SUGGESTED INSTRUCTIONAL Routines
FOR TEACHING READING

Kindergarten
Literacy Block Components and Resources

Mississippi Department of Education
OFFICE OF ELEMENTARY EDUCATION AND READING

Revised January 6, 2020
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<thead>
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<th>Title and Notes</th>
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Curriculum, Materials, and Assessment

A. GUIDELINES FOR CURRICULUM (taken from Mississippi Kindergarten Guidelines)

1. Curriculum

Requirements for Curriculum Kindergarten programs use a research- and evidence-based (comprehensive, if available) curriculum that is aligned with the Mississippi College- and Career Readiness Standards. Mississippi Code Annotated § 27-103-159 defines “evidence-based program” as “a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population.” Additionally, the curriculum contains thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master the performance standards in the Mississippi College- and Career Readiness Standards. Lesson planning documents should reflect Mississippi College- and Career Readiness Standards that are targeted through large and small group activities, individual instructional activities, and learning center activities that are used throughout the thematic unit. The curriculum shall include integrated language arts (reading, listening, thinking, speaking, writing, and viewing), music, art, math, social studies, science, dramatic play, and physical activities.

2. Learning Centers

Daily Use Instructional delivery shall be organized primarily using learning centers. A minimum of four (4) different learning centers (**three primary centers and one teacher-led small group) shall be organized, arranged, and labeled so that they are accessible to all children for simultaneous use for a minimum of 120 minutes per day. The MDE recognizes the definition of learning centers as identified in literature as “distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels”. (Copple & Bredekamp, 2006). In addition, NAEYC (2007) publications state that learning centers:

- Engage students in learning
- Promote development of the whole child
- Integrate multiple subject matters so that learning happens in a meaningful context
- Assess student understanding and knowledge through observation and authentic assessment practices
- Foster a love of learning

Learning centers provide children with hands-on opportunities to practice learning and thematic unit concepts. Learning relies heavily on experiential, hands-on activities. Each early learning classroom must include the following:

- Primary centers for each classroom contain a book/library center, math/manipulative center, and creative art center.**
- Additional integrated learning centers are added to accommodate the number of children enrolled and child interest; centers support current learning topics so that all children are engaged meaningfully.
- Available space in learning centers should be sufficient to accommodate simultaneous use by the number of children enrolled in the classroom while maintaining appropriate numbers of children in each learning center.
- Children have access to a wide range of interesting, developmentally appropriate reading materials from all genres including fiction and non-fiction books, poetry, magazines, newspapers, and writing materials during learning center time and throughout the day.
- Consistent use of worksheets is inappropriate at this developmental level and should not be a primary part of the curriculum.
- Learning centers should offer a variety of activities and materials for simultaneous use by children.

In addition to the three (3) primary learning centers identified in this section (book/library center, math/manipulative center, and creative art center.**), additional learning centers may include those from the list below to meet the minimum requirement of four (4) integrated learning centers per classroom. Except for the three (3) primary centers identified previously, the remaining learning centers shall be rotated and changed throughout the year. The following is a list of possible learning centers.

- Oral Language/Phonemic Development Center
- Creative Arts Center**
- Science Center
- Math Center**
- Language Arts Center
- Cooking Center
- Blocks, Wheel toys, and Construction Center
- Sand and/or Water Center
- Woodworking Center
- Music Center
- Library Center**
- Listening Center
- Dramatic Play
- Creative Writing Center
- Social Studies Center
- Technology Center
- Motor Development Center

**Designates a primary center in each classroom
LITERACY BLOCK COMPONENTS Kindergarten

<table>
<thead>
<tr>
<th>WHOLE-GROUP INSTRUCTION</th>
<th>Phonological Awareness (10-15 minutes or approximately 10% of instructional time)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Instruction should be interactive and explicit (Appendix A)</td>
</tr>
<tr>
<td></td>
<td>- Focus on understanding of spoken words, syllables, and phonemes - RF.K.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Work: Concepts of Print, Phonics, and/or Word Reading (20-30 minutes or approximately 30% of instructional time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Focus on the understanding of the organization and basic features of print- RF.K.1 (Appendix G)</td>
</tr>
<tr>
<td>- Know and apply grade-level phonics and word analysis skills in decoding words- RF.K.3 (Appendix G)</td>
</tr>
<tr>
<td>- Read emergent-reader text with purpose and understanding- RF.K.4 (Appendix G)</td>
</tr>
<tr>
<td>- Incorporate the General Phonics Lesson Plan (Appendix B)</td>
</tr>
<tr>
<td>- Teach sound-symbol correspondence and syllable patterns (Appendix C)</td>
</tr>
<tr>
<td>- Use multi-sensory strategies for instruction and practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Instruction (Explicit vocabulary instructional strategies should be tied to reading comprehension) (10-15 minutes or approximately 10% of instructional time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Focus on Language Standard 4 and 6</td>
</tr>
<tr>
<td>- Use a direct and explicit routine for introducing new words, utilizing visual aids, props, and gestures</td>
</tr>
<tr>
<td>- Aim to teach 3-5 tier two vocabulary words per reading selection (reference words during read aloud)- L.K.4</td>
</tr>
<tr>
<td>- Expose students to word learning strategies (Appendix D)</td>
</tr>
<tr>
<td>- Add words to the word wall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Comprehension: Read Alouds and Guided Text Reading for Meaning (10-15 minutes or approximately 10% of instructional time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Utilize read aloud tied to the thematic unit</td>
</tr>
<tr>
<td>- Use read-alouds to develop print awareness, reading, and listening comprehension (RL and RI standards, Speaking and Listening standards)</td>
</tr>
<tr>
<td>- Discuss and respond to text dependent questions involving increasing amounts of higher order thinking</td>
</tr>
</tbody>
</table>
Writing Connected to Text
(30 minutes daily)
- Focus on Writing Standards and Language Standards 1, 2, & 5
- Use text-dependent writing prompts that address each mode of writing
- Develop writing skills over time with guidance and support
- Adopt a cumulative approach to teaching foundational writing skills, guided by a scope and sequence
- Create mini-lessons that teach the components of the writing and language standards
- Utilize the Writing Gallery Checklist
- Reference Developmental Stages of Writing (Appendix E)

