Phonics Scope and Sequence – Struggling or At-Risk Readers

Phonological Awareness and Letter Naming : Early Literacy – Kindergarten or first grade[1]

Phonological Awareness	
1. Hearing Rhymes	
2. Producing rhymes	
3. Hearing words in sentences (Sentence segmentation)	Elkonin boxes Chips or tiles Say-it and Move it
4. Blending syllables (e.g., tem per) (syllable Segmentation)	I can say the word slowly. Now Shrink-It (or) Say it fast
5. Blending phonemes (e.g., f-a-t)	I can stretch the word and say it slowly. (Listen). /f/ /a/ /t/. Now I'll say it fast. "Fat". Shrink-It Say it Fast
6. Hearing Phonemes in words (phoneme segmentation)	Elkonin boxes Chips or tiles Say it-Move It Counting phonemes
7. Sound Isolation "What sound do you hear in the _____ of the word?" • Final consonant sound • Medial vowel sound	Elkonin boxes Chips or tiles Say it-Move It Counting phonemes
8. Sound Manipulation • Sound deletion (ending sound; then progress to other sounds) • Sound addition • Sound substitution	
Letter Naming and Letter Sounds	
9. Letter Naming – high frequency consonants (b, d, m, f, s, t, c, p) and Letter sounds	
10. Letter Naming & sound (a): short a	
11. Letter Naming and sound (i): short i	
12. Reading CVC words	
13. Letter Naming (other consonants)	
14. Letter naming and sound (u): short u	
15. Other vowel sounds (o, e)	

[1] General notes for Phonics lessons: Only mix 2-3 patterns per lesson
Provide practice in context, e.g., decodable books
Build accuracy and fluency
Keep rehearsal brisk and short

First Grade

Unit 1: Reading CVC words with short vowel sounds	Manipulatives or Literacy Actions
1. Letter Sounds - consonants (high-frequency and salient consonants) 2. Letter Sounds – short a	Letter cards; picture cards Unison Responding (sound)
3. Phoneme segmentation (CVC words with short a)	Elkonin boxes Chips or Letter tiles Say-It Move-It
4. Reading CVC words – short a Decoding CVC words with short a, e.g., man, map, sap, tap, lap, tap, tan, fan, pan, etc.	Elkonin boxes Letter Tiles Making words (Take the letters m-a-t) Reading formed words (Word? or Sound it out. What word?) Reading word lists of CVC words with short a to build accuracy and fluency Time fluency on word lists – 1X per week Achieve accuracy and fluency (*Emerging* -30-49 wpm; *Established* – 50+ wpm)
5. Writing CVC words with short a	Elkonin boxes Finger counting sounds (or matching to elkonin boxes) Write letters in the boxes as each sound is stretched and sounded
6. Repeat instructional sequence above for CVC words to teach short i • Read CVC words with short i (introduce with elkonin boxes) • Read CVC words with i (printed words) • Make/write CVC words with i (making words with tiles; may use elkonin boxes) • Spelling CVC words with short i • Hear and classify vowel sounds in spoken words or pictures (a, i mixed): Thumbs up/down – if you hear /i/ in _____. • Categorize/distinguish short a and short i words or pictures (thumbs up; thumbs down) • Write CVC words with i	Same as above Elkonin boxes Chips or tiles Unison reading & responding Whisper reading (rehearsal)- lists of words Partner rehearsal Timed samples (graph data) Continue until students reach fluency in reading word lists (Emerging -30-49 wpm; Established – 50+ wpm) Reading CVC words - Language signals: "Blend." "Word?" /l/ /i/ /p/. [looping motion] "lip".
7. Review CVC words with short a and i (mixed patterns) (reading, discriminating, writing)	Accuracy drills and rehearsal Fluency drills
8. Report instructional sequence above for words with short o • Reading CVC words with short o (elkonin boxes), e.g., top, cop, mop, stop, hog, dog,	Same as above Elkonin boxes Chips or tiles Unison reading & responding

cot, hot, pot, cot, etc. (making words format) • Reading CVC words with short o (printed words) • Forming/writing CVC words with short o (making words with tiles) • Hearing, distinguishing, and classifying vowel sounds in spoken words or pictures (a, I, o mixed): Thumbs up/down – if you hear /o/ in _____. • Writing CVC words with short o	Whisper reading (rehearsal) Partner rehearsal Timed samples Continue until students reach fluency in reading word lists (30-49 Emerging; 50 Established); graph data
9. Repeat sequence with short u 10. Repeat sequence with short e	Same as above Build fluency on all vowel sounds mixed

