

STUDENT
ACHIEVEMENT
PARTNERS

Module 1 Handout: Foundational Nuts and Bolts

Print Concepts



Description:

The organization and basic features of print.

Kindergarten:

Knowledge of words – they use letters to represent spoken words, they go from left to right, top to bottom, they are separated by spaces on the page.

Knowledge of letters – how they look in print and the sounds they make.

First grade:

Knowledge of sentences – capitalization and punctuation.

Phonological Awareness



Description:

Understanding of **spoken** words, syllables, and sounds (phonemes).

Kindergarten:

Knowledge of rhyme, syllables, and onset/rime

Knowledge of phonemes – identify/pronounce the initial, medial, and final sounds of consonant-vowel-consonant words; add/substitute phonemes.

First grade:

Knowledge of syllables – blending and segmenting.

Knowledge of phonemes – distinguishing short/long vowels, isolating/identifying initial, medial, and final sounds.

Phonics and Word Recognition



Description:

Know and apply grade-level phonics and word analysis skills in decoding words.

Kindergarten:

Knowledge of phonemes/sounds connect to **knowledge of graphemes/spelling**.

First grade:

Knowledge of sound and spelling patterns for digraphs, long vowels, some endings/irregular spellings.

Decoding regularly spelled one syllable and basic patterned two syllable words.

Second grade:

Knowledge of sound and spelling patterns for vowels and vowel teams and common regular and irregular spelling.

Decoding regularly spelled two syllable words and common prefixes/suffixes.

All - Reading/Recognizing grade level high-frequency words.

Fluency



Description:

Read with sufficient accuracy and fluency to support comprehension.

Kindergarten:

Reading emergent reader texts with **purpose and understanding**.

First grade:

Reading emergent reader texts with **purpose and understanding**.

Reading orally with **accuracy**.

Second grade:

Reading grade-level text* with **purpose and understanding**.

Reading orally with **accuracy, rate, and expression**.

*Grade level complexity requirements begin in 2nd grade

Effective Enhancements

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

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

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

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

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

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

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

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

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

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

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