Teacher-Led Small-Group Instruction
(60 minutes. Note: Another 60 minutes of small group instruction should be added to the remainder of the day to fulfill the total 120 minutes as directed in the Kindergarten Guidelines)
- Create flexible groups based on data
- Give students hands-on opportunities to practice learning and thematic unit concepts
- Utilize decodable text
- Target foundational gaps and deficit skills based on data (Appendix G)
- Assign teacher assistants a designated center – phonological awareness, phonics, fluency, vocabulary, writing, or interventions (training recommended)

Literacy Centers Ideas (See Kindergarten Integrated Centers Document and Kindergarten Guidelines)
(Literacy centers should be organized, arranged, and labeled. Literacy centers should align to the five components of reading, integrated learning activities, and the theme. Integrated learning activities include the following: social studies, science, math, creative arts, library, cooking, blocks, wheel toys, and construction, sand and/or water, woodworking, music, dramatic play, creative writing, and motor development.)
- Conduct a minimum of four different learning centers (3 primary centers and 1 teacher-led center)
- 3 primary centers: book/library center, math/manipulate center, and creative art center tied to the thematic unit and one of the five components of reading
- Phonics or Word Work
- Print Awareness
- Phonological Awareness
- Fluency
- Vocabulary
- Comprehension Center (Listening and Responding)
- Independent Reading/Writing (Response to Reading)
- Technology (if applicable)
## LITERACY BLOCK RESOURCES

<table>
<thead>
<tr>
<th>Component</th>
<th>Instructional Strategies</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td><strong>Systematic, Explicit Instruction</strong>&lt;br&gt;Provides sufficient opportunities for teacher modeling of the task and student practice/application.</td>
<td>- LETRS Unit 2&lt;br&gt;- Levels of Phonological Awareness (Appendix A) K-3rd grade&lt;br&gt;- Phonological Awareness Activities (Appendix A) K-3rd grade&lt;br&gt;- CORE: Teaching Reading Sourcebook Print Awareness Letter Knowledge Phonological Awareness Section&lt;br&gt;- <strong>YouTube</strong>: mde_literacy&lt;br&gt;- <strong>Literacy Focus of the Month</strong> (September)&lt;br&gt;- <strong>Heggerty Phonemic Awareness Curriculum and Resources</strong>: <a href="http://www.heggerty.org/download-assessments-and-resources">www.heggerty.org/download-assessments-and-resources</a>&lt;br&gt;- <strong>Administering the Phonological Awareness Screening Test (PAST) Assessment</strong>: <a href="http://www.heggerty.org/download-assessments-and-resources">www.heggerty.org/download-assessments-and-resources</a>&lt;br&gt;- <strong>Phonological Awareness Screening Test (PAST) Assessment</strong>: <a href="http://www.maspweb.com/resources/Documents/PAS_T%202016.pdf">www.maspweb.com/resources/Documents/PAS_T%202016.pdf</a></td>
</tr>
<tr>
<td></td>
<td>• Effective phonological awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language.</td>
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<td></td>
<td>• Teachers use many activities to build phonological awareness, including the following: word awareness, rhyme &amp; alliteration, syllable manipulation, onset &amp; rime manipulation, phoneme identification, phoneme categorization, phoneme isolation, phoneme blending, phoneme segmenting, phoneme deletion, phoneme addition, phoneme substitution, and phoneme reversal.</td>
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### Phonics

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<tr>
<th>Systematic, Explicit Instruction</th>
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<tbody>
<tr>
<td>- Uses effective lesson routines that follows an effective scope and sequence (*).</td>
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<tr>
<td>- Teaches all components of the phonics lesson template</td>
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<tr>
<td>- Enables transfer of skills to accurate, automatic application of decoding in connected text and encoding in spelling</td>
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</tbody>
</table>

### Resources

- **General Phonics Routine (Appendix B)**
- **LETRS: Scope and Sequence for Word Study, Reading, and Spelling K-3rd grade (Appendix B)**
- **Guiding Decodable Text Reading Procedure (Appendix B)**
- **Decodable Text Reading: Transfer to Text Process (Appendix B)**
- **Really Great Reading: Decoding Surveys**
- **West Virginia Phonics Lesson**
  [hickman.sharpschool.net/cms/One.aspx?portalId=3052816&pageId=21377024](http://hickman.sharpschool.net/cms/One.aspx?portalId=3052816&pageId=21377024)
- **Explicit Instruction**
  [explicitinstruction.org/video-elementary/](http://explicitinstruction.org/video-elementary/)
- **CORE: Teaching Reading Sourcebook**
  Phonics Section
  Irregular Word Section
- **Florida Center for Reading Research (FCRR) Resources**
  [www.fcrr.org](http://www.fcrr.org)
### Vocabulary Instruction

- Directly teach key words in-depth and with reference to all linguistic features
- Include gestures, actions, props, or visuals to support learning and understanding
- Use a direct and explicit routine for introducing new words before a read aloud
- Ask questions that use the new vocabulary word
- Expand on student answers when referring to new vocabulary word during read aloud
- Implicitly introduce vocabulary words during read aloud
- Teach students independent word learning strategies
- Add new words to the word wall