Unit 2: Reading CCVC words with short vowel sounds	
1. **Teach "l" blends:** bl, cl, fl, gl, pl, sl) students can generalize the idea from one sound to the other. Students can generalize the idea of blending from one sound to the other. Most likely, you will not need to break the set down into smaller sets of blends, but you may need to do so for some students. Present the concept of the "l" blend. Model-Lead-Test. Then provide rehearsal by presenting the blends and asking students: "What sound?" • fl • bl • cl • gl • pl • sl Present CCVC words with consonant blends for decoding-reading, and then, hearing/spelling practice [language signal say: "Blend." "Word."] ▪ flat clip ▪ slip sip ▪ slop grim • fat plan *Writing words with blends; Include examples and nonexamples of words without blends*	Elkonin boxes Chips or tiles Unison reading & responding Board work (unison responding) Small group work: Whisper reading (rehearsal) words with blends & words without blends Partner rehearsal Timed samples(30-49 Emerging; 50 Established); Graph data ***Reading decodable books***
2. **Teach "r" blends**: br, cr, dr, fr, gr, pr, tr. Students can	Elkonin boxes

generalize the idea of blending from one blend sound to the other. Most likely, you will <u>not</u> need to break the set down into smaller subsets of blends, but you may need to do so for some students.	Chips or tiles Unison reading & responding Board work (unison responding) [Language signals: "Blend" "Word"] Small group work: Whisper reading (rehearsal)
Present the concept of the "r" blend. Model-Lead-Test. Then provide rehearsal by presenting the blends on the board, and then provide unison responding by signaling and asking students: "Sound?" - fr - br - cr - gr - pr - gr - tr Present CCVC words with consonant blends for decoding-reading (signal: "Blend" [decode CCVC] and "Word." [say it fast]), and then, hearing/spelling practice (using elkonin boxes. Students finger-count the sounds, and then, they write/spell the sounds they hear in the elkonin boxes using letter tiles; Students write the sounds in Elkonin boxes as they stretch (say) the word slowly) [Say It – Write It] - brat grip - prop grab - trip prim - grab trim - more words trap Reading CCVC words with short vowels (elkonin boxes) Hearing and classifying vowel sounds in spoken words or pictures: Thumbs up/down – if you hear /l/ blend in _____. [examples and nonexamples] Writing CCVC words with short vowels (CVC)	Partner rehearsal Timed samples (graph data) ***Reading decodable books***

3. **Consonant Clusters** (s-blends; consonant clusters)
       sm, sp, sn, st, sc scr, str, scr, spl,
       tw
	Elkonin boxes
	Chips or tiles
	Unison reading & responding
	Board work (unison responding)

Trigraphs: scr, spr, str	Small group work: Whisper reading (rehearsal) words with blends & words without blends Partner reading Timed samples(30-49 Emerging; 50 Established); Graph data ***Reading decodable books***
4. Ending Consonant Blends - CVCC (Decoding, reading, making, writing, discriminating words with and without the blends) • st • sk, sp • nd • lt • lf • mp	
5. Consonant Digraphs (Decoding, reading, making, writing, discriminating words with and without the digraphs) • sh • ch • th • wh • ch Present the concept of the digraph (sh) Model-Lead-Test. Then provide rehearsal by presenting the digraphs and asking students: "What sound?" [teach only one digraph first day] • sh s sh Present CCVC words with consonant digraphs for decoding-reading, and then, hearing/spelling practice [language signal say: "Blend." "Word."] ▪ chin shin ▪ sip ship *Reading and Writing words with digraphs; Include examples and nonexamples of words with and without digraphs*	Elkonin boxes Phoneme-grapheme mapping chart Unison reading & responding Board work (unison responding) Small group work: Whisper reading (rehearsal) words with digraphs & words without digraphs Partner reading Timed samples(30-49 Emerging; 50 Established); Graph data ***Reading decodable books***

Unit 3 – Other Vowel Sounds (long vowel sounds) and endings	
6. Final e – VCe (e.g., pipe, cane, ripe, mope, etc.): Magic e ▪ <u>am</u><u>e</u>, <u>ap</u><u>e</u>,	Elkonin boxes (phoneme grapheme mapping chart) Chips or tiles

