Standard 1-3  The student will learn to read by applying appropriate skills and strategies.

Indicator
1-3.12 Use onsets and rimes to decode and generate words.
1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.14 Organize a series of words by alphabetizing to the first letter.
1-3.15 Identify beginning, middle, and ending sounds in single-syllable words.
1-3.16 Classify words by categories (for example, beginning and ending sounds).
1-3.17 Use blending to read.
1-3.18 Spell three- and four-letter short-vowel words and high-frequency words correctly. (See Instructional Appendix: High-Frequency Words.)
1-3.19 Use known words to spell new words.

Explanation of Concept
Phonics is a method of teaching reading that emphasizes the relationship between sounds and how they are represented by print. Phonics uses written characters or symbols (graphemes) to represent sounds (phonemes) and sound patterns. Phonics is working with print by attaching sounds to letters and blending them to make words. Remember, phonics involves working with letter to sound relationships while phonemic awareness involves working with sound relationships only.

Prior Learning
What do students need to know before they can understand Phonics?

Just as language and intellectual development are intertwined, so language and literacy skills depend upon one another and emerge together during the child’s earliest years. Phonemic awareness is the oral language skill that students should develop before they are aware that letters represent sounds which is phonics. Phonics is working with print by attaching sounds to letters and blending them to make words. Remember, phonics involves working with letter to sound relationships while phonemic awareness involves working with sound relationships only.

<table>
<thead>
<tr>
<th>Students should...</th>
<th>Students might demonstrate understanding by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize upper and lower case letters</td>
<td>Manipulate letters to match upper and lower case in sequential order.</td>
</tr>
</tbody>
</table>
**Snapshots into Learning**: When teaching phonics, what connections, links, or ties can be made?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Explanation</th>
<th>Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use onset and rime to decode and generate words</td>
<td>Blend onsets and rimes to decode unfamiliar words.</td>
<td>Sort words according to similar spelling patterns to decode and write unfamiliar words. Such as, word families, word sorts, word patterns.</td>
</tr>
<tr>
<td>Letter sound relationships to spell</td>
<td>Stretch the individual letter sounds to form words.</td>
<td>Sort words to find the same spelling pattern.</td>
</tr>
<tr>
<td>Identify beginning, middle, and ending sounds</td>
<td>Students will identify beginning, middle, and ending sounds in single-syllable words.</td>
<td>Have students sound out each letter of a word as in /h/a/t/ hat: touch their shoulder for /h/; touch their elbow for /a/; and touch their hand for /t/.</td>
</tr>
<tr>
<td>Classify words by categories</td>
<td>Sort teacher selected words by beginning and ending.</td>
<td>Word Sorts that sort color words, class words of the week, high-frequency words, etc.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Blending sounds</td>
<td>Students begin to blend consonants and vowels to form words.</td>
<td>Use word families to help students go from known to unknown words. At, mat, hat, sat, cat, etc. Predictable text is a resource.</td>
</tr>
<tr>
<td>Spell three- and four-letter short vowel words.</td>
<td>Students write three- and four- letter short vowel words.</td>
<td>Clap, chant, and write. Students say the word, sing the word, and write the word.</td>
</tr>
<tr>
<td>Spell new words from known words</td>
<td>Making words (interactive activity where students arrange letters to make words).</td>
<td>Students begin with words they know and change beginning, middle, or ending letters to make new words.</td>
</tr>
<tr>
<td>Alphabetize to the first letter</td>
<td>Put a series of words in sequential order by first letter.</td>
<td>Students will arrange a given list of words.</td>
</tr>
</tbody>
</table>

**Classroom Assessment**

Students should be assessed in the same ways they are taught. Assessments of phonics need to focus on the student’s ability to understand the relationship between sounds and how they are represented by print. Assessments may include but are not limited to teacher observations, oral reading records, letter ID, dictation, writing samples, and reading/writing conferences. Formal assessments such as; Dominie Reading and Writing Assessment Portfolio, Observation Survey, or DIBELS can provide data to support student learning.

**Suggested Instructional Resources**

**Professional Texts**

Trehearne, Miriam P. *Comprehensive Literacy Resource for Kindergarten Teachers.*


*National Reading Panel Report, 2000; Armbruster, Lehr, & Osborn, 2001.*

Nonprint Materials
http://www.readwritethink.org
http://www.fcrr.org/ (The Florida Center for Reading Research)
**Standard 1-3** The student will learn to read by applying appropriate skills and strategies.

