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

**Indicators**

K-3.12  
Match consonant and short-vowel sounds to the appropriate letters.

K-3.13  
Recognize uppercase and lowercase letters and their order in the alphabet.

K-3.14  
Identify beginning and ending sounds in words.

K-3.15  
Classify words by categories (for example, beginning and ending sounds).

K-3.16  
Use blending to begin reading words.

K-3.17  
Begin to spell high-frequency words. *(See Instructional Appendix: High-Frequency Words.)*

K-3.18  
Use letters and relationships to sounds to write 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. 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 knowledge by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin identifying some letter sounds and matching them to letters.</td>
<td>Showing a friend the labels on their cubbies and pointing out how both start with the same letter and “sound the same at the beginning.”</td>
</tr>
<tr>
<td>Identify several letters and their general order in the alphabet.</td>
<td>Saying names of letters when seeing his name or friends’ names written on class lists or cubbies.</td>
</tr>
</tbody>
</table>
Beginning to understand that letters can represent speech sounds.

Begin to recognize similarities in sounds at the beginning and ending of words.

Sharing an alphabet book with a friend and name the letters and corresponding pictures they recognize.

Reading labels on objects in the room that begin with a known letter and its corresponding sound - /d/ desk or door.

**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>Recognize upper and lower case letters</td>
<td>Students can match upper and lower case letters in sequential order.</td>
<td>Manipulate letters to match upper and lower case in sequential order.</td>
</tr>
<tr>
<td>Initial sound relationships to letters</td>
<td>Given the spoken word /cat/, the student can tell you that the beginning letter is /c/.</td>
<td>Play <em>Guess My Letter</em>. The teacher or student reaches into a bag of objects and they name the beginning letter for the object selected.</td>
</tr>
<tr>
<td>Final sound relationships to letters</td>
<td>Given the spoken word /mat/, the student can tell you that the ending letter is /t/.</td>
<td>Show the students a picture of an item and have them tell you the ending letter for the item.</td>
</tr>
<tr>
<td>Short vowel sound relationships to letters</td>
<td>Given the spoken word /hat/, the student can tell you that the short vowel is a short /a/.</td>
<td>After creating the Morning Message, have students circle the short vowel sounds in known words.</td>
</tr>
<tr>
<td>Classify words by categories</td>
<td>Sort teacher selected words by beginning or ending letters or sounds.</td>
<td>Play sorting games like sorting the names in the classmates by beginning letters or sounds.</td>
</tr>
<tr>
<td>Blending sounds</td>
<td>Students begin to blend consonants and vowels to form words.</td>
<td>Make a list of words that begin with the same beginning blend /bl/ such as blow, black, blink, blend.</td>
</tr>
<tr>
<td>Applying letter and sounds in writing</td>
<td>Students identify letters which represent sounds as they write.</td>
<td>Use Elkonin boxes as a supporting framework for writing the letters that represent sounds in words. Draw a box for each sound segment on the student’s paper. Stretch the word to help the students write the letters which represent that sound or sound segment in the boxes.</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 identification charts, dictation, writing samples, and reading/writing conferences. 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 K-3**  The student will learn to read by applying appropriate skills and strategies.

**Indicators**

K-3.8  Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.

K-3.9  Create rhyming words in response to an oral prompt.

K-3.10 Create words by orally adding, deleting, or changing sounds.