### Academic Vocabulary Finder

[achievethecore.org/page/1027/academic-word-finder](achievethecore.org/page/1027/academic-word-finder)

Instantly identify Tier 2 vocabulary word and generate a grade-specific list from any online text

- **LETRS® Unit 5 - Vocabulary**
- **Thirty Million Word Gap Initiative**
  [www.youtube.com/watch?v=qESE2GeZxo](www.youtube.com/watch?v=qESE2GeZxo)
- **Nancy Fetzer’s – Word Masters/ Front Loading Vocabulary**
  [www.nancyfetzer.com/](www.nancyfetzer.com/)
- **Explicit Instruction Video**
  [explicitinstruction.org/video-elementary/](explicitinstruction.org/video-elementary/)
- **Word Learning Strategies (Appendix D)**
- **CORE: Teaching Reading Sourcebook Vocabulary Instruction**
### Comprehension

**Reading Comprehension consists of three interrelated elements:** the text that is to be comprehended, the reader who is doing the comprehension, and the activity and related task in which comprehension is a part.

- Identify many variables that contribute to comprehension or the lack thereof
- Identify multiple ways in which text, task, and context can be varied to enable comprehension
- Use the framework of surface comprehension, comprehension of the text base, and construction of a mental model to describe comprehension problems
- Incorporate visuals to aid thinking and understanding of text (use of graphic organizers and interactive anchor charts)
- Utilize read alouds to model comprehension strategies and to develop language comprehension

**Additional Resources:**

- **LETRS:** Unit 6 – Digging for Meaning: Understanding Reading Comprehension
- **A Close Look at Close Reading**
  - nieonline.com/tbtimes/downloads/CCSS_reading.pdf
- **The Balanced Literacy Diet**
  - www.oise.utoronto.ca/balancedliteracydiet/Home
- **Explicit Instruction**
  - explicitinstruction.org/video-secondary-main
  - http://explicitinstruction.org/video-elementary/
- **Nancy Fetzer:** Response to Literature
  - www.nancyfetzer.com/
- **CORE: Teaching Reading Sourcebook**
  - Comprehension
- **Read Aloud America, Recommended Book list**
  - www.readaloudamerica.org
- **The Children’s Laureate**
  - www.greatbookstoreadaloud.co.us
Writing

- Skilled writing expression is the product of foundational writing skills and composition
- Encourage pictures and phonetic spelling
- Preview and support writing with oral language
- Dictate student writing where appropriate
- Emphasize thorough planning and “front loading” to enable student success, with prompting and support
- Provide frames to support generation of written language; structure feedback and revision

Writing Connected to Text Shifts:
- Students will write about what they read
- Writing takes on many forms: narrative, informational, and opinion/argumentative writing.
- Students should not write about disconnected, random topics (i.e., “What I did on my summer vacation”).
- Narrative writing, while based on text, still allows for creativity

- LETRS: Unit 9
- Nancy Fetzer’s Common Core Writing
  www.commoncorestandardswriting.com/
- Writing Gallery Checklists
  Narrative Writing
  Informative Writing
  Opinion Writing
| Small-Group Instruction: Teacher-led Table & Literacy Centers | • Flexible grouping based on assessment data  
• Address foundational gaps and deficits based on universal screeners, diagnostics, and additional assessment data | • Literacy Centers  
[www.readingrockets.org/article/literacy-centers](http://www.readingrockets.org/article/literacy-centers)  
• Mississippi Kindergarten Guidelines  
[https://www.mdek12.org/EC](https://www.mdek12.org/EC)  
• Integrated Kindergarten Center Activities for Literacy  
# APPENDIX A: Levels of Phonological Awareness and Phonological Awareness Activities

<table>
<thead>
<tr>
<th>Typical Age</th>
<th>Phonological or Phonemic Skill</th>
<th>Sample Tasks</th>
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<tbody>
<tr>
<td><strong>EARLY PHONOLOGICAL AWARENESS</strong></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Responsiveness to rhyme and alliteration during word play</td>
<td>Enjoying and reciting learned rhyming words or alliteration phrases in familiar storybooks or nursery rhymes</td>
</tr>
</tbody>
</table>
| 5 | Rhyme recognition, odd word out; production of learned rhymes or recognition of changes that don’t belong | Which two words rhyme? *Stair, steel, chair*  
Hickory dickory dock, the mouse went up the _____?  
*Truck (1), airplane (2), boat (1), automobile (4)*  
Do *Mary* and *Martha* start with the same sound? Yes or no?  |
| **BASIC PHONEMIC AWARENESS** | | |
| 5.5 | Distinguishing and remembering separate phonemes in a series  
Blending onset and rime  
Segmenting and pronouncing the initial sound of a word | Showing sequences of single phonemes with colored blocks, such as /s/, /s/, /t/, or /z/, /sh/, /z/  
What word? *Th – umb, qu – een, h – alf, d – amp*  
Say the first sound in shoelace (/sh/), sock (/s/), funnel (/f/). |
| 6 | Syllable deletion  
Deleting part of a compound  
Onset-rime blending, beginning phoneme blending | Say *parsnip*. Saw it again but don’t say *par*.  
Say *cowboy*. Say it again but don’t say *cow*.  
/sh/ - op (*shop*)  
/kw/ - èn (*queen*)  
/b/ - åth (*bathe*)  
/b/ - /ā/ - /t/ (*bait*) |
<table>
<thead>
<tr>
<th>120-MINUTE LITERACY</th>
<th>Kindergarten</th>
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<tbody>
<tr>
<td><strong>Phoneme segmentation, simple syllables with 2-3 phonemes (no blends)</strong></td>
<td>Say each sound in the word as you move a chip for each sound: /sh/ - /e/, /m/-/a/-/n/, /l/-/ë/-/g/.</td>
</tr>
<tr>
<td><strong>6.5</strong></td>
<td><strong>Phoneme segmentation up to 3-4 phonemes, including blends</strong></td>
</tr>
<tr>
<td></td>
<td>Say the separate phonemes while you tap the sounds: /b/ /a/ -- /ck/ (back) /ch/ -- /ë/ -- /z/ (cheese) /k/-/l/-/ou/-/d/ (cloud)</td>
</tr>
<tr>
<td></td>
<td><strong>Phone substitution to build new words – simple syllables with no blends</strong></td>
</tr>
<tr>
<td></td>
<td>Change the /j/ in cage to /n/. Change the /a/ in cane to /ö/.</td>
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<tr>
<td></td>
<td><strong>Extracting and pronouncing beginning, final, and medial phonemes from one-syllable words</strong></td>
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<tr>
<td></td>
<td>Say the last sound in milk. Say the last sounds in rope.</td>
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</table>