**Indicators**
1-3.9 Create rhyming words in response to an oral prompt.
1-3.10 Create words by orally adding, deleting, or changing sounds.
1-3.11 Use blending to generate words orally.

**Explanation of Concept**

**Phonemic Awareness** is the understanding of and attention to spoken language. It refers to the ability to recognize and manipulate speech sounds including the understanding of the individual sounds that make up words. It includes the ability to segment, blend, or manipulate individual sounds in words.

A **phoneme** is a sound representation of a letter.

When segmenting sounds, the word *cat* has three phonemes - /c/a/t/. The word *show* has two phonemes - /sh/ow/.

When blending sounds, the sounds /d/o/g/ are combined to form the word *dog*.

When deleting the last sound in a word using the word *cart*, the last sound /t/ is deleted to form the word *car*.

An **onset** is the first part of a syllable or the consonants that precede the first vowel in a word. In the word “flat,” /fl/ is the onset, and /at/ is the **rime**. In the word “greed,” /gr/ is the **onset**, and /eed/ is the **rime**. See **rime**.

A **rime** is the second part of a syllable or the vowel and any consonants that follow. In the word “grand,” /and/ is the **rime**, which follows the **onset** /gr/. In the word “slight,” /ight/ is the **rime**, which follows the **onset** /sl/. See **onset**.

**Prior Learning**

*What do students need to know before they can understand phonemic awareness?*

Just as language and intellectual development are intertwined, so language and literacy skills depend upon one another and emerge together during the child’s earliest years. Researchers confirm that children who have a wide variety of developmentally appropriate language and literacy experiences each day easily transfer their interest in communicating with others and their oral language learning into written language.
Students should...

| Substituting one phoneme for another |
| Substitute one phoneme for another |
| Delete Phonemes |
| Use blending to generate words orally |
| Use beginning sounds, ending sounds, and onsets and rimes to generate words orally. |
| Create rhyming words in response to an oral prompt. |
| Isolate the beginning phoneme in a word |
| Isolate the final phoneme in a word |
| Segment phonemes in a word |

Students might demonstrate understanding by...

| Substituting initial and ending sounds with the words in a song to make new or nonsense words |
| Changing the word flat to fat. |
| I’m thinking of a word. I’ll say the sounds slowly and you say the word /l/a/st/. The students say last. |
| Playing a game, naming the parts of your body, such as /t//oe/ toe. |
| Covering the last word in a poem to identify the next rhyming word such as cat, bat, sat, mat. |
| Isolating a sound by repeating the first sound several times as in b-b-b-at. |
| Repeating the last sound as an echo like b-a-t-t-t. |
| Sounding out each letter of a word as in /b/a/t/ bat. They could touch their head for /b/; touch their shoulders for /a/; and touch their waist for /t/. |

Snapshots into Learning

When teaching phonemic awareness, what connections, links, or ties can be made?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Explanation</th>
<th>Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create rhyming words in response to an oral prompt.</td>
<td>Create new rhyming words</td>
<td>Cover the last word in a poem to identify the next rhyming word. such as cat, bat, sat, mat.</td>
</tr>
<tr>
<td>Isolating the beginning phoneme in a word</td>
<td>Segmenting individual speech sounds beginning with the first sound</td>
<td>Have students isolate a sound by repeating the first sound several times as in b-b-b-at.</td>
</tr>
<tr>
<td>Isolating the final phoneme in a word</td>
<td>Segmenting individual speech sounds with the emphasis on the last sound</td>
<td>Have students repeat the last sound as an echo like b-a-t-t-t.</td>
</tr>
</tbody>
</table>
Isolating the medial phoneme in a word
Involves listening to the sound in the middle.
Use words with three phonemes such as; hat, bag, tug, and soup to identify the medial phoneme.

Segmenting phonemes in a word
Take a word and break it into parts
Students sound out each letter of a word as in /b/a/t/ bat. They could touch their head for /b/; touch their shoulders for /a/; and touch their waist for /t/.

Substituting one phoneme for another
Change the initial, medial, or ending phoneme to make a new word or nonsense word
This is fun to do with songs. Start with initial sounds and then move to middle or ending sounds.

Deleting Phonemes
Changing/deleting individual speech sounds from a word
Change flat to fat.

Use blending to generate words orally.
Blend individual speech sounds to make a word
I’m thinking of a word. I’ll say the sounds slowly and you say the word /l/a/st/. The students say /last/.

