

SUGGESTED INSTRUCTIONAL ROUTINES FOR TEACHING READING

Kindergarten

Literacy Block Components and Resources



Mississippi Department of Education
OFFICE OF ELEMENTARY EDUCATION AND READING



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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

Copple, C., & Bredekamp. (2006) Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6. Washington, DC: NAEYC.
Stuber, G. (2007) Centering your classroom: Setting the stage for engaged learners. National Association for the Education of Young Children Beyond the Journal.

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

**Designates a primary center in each classroom

LITERACY BLOCK COMPONENTS Kindergarten

WHOLE-GROUP INSTRUCTION

Build fluency throughout the lesson.

Lesson should be tied to a thematic unit.

Phonological Awareness

(10-15 minutes or approximately 10% of instructional time)

- Instruction should be interactive and explicit (**Appendix A**)
- Focus on understanding of spoken words, syllables, and phonemes- **RF.K.2**

Word Work: Concepts of Print, Phonics, and/or Word Reading

(20-30 minutes or approximately 30% of instructional time)

- Focus on the understanding of the organization and basic features of print- **RF.K.1 (Appendix G)**
- Know and apply grade-level phonics and word analysis skills in decoding words- **RF.K.3 (Appendix G)**
- Read emergent-reader text with purpose and understanding- **RF.K.4 (Appendix G)**
- Incorporate the General Phonics Lesson Plan (**Appendix B**)
- Teach sound-symbol correspondence and syllable patterns (**Appendix C**)
- Use multi-sensory strategies for instruction and practice

Vocabulary Instruction (Explicit vocabulary instructional strategies should be tied to reading comprehension)

(10-15 minutes or approximately 10% of instructional time)

- Focus on **Language Standard 4 and 6**
- Use a direct and explicit routine for introducing new words, utilizing visual aids, props, and gestures
- Aim to teach 3-5 tier two vocabulary words per reading selection (reference words during read aloud)-**L.K.4**
- Expose students to word learning strategies (**Appendix D**)
- Add words to the word wall

Reading Comprehension: Read Alouds and Guided Text Reading for Meaning

(10-15 minutes or approximately 10% of instructional time)

- Utilize read aloud tied to the thematic unit
- Use read-alouds to develop print awareness, reading, and listening comprehension (**RL and RI standards, Speaking and Listening standards**)
- Discuss and respond to text dependent questions involving increasing amounts of higher order thinking

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)

SMALL-GROUP INSTRUCTION*Build fluency throughout the lesson.***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

Component	Instructional Strategies	Resources
<p>Phonological Awareness</p>	<p>Systematic, Explicit Instruction Provides sufficient opportunities for teacher modeling of the task and student practice/application.</p> <ul style="list-style-type: none"> • Effective phonological awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language. • Teachers use many activities to build phonological awareness, including the following: <i>word awareness, rhyme & alliteration, syllable manipulation, onset & rime manipulation, phoneme identification, phoneme categorization, phoneme isolation, phoneme blending, phoneme segmenting, phoneme deletion, phoneme addition, phoneme substitution, and phoneme reversal.</i> 	<ul style="list-style-type: none"> • LETRS: Unit 2 • Levels of Phonological Awareness (Appendix A) K-3rd grade • Phonological Awareness Activities (Appendix A) K-3rd grade • CORE: Teaching Reading Sourcebook Print Awareness Letter Knowledge Phonological Awareness Section • YouTube: mde_literacy • Literacy Focus of the Month (September) • Heggerty Phonemic Awareness Curriculum and Resources: www.heggerty.org/download-assessments-and-resources • Administering the Phonological Awareness Screening Test (PAST) Assessment www.heggerty.org/download-assessments-and-resources • Phonological Awareness Screening Test (PAST) Assessment www.maspweb.com/resources/Documents/PAST%202016.pdf

Phonics**Systematic, Explicit Instruction**

- Uses effective lesson routines that follows an effective scope and sequence (*).
- Teaches all components of the phonics lesson template
- Enables transfer of skills to accurate, automatic application of decoding in connected text and encoding in spelling