▪ <u>o</u>me, <u>o</u>pe ▪ i*pe* • Precue: first finger points to the vowel, second finger points to the silent e – so that students know that they are looking at both of the sounds together	Unison reading & responding Board work (unison responding) Small group work: Whisper reading (rehearsal) words with blends Partner rehearsal Timed samples(30-49 Emerging; 50 Established); Graph data ***Reading decodable books*** ***Video Demo: Wiki Demonstration Teacher – Continuous Blending – go to - http://www.wiki-teacher.com/resourceViewVideo.php?id=2348&videoId=110***
7. 6. Inflected endings - /s/ /d/, /t/, /ed/ • /es/ ending • /ed/ ending • Double cons. + ed ending • Double cons + ing ending	
8. r-controlled vowels • r-controlled ar • r-controled or • r-controlled er, ir, ur	
9. Vowel Digraphs – Sound? Word? • ee • ea • ai - ay • oa	Use 2 fingers to cue the vowel teams Say Sound? Word? Remind students to try the long vowel sound, and then try short vowel sound when reading words ***For Video Demo: Wiki Demonstration Teacher – Continuous Blending – go to- http://www.wiki-teacher.com/resourceViewVideo.php?id=2348&videoId=110***
10. Vowel dipthong • oi-oy • ou-ow • aw - au	
11. Sound spelling review • Review sounds that have been taught • ex: ay ea ee ai ay • a_e oi oy oa au aw	Sound (rest finger to the left of the sound. Signal by tapping under the letter or letter combination) Error correction: My turn. Sound. [2 seconds] /ay/ Your turn. Sound. /ay/
12. oo – oo (took, moon)	
13. Double consonants at end • ff • ss	

• ll	

14. ng and nk patterns
    • ang, ing, ong, ung
    • ank, ink, onk, unk	

15. Silent letters and advanced
    • kn
    • gn
    • ign
    • gh
    • igh, ight
    • ought
    • ph	

16. Multisyllabic Words
    • compound words
    • VC/CV [closed syllables]
    • V/CV [open syllables]
    • -le multisyllabic words
    • Syllables with 'r' controlled vowels
    • Syllables with vowel teams	

17. Prefixes and Suffixes
    • Prefixes un-, re-, pre-, dis, de, over, under, sub, super, out
    • Suffixes - -ly, -ful, -er, -or
    • Base words and prefixes or endings
    • Prefixes mis-, mid-, bi, tri, uni, semi
    • Suffixes –ness, -less, -er, or, ess, ist, hood, ment, ish, ible, able, ous, sion, ion, tion, ation, ate, ive, ship, ism, age, ure	

18. Soft "c" and soft "g" when followed by e, i, or y. As well has hard "c" and hart "g". e.g., g, j, dge, s, c, c, k, ck,	

Initial Tutor Training Checklist

Supervisor: _____ **Date:** _____

Tutor: _____

Observe tutors practicing instruction during their initial training. These are the basic tutor behaviors that trainers should see each tutor demonstrate. Trainers can use the form to give tutors feedback on their practice.

Component	Criteria	Yes	No
Say the Sounds	1. Models sounds in box correctly.		
	2. Coaches student to say sounds from left to right while fingerpointing.		
	3. Follows lesson sequence/script.		
Segmenting	1. Says word (requires student to listen, not read).		
	2. Points to each box when segmenting (student and tutor).		
	3. Models correctly (says word, segments sounds into boxes, and says word).		
	4. Follows lesson sequence/script.		
Word Reading	1. Models sounding out without stopping between sounds (word in box).		
	2. Selects spelling words with varying beginning, middle, and ending sounds.		
	3. Follows lesson sequence/script.		
Sight Words	1. Models new word (says, spells, and says word).		
	2. Follows lesson sequence/script.		
Sentence Reading	1. Requires student to fingerpoint.		
	2. Uses appropriate error-correction procedure (isolates difficult sound, supplies word, rereads sentence).		
	3. Follows lesson sequence/script.		
Magic -e- (Begins Lesson 46)	1. Demonstrates each step of using the rule.		
	2. Follows lesson sequence/script.		
Word Endings (Begins Lesson 21)	1. Models by pointing and saying the word ending with a word.		
	2. Corrects by reminding student of word ending.		
	3. Follows lesson sequence/script.		
Pair Practice (Begins Lesson 43)	1. Says letter pairs (by using sounds, not letter names) for student to spell.		
	2. Follows lesson sequence/script.		
Reading Long Words (Begins Lesson 61)	1. Has student break word into parts, then read whole word.		
	2. Corrects by isolating each part for student, then has student read each part and whole word.		
	3. Follows lesson sequence/script.		
Book Reading (Begins Lesson 6)	1. Demonstrates reading methods (independent, partner, and echo).		
	2. Models fingerpointing and rereading.		
	3. Shows two error-correction procedures (isolates difficult sound, supplies word/repeats).		
	4. Identifies correct reading steps (new book twice, last book once, previously read books).		
Overall Tutor Instruction	1. Models lesson components correctly.		
	2. Is receptive to corrective feedback.		
	3. Demonstrates appropriate correction strategy.		
	4. Provides examples of specific praise.		
	5. Demonstrates levels of scaffolding (e.g., more coaching, added practice).		
Strengths			
Improvement Suggestions			