**Classroom Assessment**

Students should be assessed in the same ways they are taught. Assessments of phonemic awareness need to focus on the student’s ability to play with the parts of words by segmenting, blending, deleting, and substituting sounds. Assessments may include but are not limited to teacher observations, classroom conversations, reading conferences, and student artifacts. Formal assessments such as the Dominie Reading and Writing Assessment Portfolio, Observation Survey, or DIBELS can provide data to support student learning. Students should be assessed formally and informally before, during, and after instruction.

**Suggested Instructional Resources**

**Professional Texts**


Nonprint Materials

http://www.readwritethink.org
http://www.fcrr.org/ (The Florida Center for Reading Research)
Standard 1-3  The student will learn to read by applying appropriate skills and strategies.

Indicators
1-3.20  Use pictures and words to construct meaning.
1-3.21  Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

Explanation of Concept
Comprehension is the process through which the reader constructs meaning using the information (pictures or words) found on the printed page as well as the schema of the reader. Comprehension is the understanding of text read or heard. Schema is the prior knowledge students bring to reading.

Prior Learning
What do students need to know before they can comprehend?

Just as language and intellectual development are intertwined, language and literacy skills depend upon one another and emerge together during a child’s earliest years. Comprehension first develops in toddlers as listening comprehension. They listen to the world around them and begin to respond. Over time, comprehension expands and encompasses their thinking. Comprehension can be likened to a conversation between the reader and the text inside the reader’s head.

<table>
<thead>
<tr>
<th>Students should...</th>
<th>Students might demonstrate knowledge by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use prior knowledge and life experiences to construct meaning from texts.</td>
<td>Making connections between a story read about a farm and a student’s grandparent’s farm in South Carolina.</td>
</tr>
<tr>
<td>Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.</td>
<td>Bringing examples of environmental print to share with the class.</td>
</tr>
</tbody>
</table>

Snapshots into Learning
When teaching comprehension, what connections, links, or ties can be made?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Explanation</th>
<th>Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use pictures and words to construct meaning.</td>
<td>To bring meaning to the text through words and pictures.</td>
<td>Picture walk through a text before reading it aloud to the students to bring meaning to text and to make connections</td>
</tr>
</tbody>
</table>
Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

Become familiar with everyday print in one’s surroundings.

Have students bring in environmental print to share with the class and sort by category.

Classroom Assessment
Students should be assessed in the same ways they are taught. Assessments of comprehension need to focus on the student’s ability to construct meaning using the information on the printed page and through listening comprehension. Assessments may include but are not limited to teacher observations, classroom conversations, reading records, and reading conferences. Formal assessments such as; Dominie Reading and Writing Assessment Portfolio, DRA, or any benchmark assessment can provide data to support student learning. Students should be assessed formally and informally, before, during, and after instruction.

Suggested Instructional Resources

Professional Texts

Nonprint Materials
http://www.readwritethink.org
http://www.fcrr.org/ (The Florida Center for Reading Research)
**Standard 1-3** The student will learn to read by applying appropriate skills and strategies.

**Indicators**

1-3.7 Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.

1-3.8 Use appropriate voice level and intonation when speaking and reading aloud.

**Explanation of Concepts**

*Fluency* is not just speed. It is a combination of several elements - rate or speed, prosody or phrasing, expression, intonation, and pacing – along with comprehension.

- Prosody: reading in phrases; it adds rhythm to the reading.
- Intonation: changing the pitch, dialect, or speed as you read.

**Prior Learning**

*What do students need to know before they can understand fluency?*

Just as language and intellectual development are intertwined, so language and literacy skills depend upon one another and emerge together during the child’s earliest years. Fluency is reading without conscious attention while simultaneously constructing meaning.

<table>
<thead>
<tr>
<th>Students should...</th>
<th>Students might demonstrate knowledge by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use oral rhymes, poems, and songs to build fluency.</td>
<td>Identify songs and rhymes that are enjoyed by students. Print the words on chart paper, the overhead projector, smart board, or chalkboard. Engage in repeated readings or singings.</td>
</tr>
<tr>
<td>Use appropriate voice level when speaking.</td>
<td>Use echo reading where the teacher reads a phrase or sentence and the student repeats it trying to “echo” the phrasing and expression.</td>
</tr>
</tbody>
</table>

**Snapshots into Learning**

*When teaching fluency, what connections, links, or ties can be made?*

<table>
<thead>
<tr>
<th>Concept</th>
<th>Explanation</th>
<th>Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.</td>
<td>Fluency increases comprehension.</td>
<td>Have students select a partner and then practice reading a passage three times to the partner. The partner follows the passage, provides help if...</td>
</tr>
</tbody>
</table>
Use appropriate voice level and intonation when speaking and reading aloud. Dramatic speaking/reading improves comprehension. Then the students reverse roles. Use Reader’s Theater scripts to promote character intonation.