K-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.
<table>
<thead>
<tr>
<th><strong>Students should...</strong></th>
<th><strong>Students might demonstrate understanding by...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize rhyming words with adult modeling.</td>
<td>Reciting <em>5 Little Monkeys</em> by Eileen Christelow, imitating an adult’s rhyme and rhythm patterns.</td>
</tr>
<tr>
<td>Create words by orally adding, deleting, or changing sounds in response to adult prompt.</td>
<td>Chanting a jump-rope rhyme or playing “Miss Mary Mack” clapping game on the playground.</td>
</tr>
<tr>
<td>Begin identifying letter sounds and matching them to letters.</td>
<td>Joining the teacher when singing songs such as, <em>The Name Game</em>.</td>
</tr>
<tr>
<td>Begin recognizing letters in words.</td>
<td>Playing “I Spy” during small group instruction and naming objects in the room which begin with the same sound and letter.</td>
</tr>
<tr>
<td>Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.</td>
<td>Distinguishing one’s own name from another person’s name which begins with the same letter.</td>
</tr>
<tr>
<td>Participate in choral speaking of poems, songs, and stories with repeated patterns.</td>
<td>Telling an adult “That sign says ‘Z-O-O’. Is that a word?”</td>
</tr>
<tr>
<td>Use word beginnings and endings as language play or comprehension clues.</td>
<td>Sharing a book, pointing to pictures and naming objects.</td>
</tr>
<tr>
<td></td>
<td>Echoing teacher’s reading of <em>Brown Bear</em> by Bill Martin, as she shows the pages in the book.</td>
</tr>
<tr>
<td></td>
<td>Playing “Color Bingo” and responding “brown” when adult asks “What color begins with /br/?”</td>
</tr>
</tbody>
</table>
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>Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.</td>
<td>To help students isolate the first or last part of a word from the rest of it</td>
<td>Play a game, naming the parts of your body, such as /t/ /oe/ toe.</td>
</tr>
<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 for example cat, bat, sat, mat.</td>
</tr>
<tr>
<td>Isolate 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>Isolate 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>
<tr>
<td>Segment phonemes in a word</td>
<td>Take a word and break it into parts</td>
<td>Have 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/.</td>
</tr>
<tr>
<td>Substitute one phoneme for another</td>
<td>Change the initial or ending phoneme to make a new word or nonsense word</td>
<td>This is fun to do with songs. Substitute initial and ending sounds with the words in the song.</td>
</tr>
<tr>
<td>Delete phonemes</td>
<td>Changing/deleting individual speech sounds from a word</td>
<td>Change flat to fat.</td>
</tr>
<tr>
<td>Use blending to generate words orally.</td>
<td>Blend individual speech sounds to make a word</td>
<td>I’m thinking of a word. I’ll say the sounds slowly and you say the word /l/a/st/. The students say last.</td>
</tr>
</tbody>
</table>
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 K-3**
The student will learn to read by applying appropriate skills and strategies.

**Indicators**

**K-3.19** Use prior knowledge and life experiences to construct meaning from texts.

**K-3.20** Recognize environmental print in such forms as 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 understanding 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>
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<tr>
<th>Students should...</th>
<th>Students might demonstrate understanding by...</th>
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</thead>
<tbody>
<tr>
<td>Make connections to prior knowledge, other texts, and the world in response to texts read aloud.</td>
<td>Telling a friend about her cousins in Florida after hearing the teacher read a story about relatives coming to visit.</td>
</tr>
<tr>
<td>Identify familiar environmental print such as business logos and traffic signs.</td>
<td>Bringing colorful leaves to school like those in a story read about fall trees.</td>
</tr>
<tr>
<td></td>
<td>Identifying a “stop” sign in the “Blocks Center.”</td>
</tr>
<tr>
<td></td>
<td>Telling others on the bus “That sign says CVS drugstore.”</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 prior knowledge and life experiences to construct meaning from texts.</td>
<td>Background knowledge or schema helps students make meaning.</td>
<td>Select a big book that you will be reading to class. Tell students to activate their prior knowledge and brainstorm what they know about the topic.</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>Become familiar with everyday print in one’s surroundings.</td>
<td>Have students bring in environmental print to share with the class.</td>
</tr>
</tbody>
</table>

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

Indicators
K-3.6  Use oral rhymes, poems, and songs to build fluency.
K-3.7  Use appropriate voice level when speaking.

Explanation of Concept
**Fluency** is not just the speed at which someone reads. It is a combination of several elements - rate or speed, prosody or phrasing, expression, intonation, and pacing - all of which support 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>Participate in choral speaking of poems, songs, and stories with repeated patterns.</td>
<td>Echoing the teacher’s reading of <em>Brown Bear</em> by Bill Martin, as she shows the pages in the book.</td>
</tr>
<tr>
<td>Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.</td>
<td>Repeats, “But he was still hungry” when teacher pauses after each page of <em>The Very Hungry Caterpillar</em> by Eric Carl.</td>
</tr>
<tr>
<td></td>
<td>Lowers volume level when teacher reminds students to use their “inside voices”</td>
</tr>
<tr>
<td></td>
<td>Self-corrects, “I don’t want none of them carrots” to “I don’t want any carrots” after teacher asks “You don’t want any carrots?”</td>
</tr>
</tbody>
</table>
Snapshots into Learning
When teaching fluency, what connections, links, or ties can be made?