### ADVANCED PHONEMIC AWARENESS

| 7 | **Sound deletion, initial and final position** |
| Sound substitution, initial position, including blends | Say meat. Say it again without the /m/. Say safe. Say it again without the /f/. |
| Listen. What sound have I changed? Shrink, shrank; square, squire |
| **8** | **Sound deletion, initial position, including blends** |
| **9** | **Sound deletion, medial and final blend position** |
| **Phoneme reversal** | Say snail. Say it again without /n/. Say smoke. Say it again without /m/. Say fork. Say it again without the /k/. |
| **Phoneme chaining** | Say safe. Say the last sound first and the first sound last. (face) Say slack. Say the last sound first and the first sound last. (class) |
| In a series of words that change only one sound at a time, use colored blocks to show addition, deletion, substitution, and resequencing of sounds from one word to the next. |

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APPENDIX B:  
LETRS® General Phonics Routine

<table>
<thead>
<tr>
<th>Component of Lesson</th>
<th>Instructional Routines and Techniques</th>
<th>Approx. Time</th>
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<tbody>
<tr>
<td>State Goal and Purpose</td>
<td>State concept focus and expectations for outcomes (“Today we will study…”)</td>
<td>1 min.</td>
</tr>
<tr>
<td>Phonological Awareness Warm-Up</td>
<td>Warm-up exercises, listening to and manipulating sounds in spoken words</td>
<td>3 min.</td>
</tr>
<tr>
<td>Review Previous Lesson</td>
<td>Fluency drills; rereading familiar text; checking retention of learned words or concepts</td>
<td>3 min.</td>
</tr>
<tr>
<td>Introduce New Concept</td>
<td>Explicit, direct teaching of new phoneme-grapheme correspondence or letter pattern</td>
<td>3-5 min.</td>
</tr>
<tr>
<td>Provided Guided Practice</td>
<td>Teacher-led practice blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences</td>
<td>5 min.</td>
</tr>
<tr>
<td>Practice Dictation</td>
<td>Dictation of sounds, words, and sentences</td>
<td>8 min.</td>
</tr>
<tr>
<td>Connect to Word Meaning</td>
<td>With phonics and vocabulary, construct multiple-meaning web; locate words that have similar meanings or that go together; find the off one out in a set of words; use two vocabulary words in a sentence, etc.</td>
<td>5 min.</td>
</tr>
<tr>
<td>Read Text</td>
<td>Read decodable text with a high proportion of words that have been taught</td>
<td>8 min.</td>
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## LETRSı Scope and Sequence for Word Study, Reading, and Spelling

### Consistent Phoneme-Grapheme Correspondences

<table>
<thead>
<tr>
<th>Grapheme Types</th>
<th>For Reading</th>
<th>For Spelling</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictable consonants: ( m, s, t, l; p, f, c ) (( /k/ )), ( n; b, r, j, k; g ) (( /g/ )), ( w, d; h, y, z, x )</td>
<td>K</td>
<td>K</td>
<td>him, napkin</td>
</tr>
<tr>
<td>Predictable short vowels: /( \ddot{a} )/, /( \ddot{i} )/, /( \ddot{o} )/, /( \ddot{u} )/, /( \ddot{e} )/ spelled with a, i, o, u, e</td>
<td>K</td>
<td>K-1</td>
<td>wet, picnic</td>
</tr>
<tr>
<td>Long vowel sounds associated with single letters a, e, i, o, u; open syllables in one-syllable words</td>
<td>K</td>
<td>K-1</td>
<td>me, he, we, be, so, no, hi</td>
</tr>
<tr>
<td>Consonant digraphs: sh, ch, wh, th, ng</td>
<td>K-1</td>
<td>1</td>
<td>chin, fish, then</td>
</tr>
<tr>
<td>Two-consonant blends: qu, st, sm, sn, -st, -ft, -lp, sr, sl cr, cl, tr, dr, etc.</td>
<td>1</td>
<td>1-2</td>
<td>dragon, slaps</td>
</tr>
<tr>
<td>Three-consonant blends and blends with digraphs: squ, str, scr, thr, shr</td>
<td>2</td>
<td>2-3</td>
<td>strong, scrape</td>
</tr>
</tbody>
</table>

