PHONICS AND WORD READING CHECKLIST

Standard-Content Knowledge The student…	Classroom Learning
1. is taught skills in the easiest context and then applies them to more difficult contexts	*The student learns a letter-sound by itself first > practices the letter-sound in words > practices those words in sentences > and then in stories).*

2. has the chance to…
    -have a concept modeled by the teacher
    -practice with the teacher
    -practice individually and with classmates
    -review so that the teacher can check for understanding
    -work with the class, in a small group, and/or individually (whichever combination is most effective)
	-Phonics Units
	eg – *consonants, short vowels, digraphs (**th/sh/ch/wh**), vowel-consonant-e (**m<u>a</u>ke**), vowel teams (**t<u>ea</u>m, b<u>oa</u>t**)*
	
	-Seven Syllable types
	eg – *closed (**map**), open (**go, me**), v-c-e (**m<u>ake</u>**)*
	
	-Decoding/Encoding (Spelling)
	<u>blending</u> *sounds into words (**m-o-p > mop**)*
	<u>segmenting</u> *words into phonics units (**bat > b-a-t**)*
	
	-Sight Words *(sometimes called **exception words**)*
	
	-Word Analysis/Word Attack *(with **multisyllable words**)*

3. has the chance to use multisensory/multimodal tools to effectively learn concepts (this approach increases a student's interest & engagement and it activates memory)	*Spoken Language (**auditory input**) is paired with* **-Visual examples** *e.g. digraphs; multi-syllable patterns – vc/cv, v/cv, vc/v* **-Hands-on Manipulatives** *e.g. Elkonin boxes for decoding, combining syllable cards to make multi-syllable words* **-Tactile/Body Movement** *e.g. 'glued letters,' sand tray, 'skywriting,' 'fingerspelling'* **-Process Anchors** *e.g. A chart showing the steps to break down a multi-syllable word* **-Mnemonics**

Standard-Content Knowledge The student…	Classroom Learning
4. has the chance to learn a skill and then to apply that skill in more complex tasks	**-Opportunity to learn a skill by itself (also called *in isolation*)** **-Opportunities to apply and practice in words >> sentences >> text** **-Opportunities to practice in both reading and writing activities** **-Goal of Automatic Word Reading** *The student can <u>decode</u> and <u>read sight words</u> accurately and automatically*
5. has the chance to learn in a way that targets his/her strengths and weaknesses as a learner (taking into account working memory, retrieval, attention, processing speed, etc.)	**-Access Point/Entry Level** *The teacher understands how much a concept needs to be broken down for the student to first learn/master it and introduces a concept in that way***.** **-Multisensory Tools** *The teacher understands how to use Multisensory Tools to help a student master a skill.* **-Reinforcement** *The teacher understands how much review and practice a student needs to fully understand and use a skill.* **-Automatic Word Reading leading to Reading Fluency** *The goal is to apply skills in accurate, fluent, and natural reading and writing.*