noun, our, out, pouch, pound, proud, round, shout, sound, south
	2	downhill, downstairs, downtown, powder, snowplow, sundown, uptown		2	counter, discount, handout, lookout, outline, outside, playground, pronoun, without
oi (boil)	1	boil, broil, choice, coin, foil, hoist, join, moist, noise, oink, point, soil, spoil, voice	oy (boy)	1	boy, joy, toy
	2	exploit, moisture, ointment, rejoice, subsoil, topsoil		2	decoy, enjoy, cowboy, employ, royal
ea (short e)	1	bread, breath, deaf death, head, health, meant, read, spread, thread, threat, wealth	ou (soup)	1	group, soup, tour, wound, you, youth
	2	bedspread, breakfast, feather, hardhead, headway, healthy, meadow, overhead, pleasure, ready, steady, weapon, weather, widespread		2	cougar, coupon, detour, tourist, youthful
au (haunt)	1	caught, cause, fault, flaunt, fraud, haul, haunt, pause, sauce, taught, taunt, vault	aw (saw)	1	claw, crawl, draw, hawk, jaw, law, paw, raw, saw, shawl, squawk, sprawl, thaw
	2	August, author, auto, launder, saucer, sausage		2	awful, awesome, drawer, lawyer

schwa a	initial	about, above, across, afraid, ago, around	Schwa e	basket, bonnet, bucket, carpet, comet, helmet, hornet, jacket, locket, magnet, pocket, puppet, racket, rocket, target, ticket, velvet, wallet, blanket, closet, cricket, trumpet
	final	China, comma, data, extra, soda, tuna, tundra		
	final (al)	dental, loyal, normal, signal, total		

schwa o	om	command, commander, company, compare, complain, complete, compose, computer, bottom, blossom, custom, freedom, kingdom, random, seldom, venom, wisdom	before -v	above, cover, discover, dove, glove, government, love, shove
	-on	bacon, button, cannon, carton, common, cotton, falcon, gallon, Jason, lemon, lesson, melon, pardon, person, poison, reason, ribbon, season, talon, wagon	before -th	another, brother, mother, smother, nothing, other
	-op	Bishop, develop, gallop, scallop	before -n	among, front, grandson, honey, Monday, money, monkey, son, sponge, ton, won, wonder, wonderful

ew (new)	1	blew, chew, crew, dew, flew, grew, new, news, screw, shrewd, stew, threw	ue (/oo/)	1	blue, clue, due, sue, true
	2	dewdrop, jewel, mildew, outgrew, renew, unscrew, withdrew		2	bluebird, pursue, subdue, Tuesday, untrue

ui (suit)	1	bruise, cruise, fruit, juice, suit
	2	jumpsuit, lawsuit, suitcase, snowsuit, recruit

## Consonant -le Words

-ble	able, bubble, crumble, dabble, fumble, gobble, jumble, marble, mumble, nibble, pebble, rubble, scramble, scribble, stable, stumble, table, tremble, tumble, wobble	-gle	beagle, eagle, goggle, gurgle, juggle, jungle, snuggle, squiggle, strangle, struggle, tangle, tingle, waggle, wiggle
-cle	article, icicle, miracle, particle, popsicle, uncle	-ple	apple, example, maple, ripple, sample, simple, staple, topple, trample
-dle	bundle, cradle, cuddle, fiddle, griddle, handle, hurdle, ladle, middle, needle, noodle, paddle, puddle, riddle	-tle	battle, bottle, brittle, castle, rattle, startle, title, whistle
-fle	affle, muffle, raffle, rifle, ruffle, shuffle, snuffle, stifle	-zle	dazzle, drizzle, fizzle, guzzle, nozzle, puzzle, sizzle