**Classroom Assessment**
Students should be assessed in the same ways they are taught. Assessments of fluency need to focus on the student’s ability to recognize words with automaticity, to group words quickly to help gain meaning from what is read, and to read aloud effortlessly and with expression. Formal assessments such as the Dominie Reading and Writing Assessment Portfolio Fluency Rubric, DRA, DIBELS or any benchmark assessment can provide data to support student learning. Students should be assessed before, during, and after instruction.

**Suggested Instructional Resources**

**Professional Texts**

*National Reading Panel Report, 2000; Armbruster, Lehr, & Osborn, 2001.*

**Nonprint Materials**
http://www.readwritethink.org
http://www.fcrr.org/ (The Florida Center for Reading Research)
**Standard 1-3**  The student will learn to read by applying appropriate skills and strategies.

**Indicators**

1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.

1-3.2 Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).

1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).

1-3.4 Recognize high-frequency words encountered in texts. (See *Instructional Appendix: High-Frequency Words*.)

1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

1-3.6 Use structural analysis to determine the meaning of compound words and contractions.

**Explanation of Concept**

**Vocabulary** refers to the words we know and use to communicate with others. Speaking and listening vocabulary are referred to as oral vocabulary, and reading and writing vocabulary are referred to as print vocabulary.

**Prior Learning**

*What do students need to know before they can understand vocabulary?*

Just as language and intellectual development are intertwined, so language and literacy skills depend upon one another and emerge together during the child’s earliest years. Children learn language, learn about language, and learn through language each day. Through pretend and dramatic play and hearing stories and poems children have many opportunities to rehearse speech and communicate with each other while practicing social skills.

<table>
<thead>
<tr>
<th>Students should...</th>
<th>Students might demonstrate knowledge by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</td>
<td>Select a big book that contains several unknown words. Cover all but the first consonant of the word. Use picture clues to discover the word.</td>
</tr>
<tr>
<td>Create a different form of a familiar word by adding an -s or -ing ending.</td>
<td>Locate known words in a big book. Have students change the word by adding an -s or -ing ending.</td>
</tr>
</tbody>
</table>
When teaching vocabulary, what connections, links, or ties can be made?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Explanation</th>
<th>Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use pictures, context, and letter-sound relationships to read unfamiliar words.</td>
<td>Combining pictures, text, and letter-sound relationships to bring meaning to unknown words.</td>
<td>During a read aloud, model the strategy of reading before and after an unknown word within a sentence to make meaning.</td>
</tr>
<tr>
<td>Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).</td>
<td>To teach students the correct use of suffixes.</td>
<td>Share the pen to create an anchor chart showing base words and the new words created by adding a suffix.</td>
</tr>
<tr>
<td>Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</td>
<td>To build a working vocabulary.</td>
<td>Students can write unknown words on a post-it and place on an anchor chart to be discussed during shared reading time.</td>
</tr>
<tr>
<td>Recognize high-frequency words encountered in texts. (See Instructional Appendix: High-Frequency Words.)</td>
<td>To build a sight vocabulary.</td>
<td>See Instructional Appendix: High-Frequency Words to build a word wall or word journal.</td>
</tr>
<tr>
<td>Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).</td>
<td>Understanding the similarities and differences of two or more words.</td>
<td>Students can play concentration with synonyms or antonyms.</td>
</tr>
</tbody>
</table>
Use structural analysis to determine the meaning of compound words and contractions.

Teaches the strategies to chunk vocabulary or the shortening of written word through omission of letters to make meaning.

Give students lists of words to cut out. Then have students create compound words from the word cards.

---

**Classroom Assessment**

Students should be assessed in the same ways they are taught. Assessments of vocabulary need to focus on the student’s ability to play with the parts of words. Assessments may include but are not limited to teacher observations, classroom conversations, reading/writing conferences, sorting activities, and student artifacts. Formal assessments such as the Dominie Reading and Writing Assessment Portfolio or Observation Survey can provide data to support student learning. Students should be assessed informally and formally, before, during, and after instruction.

**Suggested Instructional Resources**

**Professional Texts**


**Nonprint Materials**

http://www.readwritethink.org

http://www.fcrr.org/ (The Florida Center for Reading Research)