### Variable, More Challenging Phoneme-Grapheme Correspondences

<table>
<thead>
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<th>For Reading</th>
<th>For Spelling</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Single consonants: /s/ = c, s; /z/ = s, z; /k/ = k, c, -ck after a short vowel; /g/ = j, g</td>
<td>1</td>
<td>1-2</td>
<td>result, cent, rock</td>
</tr>
<tr>
<td>Hard and soft c and g alternation, across a larger body of words</td>
<td>1</td>
<td>2-3</td>
<td>carry, center; girl, gentle</td>
</tr>
</tbody>
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### 120-MINUTE LITERACY

<table>
<thead>
<tr>
<th>Syllable Types</th>
<th>For Reading</th>
<th>For Spelling</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final consonant blends with nasals:</strong> nt, nd, mp, nk</td>
<td>1</td>
<td>2-3</td>
<td>sink, sank, sunk; dump, tent</td>
</tr>
<tr>
<td>VCe long vowel pattern in single-syllable words</td>
<td>1</td>
<td>1</td>
<td>wage, theme, fine, doze, cute/rude</td>
</tr>
<tr>
<td>Vowel teams for long vowel sounds, most common: ee, ea; ai, ay; oa, ow, oe; igh</td>
<td>1</td>
<td>2</td>
<td>seek, meat, snow, boat, toe, stay mail, fight</td>
</tr>
<tr>
<td>Vowel-r combinations, single syllables: er, ar, or, ir, ur</td>
<td>1</td>
<td>2</td>
<td>port, bird, turn, her</td>
</tr>
<tr>
<td>Digraphs ph (/f/), gh (/t/), ch (/k/ and /sh/)</td>
<td>2</td>
<td>2-3</td>
<td>phone, cough, school, machine</td>
</tr>
<tr>
<td>Trigraphs -tch (/ch/), -dge (/j/)</td>
<td>2</td>
<td>2-3</td>
<td>switch, judge</td>
</tr>
<tr>
<td>Other vowel-r combinations: are, air, our, ore, ear, eer, ure, etc.</td>
<td>2</td>
<td>2-3</td>
<td>hare, hair; for, four; bear, heart</td>
</tr>
<tr>
<td>Dipthongs and vowels /aw/ and /oo/: oi, oy; ou, ow; au, aw; oo, u</td>
<td>1-2</td>
<td>2-3</td>
<td>toil, boyfriend, bout, tower, audio, claws, took, put</td>
</tr>
<tr>
<td>All jobs of y (as consonant /y/; as /i/ on ends of one- syllable words like cry; as /e/ on ends of multisyllable words like baby; as /i/ in a few)</td>
<td>1</td>
<td>2</td>
<td>yellow, try, candy, gym</td>
</tr>
<tr>
<td>Silent letter combinations, Anglo-Saxon words</td>
<td>2</td>
<td>3</td>
<td>knew, calm, comb, ghost, write</td>
</tr>
<tr>
<td>The -ild, -ost, -olt, -ind pattern</td>
<td>2</td>
<td>2</td>
<td>wild, most, cold, find</td>
</tr>
<tr>
<td>Irregular spellings of high-frequency words</td>
<td>K-3</td>
<td>K-3</td>
<td>they, enough, of, been, were, said, there</td>
</tr>
</tbody>
</table>

### Six Syllable Types and Oddities in Multisyllabic Words

<table>
<thead>
<tr>
<th>Syllable Types</th>
<th>For Reading</th>
<th>For Spelling</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed: short vowel ending with consonant</td>
<td>1</td>
<td>2</td>
<td>sister, Sep-tember</td>
</tr>
<tr>
<td>Open: long vowel, no consonant ending</td>
<td>1</td>
<td>2</td>
<td>robot, behind, music</td>
</tr>
</tbody>
</table>
### Orthographic Rules and Generalizations

<table>
<thead>
<tr>
<th>Rule/Principle</th>
<th>For Reading</th>
<th>For Spelling</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>No word ends in <strong>v</strong> or <strong>j</strong></td>
<td>1</td>
<td>2-3</td>
<td>have, love, move; wage, huge, ridge, dodge</td>
</tr>
<tr>
<td>Floss rule (<strong>f</strong>; <strong>l</strong>; <strong>s</strong> doubling)</td>
<td>1</td>
<td>1</td>
<td>stuff, well, miss, jazz</td>
</tr>
<tr>
<td>Consonant doubling rule for suffix addition</td>
<td>1</td>
<td>2-3</td>
<td>beginning</td>
</tr>
<tr>
<td>Drop silent <strong>e</strong> for suffix addition</td>
<td>1</td>
<td>2-3</td>
<td>scared, likable</td>
</tr>
<tr>
<td>Change <strong>y</strong> to <strong>i</strong> for suffix addition</td>
<td>1</td>
<td>2-3</td>
<td>studying, cried, candied</td>
</tr>
</tbody>
</table>

### Other Aspects of Orthography

<table>
<thead>
<tr>
<th>Rule/Principle</th>
<th>For Reading</th>
<th>For Spelling</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homophones</td>
<td>2</td>
<td>2-3</td>
<td>to, two, too</td>
</tr>
<tr>
<td>Contractions with <strong>am</strong>, <strong>is</strong>, <strong>has</strong>, <strong>not</strong></td>
<td>1</td>
<td>2</td>
<td>I’m, he’s, she’s, isn’t, don’t</td>
</tr>
<tr>
<td>Contractions with <strong>have</strong>, <strong>would</strong>, <strong>will</strong></td>
<td>2</td>
<td>3</td>
<td>I’ve, he’d, they’ll</td>
</tr>
<tr>
<td>Possessives and plurals</td>
<td>1-3</td>
<td>1-3+</td>
<td>house’s, houses, houses’; it’s, its; hers, theirs</td>
</tr>
</tbody>
</table>