## Compound Words

Without Blends or Digraphs	With CVCe
backpack, Batman, bedbug, bedrock, bobcat, catnap, catnip, cobweb, hotdog, hotrod, hubcap, hilltop, lapdog, laptop, pigpen, pillbox, puffball, sunset, suntan, tiptop, tomcat	backbone, baseball, bathrobe, bedtime, campfire, campsite, caveman, classmate, cupcake, dockside, farewell, fireman, fireside, flagpole, handmade, handshake, hillside, homeland, homesick, landslide, lakeside, lifeline, lifelong, lineup, pancake, pothole, rosebud, shoreline, springtime, sunrise, sunshine, timeline, wildlife, wintertime
With Blends or Digraphs	Additional Words
anthill, bathmat, bathtub, blackbird, blindfold, bobsled, catfish, chopstick, dishpan, dishrag, drumstick, goldfish, gumdrop, handbag, handball, handcuff, handstand, jellyfish, landfill, mankind, milkman, nutshell, postman, quicksand, sandblast, sandbox, shellfish, snapshot, sunfish, sunlamp, wildcat, windmill, wingspan	airline, airplane, armchair, armpit, background, backyard, ballroom, barnyard, basketball, bathroom, birdbath, birdcage, birdhouse, birthday, blackbird, bookshelf, bookstore, bookmark, cartwheel, cookbook, cowboy, cowgirl, daydream, daytime, deerskin, doorbell, doorway, driveway, fingernail, football, goldfish, hairbrush, junkyard, lifeboat, mailbox, northeast, northwest, notebook, oatmeal, paintbrush, playground, ponytail, postcard, railroad, raincoat, raindrop, sailboat, seacoast, seagull, seashell, showroom, snowball, snowflake, sundown, teacup, teapot, teardrop, teaspoon, thunderstorm, tiptoe, toothbrush, weekday
Vowel Teams without Blends or Digraphs	Vowel Teams with Blends or Digraphs
airport, bedroom, beehive, hairpin, houseboat, pillowcase, railroad, railway, rainbow, roadside, roadway, roommate, runway, seaweed, subway, Sunday, teacup, teammate, weekday	driftwood, toadstool, weekend, woodchips

## Suffixes and Other Ending Patterns

<b>-able</b>	likeable, readable, understandable, washable	<b>-ible</b>	collectible, edible, flexible, possible, responsible
<b>-dge</b>	badge, bridge, dodge, edge, judge, ledge, lodge, pledge, ridge, trudge begrudge, drawbridge, fidget, misjudge, partridge	<b>-ge</b>	age, cage, change, huge, large, page, range, stage, strange danger, emerge, engage, revenge, stranger
<b>-s</b>	bins, bones, cans, hands, homes, pains, shows, sounds, tubs	<b>-y</b>	bumpy, cloudy, dusty, fishy, lucky, lumpy, milky, pointy, sunny
<b>-es</b>	ashes, boxes, clenches, dishes, dresses, passes, porches, ranches, stretches	<b>-ful</b>	careful, forgetful, hopeful, joyful, wasteful, wishful
<b>-ing</b>	flying, hopping, jumping, popping, pulling, running, rushing, sitting, skating	<b>-less</b>	careless, endless, fearless, homeless, sleepless, wireless
<b>-ly</b>	dimly, kindly, mostly, quickly, sadly, sharply, softly, slowly	<b>-tion</b>	action, addition, caption, conversation, direction, donation, fiction, frustration, lotion, nation, prediction, section, solution, station, vacation
<b>-est</b>	biggest, cleanest, coldest, farthest, fastest, richest, thickest	<b>-ck</b>	back, black, bucket, brick, check, chick, chicken, rock, stuck, quack
<b>-ch</b>	arch, coach, bench, mulch, porch, ranch, reach, speech	<b>-tch</b>	catch, kitchen, pitcher, sketch, stretch, switch, notch, clutch
<b>-sion</b>	conclusion, confusion, expansion, explosion, invasion, revision, television, version, vision mansion, tension compassion, discussion, expression, permission, profession	<b>-ic</b>	basic, clinic, fabric, magic, music, panic, picnic, plastic, public, traffic
		<b>-k</b>	clerk, croak, desk, pink, spark

## Prefixes

<b>un-</b>	unable, unkind, unlike, unfair, unhappy, unsafe, unwise	<b>pre-</b>	precook, preheat, prejudge, prepay, pretest
<b>re-</b>	recopy, recount, redo, refocus, replay, reread, rewrite	<b>non-</b>	nonfat, nonfiction, nonstick, nonstop
<b>im-</b>	imperfect, impolite, impossible	<b>in-</b>	incorrect, invisible

**-ed**

/i//d/	chanted, darted, gifted, grated, heated, jointed, listed, shaded, skated
/t/	barked, jumped, camped, fished, fixed, gulped, kicked, marched, packed
/d/	banged, called, chilled, howled, mauled, showed, smelled, spoiled

**Contractions**

<b>am</b>	I'm	<b>not</b>	aren't, can't, couldn't, didn't, doesn't, don't, hadn't, haven't, isn't, shouldn't, weren't, won't, wouldn't
<b>are</b>	how're, they're, we're, you're	<b>will</b>	he'll, I'll, it'll, she'll, they'll, we'll, you'll
<b>is</b>	he's, here's, how's, it's, she's, that's, there's, what's, where's, who's	<b>us</b>	let's
<b>have</b>	could've, I've, might've, must've, should've, they've, we've, would've, you've	<b>would</b>	he'd, I'd, she'd, we'd, you'd
<b>had</b>	he'd, how'd, I'd, it'd, she'd, they'd, we'd, where'd, who'd, you'd		

# K–2 Reading Foundations Skills Block Glossary

**Affix:** A morpheme attached to the beginning or end of a base word to modify its meaning.  
Example: “im-” in “impossible,” “-ing” in “jumping.”

