**Module 1: Foundational Nuts and Bolts**

**Template – Option A**

Use the checklist below to evaluate your classroom/school/district’s approach to foundational skills.

Features of Structured Foundational Skills Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature** | **Yes?** | **No?** | **Notes** |
| Begins with a sequence of **phonological awareness**  |  |  |  |
| Clear **required sequence of phonics** patterns including letter recognition, letter formation, letter sounds, letter/sound patterns, and morphology |  |  |  |
| **Direct explicit instruction** in each of the above components  |  |  |  |
| **Assessment every week**/5 days followed by differentiation  |  |  |  |
| **Reading, writing/spelling integrated**: hear it, say it, read it, spell it correctly  |  |  |  |
| Phonics patterns taught **in and out of context** |  |  |  |
| Words containing taught phonics patterns in **decodable or mostly decodable texts** (though does not have to be limited to only these)  |  |  |  |
| **Abundant materials** for students who need more work and students who need far more work, including materials that can be done independently  |  |  |  |
| **45 – 60 minutes** of instruction/practice a day, depending on student needs  |  |  |  |

**Module 1: Foundational Nuts and Bolts**

**Template – Option B**

Use the checklist below to evaluate an open source foundational skills curriculum. A few options are provided on the following page.

Features of Structured Foundational Skills Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature** | **Yes?** | **No?** | **Notes** |
| Begins with a sequence of **phonological awareness**  |  |  |  |
| Clear **required sequence of phonics** patterns including letter recognition, letter formation, letter sounds, letter/sound patterns, and morphology |  |  |  |
| **Direct explicit instruction** in each of the above components  |  |  |  |
| **Assessment every week**/5 days followed by differentiation  |  |  |  |
| **Reading, writing/spelling integrated**: hear it, say it, read it, spell it correctly  |  |  |  |
| Phonics patterns taught **in and out of context** |  |  |  |
| Words containing taught phonics patterns in **decodable or mostly decodable texts** (though does not have to be limited to only these)  |  |  |  |
| **Abundant materials** for students who need more work and students who need far more work, including materials that can be done independently  |  |  |  |
| **45 – 60 minutes** of instruction/practice a day, depending on student needs  |  |  |  |

**Open Source Foundational Skills Curricula:**

* Core Knowledge Language Arts ([Scope and Sequence](https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2016/10/CKLA_K2_Skills_ScopeSequence.pdf))
	+ [Kindergarten](https://www.engageny.org/resource/kindergarten-english-language-arts-skills-strand)
	+ [1st Grade](https://www.engageny.org/resource/grade-1-english-language-arts-skills-strand)
	+ [2nd Grade](https://www.engageny.org/resource/grade-2-english-language-arts-skills-strand)
* Expeditionary Learning (Scope & Sequence only)
	+ [Kindergarten](http://curriculum.eleducation.org/sites/default/files/curriculumtools_skillsblock-standards-scope-and-sequence_gradek_052217_0.pdf)
	+ [1st Grade](http://curriculum.eleducation.org/sites/default/files/curriculumtools_skillsblock-standards-scope-and-sequence_grade1_052217_0.pdf)
	+ [2nd Grade](http://curriculum.eleducation.org/sites/default/files/curriculumtools_skillsblock-standards-scope-and-sequence_grade2_052217_0.pdf)
* [Text Project](http://textproject.org/tutoring-materials/teach-your-child-lessons-beginningreads/)
* [Free Reading](http://www.freereading.net/wiki/Find_Activities.html)