### Basic Morphology (Anglo-Saxon and Latin)
<table>
<thead>
<tr>
<th>Morpheme Construction</th>
<th>For Reading</th>
<th>For Spelling</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compounds</td>
<td>1</td>
<td>2</td>
<td>sunshine, breakfast, fifty-one</td>
</tr>
<tr>
<td>Inflectional suffixes; inflectional suffix on single-syllable base words with no spelling change (<em>e.g.</em>, <em>helps, helps, helped, helping</em>)</td>
<td>1</td>
<td>1-2</td>
<td>Walks, walking, walked; wanted, dogs, wishes; redder, reddest</td>
</tr>
<tr>
<td>Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change</td>
<td>1-2</td>
<td>2-3</td>
<td>caring, loved, cries</td>
</tr>
<tr>
<td>Irregular past tense and plurals</td>
<td>1-3</td>
<td>1-3</td>
<td>ran, wet, bent, left, sold; wolf, wolves; shelf, shelves</td>
</tr>
<tr>
<td>Common prefixes</td>
<td>1</td>
<td>2</td>
<td>un-, dis-, in-, re-, pre-, mis-, non-, ex-</td>
</tr>
<tr>
<td>Less common prefixes</td>
<td>2</td>
<td>3+</td>
<td>fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-</td>
</tr>
<tr>
<td>Common derivational suffixes</td>
<td>2</td>
<td>2-3</td>
<td>-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en</td>
</tr>
<tr>
<td>Common Latin roots</td>
<td>3</td>
<td>3+</td>
<td>port, form, ject, spect, dict, ten, fer</td>
</tr>
</tbody>
</table>

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Groups of Lowercase Manuscript Letters for Handwriting Instruction (LETRS*)

| Group 1: Continuous movement, beginning with straight line down | h, b, m, n, r, p |
| Group 2: Continuous movement, beginning at 2 o’clock below the belt line, going up, back, around | a, c, d, g, o, q, s |
| Group 3: Letters with straight down strokes and no circles | i, l, f, k, t, j |
| Group 4: Letters with slanted lines (diagonals) beginning at the belt line | v, w, x, y |
| Group 5: Letters with horizontal lines | e, z |
| Group 6: Letter with a forward scoop | u |

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Guiding Decodable Text Reading Procedure

In this procedure, it’s important to prepare students for text reading before they read the text. Once they do begin text reading, keep interest high by using a variety of techniques as students read and reread the text.

**Materials:** Copy of a decodable text for each student.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review the words, phrases, and sentences that students will read in the story. Use a sound-blending technique if students need the practice but encourage reading whole words as units. Discuss any word meanings the students may not know.</td>
</tr>
<tr>
<td>2</td>
<td>Preview the text by browsing its pictures and subject matter predicting what the story line might be. Review any other unfamiliar words.</td>
</tr>
<tr>
<td>3</td>
<td>Briefly discuss what students already know about the topic or what experiences they might have had with the topic.</td>
</tr>
<tr>
<td>4</td>
<td>Vary approaches to text reading. Promote techniques such as reading aloud with the teacher, partner reading, or individuals taking turns as others follow with “eyes on text” or whisper reading. Several readings of the same text, using different text-reading procedures, help consolidate word recognition and support comprehension.</td>
</tr>
<tr>
<td>5</td>
<td>When students have read the text two or more times, pair students, assign them roles of “Reader” and “Coach,” and ask the Reader to retell the story to the Coach. Then, reverse the roles so that each student has an opportunity to retell.</td>
</tr>
</tbody>
</table>
Decodable Text Reading: Transfer to Text Process

With this process, summarized in the table below, the four steps below are used repeatedly over the course of a week. Students read three different passages containing the targeted sound-symbol relationship, with support gradually reduced between the first and second passage readings. At the end of the week, the process culminates with students reading only a clean copy of the third passage.

| Materials: Three different decodable texts with two copies for each student; highlighters |
|---|---|
| 1 | Guide students to highlight the targeted pattern words in the text. |
| 2 | Have students read only the highlighted words so that they practice the words in isolation before reading whole sentences. |
| 3 | Have students read the whole passage using their highlighted copy. |
| 4 | Give students a clean copy of the text (with no highlighting) and have them read the whole passage. |

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Sample Transfer to Text Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Highlight Skill Words</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Read Highlighted Words</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Read Passage with Highlighted Words</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Read Clean Copy of Passage</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

(From Phonics First Library, by 95 Percent Group Inc.)

### APPENDIX C:
Multisyllabic Word-Reading Strategies

#### Reading Longer Words

<table>
<thead>
<tr>
<th></th>
<th><strong>Two consonants between two vowels (VC-CV):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When vowels have two adjacent consonants between them, divide between the consonants. The first syllable will be closed (with a short vowel).</td>
</tr>
<tr>
<td></td>
<td>Sub - let  nap - kin  pen - ny  win – some</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>One consonant between two vowels (V-CV and VC-V):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a. First, try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy works 75 percent of the time with VCV syllable division.</td>
</tr>
<tr>
<td></td>
<td>e – ven  ra – bies  de – cent  ri – val</td>
</tr>
<tr>
<td></td>
<td>b. If the word is not recognizable, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy works the remaining 25 percent of the time with VCV syllable division.</td>
</tr>
<tr>
<td></td>
<td>ev – er  rab – id  dec – ade  riv – er</td>
</tr>
</tbody>
</table>

When students pronounce the vowel sounds, tell them to “flex” the vowel sound. Since the vowel is the sound in the word that is the least consistent, have students sound it out one way, check to see if it makes sense as a word, and then try it another way if it does not make sense.