<table>
<thead>
<tr>
<th>Concept</th>
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<th>Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use oral rhymes, poems, and songs to build fluency.</td>
<td>Teacher modeling of rhymes, poems, and songs builds fluency for students.</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 reading or singings of the songs or rhymes.</td>
</tr>
<tr>
<td>Use appropriate voice level when speaking.</td>
<td>Dramatic speaking/reading improves comprehension.</td>
<td>Use echo reading where you read a phrase or sentence and the student repeats it after you and tries to “echo” your phrasing and expression.</td>
</tr>
</tbody>
</table>

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 begin grouping words quickly to help gain meaning from what is read, and to echo the fluency and phrasing of short bits of text read aloud. Formal assessments such as the Dominie Reading and Writing Assessment Portfolio Fluency Rubric, DRA, 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
Nonprint Materials
http://www.readwritethink.org
http://www.fcrr.org/ (The Florida Center for Reading Research)
Standard K-3  The student will learn to read by applying appropriate skills and strategies.

Indicators

K-3.1  Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.
K-3.2  Create a different form of a familiar word by adding an –s or –ing ending.
K-3.3  Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
K-3.4  Recognize high-frequency words. (See Instructional Appendix: High-Frequency Words.)
K-3.5  Understand that multiple small words can make compound words.

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. Dramatic play also allows the teacher to learn a great deal about the language competence of the child.

<table>
<thead>
<tr>
<th>Students should...</th>
<th>Students might demonstrate knowledge by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to use pictures and text read aloud as cues to the meaning of unfamiliar words.</td>
<td>Commenting as the teacher reads Where The Wild Things Are by Maurice Sendak and shows a picture of their “terrible teeth and claws” indicating that the word terrible is something that really scares you.</td>
</tr>
<tr>
<td>Create a different form of a familiar word by adding “-ed” ending to show past action.</td>
<td>Recalling center activities by saying “I wanted to paint so I painted my family.”</td>
</tr>
<tr>
<td></td>
<td>Telling an adult, “I cleaned up all those blocks so Tommy has to clean up the rest.”</td>
</tr>
</tbody>
</table>
Display curiosity and interest in learning new words.
Begin understanding how print is used to bring meaning.

Repeats “caboose” after adult points out pictures and names different kinds of train cars.
Picks out his name on lists of today’s classroom helpers.
Looks at printed labels on containers in the Art Center and identifies where specific materials are kept.

**Snapshots into Learning**
*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 and context to construct the meaning of unfamiliar words in texts read aloud.</td>
<td>Combining pictures and text to bring meaning to unknown words.</td>
<td>Select a big book that contains several unknown words. Cover all but the first consonant of a word. Use picture clues to discover the unknown word.</td>
</tr>
<tr>
<td>Create a different form of a familiar word by adding an –s or -ing ending.</td>
<td>To teach students the correct use of suffixes.</td>
<td>Locate words in a big book. Make the words plural by adding an –s ending.</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>Introduce new vocabulary through read alouds or big books. Have students share what they think the word means given the context of the words and picture included in the story.</td>
</tr>
<tr>
<td>Recognize high-frequency words. <em>(See Instructional Appendix: High-Frequency Words.)</em></td>
<td>To build a sight vocabulary.</td>
<td>See Instructional Appendix: High-Frequency Words to build a word wall. Use these words in conversation and writing.</td>
</tr>
<tr>
<td>Understand that multiple small words can make compound words.</td>
<td>Teaches the strategy of using known small words to further develop and increase vocabulary.</td>
<td>Display pictures of know words such as pictures of a dog and a house. Have the student put small words together to make larger compound words – doghouse.</td>
</tr>
</tbody>
</table>
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 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 formally and informally, before, during, and after instruction.

Suggested Instructional Resources
Professional Texts

Nonprint Materials
http://www.readwritethink.org
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