**Articulatory Gestures:** Mouth movements necessary to enunciate sounds in language.

**Automaticity of Words from Memory:** The ability to recognize the pronunciations and meanings of written words immediately upon seeing them without expending any attention or effort decoding the words.

**Base Word:** The root part of a word in which the base element or basic meaning is contained.  
Example: “possible” in “impossible,” “jump” in “jumping.”

**Decode:** The ability to apply knowledge of letter-sound relationships in reading.

**Digraph:** Two letters used to represent one phoneme. Example: “sh” or “ea.”

**Encode:** Ability to apply knowledge of letter-sound relationships in writing.

**Grapheme:** A letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. Some written scripts are simple ones, in which one letter usually represents one sound.

**Graphophonic Cues:** These involve the letter-sound or sound-symbol relationships of language. Readers identifying unknown words by relating speech sounds to letters or letter patterns are using graphophonic cues. This process is often called *decoding*.

**Graphophonemic Knowledge:** The recognition of letters and the understanding of sound-symbol relationships and spelling patterns. Note: Graphophonemic knowledge is often referred to as *phonics*.

**Graphophonological Relationships:** The correlation between letters (graphemes) and sounds (phonemes).

**Letter Identification:** The ability to name a letter in two forms: uppercase and lowercase, as well as the ability to recognize letters both in isolation and within a word.

**Morpheme:** The smallest grammatical units of a language, each constituting a word or meaningful part of a word that cannot be divided into smaller independent grammatical parts. Example: “unfruitful” has three morphemes, the affixes “un-” and “-ful” and the base word “fruit.”

**Phoneme:** Any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example /p/, /b/, /d/, and /t/ in the English words *pad*, *pat*, *bad*, and *bat*.

**Phoneme segmentation:** The breakdown of words into individual sounds.



**Phonics:** A method of teaching reading by correlating sounds with letters or groups of letters in an alphabetic writing system.

**Phonological Awareness-Phonemes:** The ability to recognize that words are made up of units of sound (called phonemes) and the ability to manipulate phonemes (segment, delete, substitute, blend).

**Phonological Awareness-Syllables:** The ability to recognize that words can be divided into syllables, to segment and blend syllables in multisyllabic words, and to identify syllable type.

**Plural:** More than one.

**Possessive:** Shows ownership:

- Singular possessive: adds an “s,” belonging to one person or animal.
- Plural possessive: adds an “s’,” belonging to a group of people or animals.
- Possessive personal pronouns: no apostrophe (his, hers, yours).

**Prefix:** An affix placed at beginning of base word. Example: “un-” in “unkind”.

**R-controlled:** Any vowel followed by “r.”

**Salient Sound:** The most noticeable or strongest sound in a word.

**Schwa:** A vowel sound typically occurring in unstressed syllables in English. Example: “alone.” The “a” in “alone” is an unstressed syllable and makes a schwa sound (in this case pronounced /u/). The symbol for this sound is /ə/.

**Suffix:** An affix placed at end of the base word; changes the part of speech (educate, educator, education, educated).

**Syllable:** An individual beat in a word containing a vowel sound. For example, the word “moment” contains two syllables (or beats), each with its own vowel sound: “mo” and “ment.”

**Syllable Types:**

- **Closed:** syllable with a single vowel followed by one or more consonants (vowel sound is “closed” by the consonant.) Note: Vowel is usually short. Examples: “cab,” “dog,” “in,” “dish,” “letter.”
- **Open:** syllable that ends with a single vowel (vowel is not closed by a consonant; it is left open.) Note: Vowel is usually long. Examples: “hi,” “me,” “go,” “sky.”
- **V-C-e:** syllable with a single vowel followed by a consonant, then the vowel “e.” First vowel is usually long and final “e” in the syllable is silent. Examples: “bike,” “skate,” “note,” “close.”
- **V-r:** (ar, er, ir, ur, or): syllable with one or two vowels followed by the letter “r.” The “r” influences or controls the vowel sound. Examples: “car,” “her,” “for,” “dollar.”
- **Vowel Teams:** (“oa,” “ue,” “ai,” “ea,” “ie,” “ay,” “a/ew,” “oo”): syllable that has two consecutive vowels. Note: The letters “w” and “y” act as vowels. Examples: long vowel teams (“meat,” “road,” “mail,” “say”); variant vowel teams (“amount,” “look,” “paw”).
- **C-le (-al, -el):** syllable that has a consonant followed by the letters “-le,” “-al,” or “-el.” The vowel sound in this syllable type is the schwa (/ə/).

**Vowel Diphthongs:** Two or more letters that begin with one vowel phoneme (sound) and glide into another (“ouch,” “point”).

**Vowel Team:** Any vowel or letter combination that equals a vowel sound.

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