<table>
<thead>
<tr>
<th></th>
<th><strong>Consonant blends and digraphs stick together:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Don’t separate them when using the first two principles for dividing words by syllable.</td>
</tr>
<tr>
<td></td>
<td>e – ther  spec – trum  se – cret</td>
</tr>
<tr>
<td>Step</td>
<td>Procedure</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>Box any familiar suffixes (e.g., -ing, -ous, -ful).</td>
</tr>
<tr>
<td>2</td>
<td>Circle any familiar prefixes (e.g., re-, un-, sub-).</td>
</tr>
</tbody>
</table>
| 3    | Locate and put a line under each vowel grapheme in the word.  
|      | - Do not mark final silent e.  
|      | - Remember that vowel teams are one vowel sound.  
|      | - If necessary, mark the vowel and consonant sequences with V or C under the words’ letters. |
| 4    | Use knowledge of syllables to decode the vowel sounds. Scoop a pencil under each syllable, blending the sounds left to right. |
| 5    | Say the whole word and see if it makes sense. Flex the vowel sound, and try it different ways if it doesn’t sound right. |
| 6    | If necessary, check the context for clarification. |

The “le” is underlined as a vowel digraph because it contains the schwa sound in the final syllable.

### APPENDIX D:
Vocabulary and Word-Learning Strategies

<table>
<thead>
<tr>
<th>Word-Learning Strategies</th>
<th>Multiple Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: Select one of the words (or pictures) listed below and write it in the oval in the middle of the multiple-meaning web. In each box, write one unique meaning for the word and a brief example sentence (may also use pictures and oral dictation)</td>
<td></td>
</tr>
</tbody>
</table>

check  frame  pitch

![Diagram of multiple-meaning web with words check, frame, and pitch]
Sort the words or pictures using the graphic organizer. The names of the categories are included in the word list. (This format is the most challenging; young students are likely to need more structure and scaffolding, even if they know the individual words in the sort.)

Writing Definitions

With prompting and support, use the following format to make a definition for each word below.

**Word = Synonym, Category + Attributes**

A __________________ is (a) __________________ that (is, does) ________________
(word) (synonym, category) (defining attribute)

Example:

**Community:** A community is a group of people that live near each other.

Semantic Feature Analysis

A semantic feature analysis is a method for comparing the attributes of concepts that overlap to some extent but that are distinguished from one another.

**Comparison of Vertebrates**

<table>
<thead>
<tr>
<th></th>
<th>Have Fur/Hair</th>
<th>Have a Spine</th>
<th>Are Warm-Blooded</th>
<th>Lays Eggs to Reproduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mammals</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Amphibians</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reptiles</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Fish</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gradable and Complementary Antonyms

Gradable antonyms take meaning from the context in which they are used, with prompting and support. Complementary antonyms, or pairs of opposites, are dichotomous and do not represent points on a scale.

Example:

- miniscule
- teensy
- petite
- huge
- gigantic
- humongous

Shades of Meaning

A similar activity to gradable antonyms involves shades of meaning among synonyms.

- fast
- hasty
- speedy
- fleet-footed
- swift
- meteoric

---

## APPENDIX E:
Writing Development
Phases of Literacy Development and Writing Development (Paulson & Moats, 2018) LETRS*

<table>
<thead>
<tr>
<th>Phases</th>
<th>Literacy Development</th>
<th>Writing Development</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prealphabetic</td>
<td>Prealphabetic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Developing letter knowledge and lack of phonemic awareness</td>
<td>• Three unique levels of writing that lack any use of letter-sound connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sight words learned by visual cues</td>
<td>o Scribbles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Words spelled nonphonetically</td>
<td>o Mock letters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Preschool to kindergarten</td>
<td>o Random letter strings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Toddlers and preschoolers (ages 2-5)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Early Alphabetic</td>
<td>Semiphonetic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Letter-name knowledge and developing phonemic awareness</td>
<td>• Beginning awareness of the connection between letters and speech sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sight words learned by partial phoneme-grapheme connections with partial phonetic spellings</td>
<td>• Late preschool to kindergarten</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kindergarten to first grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Later Alphabetic</td>
<td>Phonetic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Full phonemic awareness and complete phoneme-grapheme correspondences</td>
<td>• Writing words using close letter-sound correspondences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spellings are phonetic</td>
<td>• Kindergarten to second grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• First grade to third grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Consolidated Alphabetic</td>
<td>Conventional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Known grapho-syllabic spelling units used to decode unfamiliar words</td>
<td>• Orthographically and grammatically correct writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grapho-syllabic and grapho-syllabic and grapho-syllabic</td>
<td>• Third grade and beyond</td>
<td></td>
</tr>
</tbody>
</table>
Foundations of Writing Development (LETRS*)

<table>
<thead>
<tr>
<th>Age</th>
<th>Drawing Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Vertical strokes</td>
</tr>
<tr>
<td>2 1/2</td>
<td>Horizontal strokes</td>
</tr>
<tr>
<td>3</td>
<td>Circles</td>
</tr>
<tr>
<td>4</td>
<td>Cross</td>
</tr>
<tr>
<td>5</td>
<td>Square</td>
</tr>
<tr>
<td>5 1/2</td>
<td>Triangle</td>
</tr>
</tbody>
</table>
Questions for Evaluating Writing (LETRS*)

<table>
<thead>
<tr>
<th>Question</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the student learned to form letters correctly?</td>
<td></td>
</tr>
<tr>
<td>Does the student need more work on uppercase and lowercase letters?</td>
<td></td>
</tr>
<tr>
<td>Does the student have control over spacing and direction of print on the page?</td>
<td></td>
</tr>
<tr>
<td>Does the student represent the phonemes in words?</td>
<td></td>
</tr>
<tr>
<td>Does the student have grade-appropriate spelling of high-frequency words?</td>
<td></td>
</tr>
<tr>
<td>Does the student use punctuation appropriately for grade level?</td>
<td></td>
</tr>
<tr>
<td>Is the student writing complete sentences?</td>
<td></td>
</tr>
<tr>
<td>Was the assignment appropriate, given the student’s response?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F:
Steps to Creating a Thematic Unit
1. Determine Theme
2. Identify standards to be taught from ELA, math, science, social studies and health
3. Determine how students will demonstrate mastery for each standard
4. Select text that correlates with theme
5. Plan rigorous activities that align with theme and standards
6. Teach
7. Assess student knowledge

Suggestions for Thematic Units by Month

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School</td>
<td>Nursery Rhymes</td>
<td>Farm/Harvest</td>
<td>Appreciation &amp; Gratitude</td>
</tr>
<tr>
<td>All About Me</td>
<td>Folktales &amp; Fairy Tales</td>
<td>Animals on the Farm</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Families</td>
<td>Apple Orchard</td>
<td>Autumn</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Five Senses</td>
<td></td>
<td>Pumpkins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays Around the World</td>
<td>Winter</td>
<td>Black History Month</td>
<td>Animal Groups</td>
</tr>
<tr>
<td>Giving and Sharing</td>
<td>Polar Animals</td>
<td>Transportation (Land, Water, Air)</td>
<td>Rainforest</td>
</tr>
<tr>
<td>Reindeer</td>
<td>Famous Americans</td>
<td>Community Helpers</td>
<td>Dinosaurs</td>
</tr>
<tr>
<td>The Arctic</td>
<td></td>
<td>Kindness</td>
<td>Read Across America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
<th>Additional Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Summer</td>
<td>Election</td>
</tr>
<tr>
<td>Life Cycles</td>
<td>Ocean</td>
<td>Holidays</td>
</tr>
<tr>
<td>Butterflies</td>
<td>Recycling</td>
<td>Space</td>
</tr>
<tr>
<td>Geography</td>
<td>Volcanoes</td>
<td>Garden</td>
</tr>
</tbody>
</table>

|                       |                         | Insects              |
|                       |                         |                      |
Thematic Unit Yearly Planning Template

<table>
<thead>
<tr>
<th>Theme (Include Dates &amp; Duration)</th>
<th>ELA Standards</th>
<th>Lessons/Units from Curriculum (Note if using additional text)</th>
<th>Connections to Math, Social Studies, Science, and Extra Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
Thematic Unit Center Planning Template

<table>
<thead>
<tr>
<th>Center</th>
<th>Center Title</th>
<th>MS CCRS</th>
<th>Directions and Accountability</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List Type of Learning Center and Component(s) of Reading Addressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*(Note if it is a Primary Center with **)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**APPENDIX G:**
Kindergarten Readiness Assessment Support

Subdomain Definitions taken from [STAR Early Literacy Technical Manual](#)

<table>
<thead>
<tr>
<th>Subdomain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetic Principle (AP)</td>
<td>Assesses a student’s knowledge of letter names, alphabetic letter sequences and the sounds associated with letters.</td>
</tr>
<tr>
<td>Concept of Word (CW)</td>
<td>Assesses a student’s understanding of print concepts regarding written word length and word borders and the difference between words and letters.</td>
</tr>
<tr>
<td>Visual Discrimination (VS)</td>
<td>Assesses a student’s ability to differentiate both upper- and lowercase letters, identify words that are different and match words that are the same.</td>
</tr>
<tr>
<td>Phonemic Awareness (PA)</td>
<td>Assesses a student’s understanding of rhyming words; blending and segmenting word parts and phonemes; isolating and manipulating initial, final and medial phonemes and identifying the sounds in consonant blends.</td>
</tr>
<tr>
<td>Phonics (PH)</td>
<td>Assesses a student’s understanding of short, long and variant vowels and other vowel sounds; initial and final consonants; consonant blends and digraphs; consonant and vowel substitution and identification of rhyming words and sounds in word families.</td>
</tr>
<tr>
<td>Structural Analysis (SA)</td>
<td>Assesses a student’s understanding of affixes and syllable patterns in decoding and identification of compound words.</td>
</tr>
<tr>
<td>Vocabulary (VO)</td>
<td>Assesses a student’s knowledge of high-frequency words, regular and irregular sight words, multi-meaning words, words used to describe categorical relationships, position words and synonyms and antonyms.</td>
</tr>
<tr>
<td>Sentence-Level Comprehension (SC)</td>
<td>Assesses a student’s ability to identify the meaning of words in contextual sentences.</td>
</tr>
<tr>
<td>Paragraph-Level Comprehension (PC)</td>
<td>Assesses a student’s ability to identify the main topic of text and the ability to answer literal and inferential questions after listening to or reading text.</td>
</tr>
<tr>
<td>Early Numeracy (EN)</td>
<td>Assesses a student’s ability to identify and name numbers, understand number-object correspondence, complete sequences, compose and decompose groups of up to ten and compare sizes, weights and volumes.</td>
</tr>
</tbody>
</table>

Kindergarten Readiness [Practice Assessment](#)
MISSISSIPPI DEPARTMENT OF EDUCATION
Carey M. Wright, Ed. D.  State Superintendent of Education

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