- **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**
www.reallygreatreading.com/rgrdownloads/real-ly-great-reading-diagnostic-decoding-surveys.pdf
- **West Virginia Phonics Lesson**
hickman.sharpschool.net/cms/One.aspx?portalId=3052816&pageId=21377024
- **Explicit Instruction**
explicitinstruction.org/video-elementary/
- **CORE: Teaching Reading Sourcebook**
Phonics Section
Irregular Word Section
- **Florida Center for Reading Research (FCRR) Resources**
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

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=7qESE2GeZxo
 - **Nancy Fetzer's – Word Masters/ Front Loading Vocabulary**
www.nancyfetzer.com/
 - **Explicit Instruction Video**
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

- **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.greatbookstoread aloud.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
www.mdek12.org/sites/default/files/Offices/MD/E/OAE/OEER/Literacy/Writing/9.9.18%20Narrative%20Writing%20Checklist.pdf

Informative Writing

www.mdek12.org/sites/default/files/Offices/MD/E/OAE/OEER/Literacy/Writing/9.9.18-%20Informative%20Writing%20Checklist.pdf

Opinion Writing

www.mdek12.org/sites/default/files/Offices/MD/E/OAE/OEER/Literacy/Writing/9.9.18-%20Opinion%20Writing%20Checklist.pdf

**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
- **Mississippi Kindergarten Guidelines**
<https://www.mdek12.org/EC>
- **Integrated Kindergarten Center Activities for Literacy**
https://www.mdek12.org/sites/default/files/7-28-17_kindergarten-integrated-centers-for-literacy-with-standards_20170728122653_410076.pdf

APPENDIX A:

Levels of Phonological Awareness and Phonological Awareness Activities

Typical Age	Phonological or Phonemic Skill	Sample Tasks
EARLY PHONOLOGICAL AWARENESS		
4	Responsiveness to rhyme and alliteration during word play	Enjoying and reciting learned rhyming words or alliteration phrases in familiar storybooks or nursery rhymes
5	Rhyme recognition, odd word out; production of learned rhymes or recognition of changes that don't belong Clapping, counting syllables Matching words with the same first sound	Which two words rhyme? <i>Stair, steel, chair</i> Hickory dickory dock, the mouse went up the _____? <i>Truck (1), airplane (2), boat (1), automobile (4)</i> Do <i>Mary</i> and <i>Martha</i> 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/, /f/, or /z/, /sh/, /z/ What word? <i>Th – umb, qu – een, h – alf, d – amp</i> 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 <i>parsnip</i> . Saw it again but don't say <i>par</i> . Say <i>cowboy</i> . Say it again but don't say <i>cow</i> . /sh/ - op (<i>shop</i>) /kw/ - ěn (<i>queen</i>) /b/ - āth (<i>bathe</i>) /b/ - /ā/ - /t/ (<i>bait</i>)

	Phoneme segmentation, simple syllables with 2-3 phonemes (no blends)	Say each sound in the word as you move a chip for each sound: <i>/sh/ - /ē/, /m/-/ă/-/n/, /l/-/ē/-/g/.</i>
6.5	Phoneme segmentation up to 3-4 phonemes, including blends Phoneme substitution to build new words – simple syllables with no blends Extracting and pronouncing beginning, final, and medial phonemes from one-syllable words	Say the separate phonemes while you tap the sounds: <i>/b/ /ā/ -- /ck/ (back)</i> <i>/ch/ -- /ē/ -- /z/ (cheese)</i> <i>/k/--/l/--/ou/--/d/ (cloud)</i> Change the /j/ in <i>cage</i> to /n/. Change the /ā/ in <i>cane</i> to /ō/. Say the last sound in <i>milk</i> . Say the last sounds in <i>rope</i> .
ADVANCED PHONEMIC AWARENESS		
7	Sound deletion, initial and final position Sound substitution, initial position, including blends	Say <i>meat</i> . Say it again without the /m/. Say <i>safe</i> . Say it again without the /f/. Listen. What sound have I changed? <i>Shrink, shrank; square, squire</i>
8	Sound deletion, initial position, including blends	Say <i>prank</i> . Now say it again without the /p/.
9	Sound deletion, medial and final blend position Phoneme reversal Phoneme chaining	Say <i>snail</i> . Say it again without /n/. Say <i>smoke</i> . Say it again without /m/. Say <i>fork</i> . Say it again without the /k/. Say <i>safe</i> . Say the last sound first and the first sound last. (<i>face</i>) Say <i>slack</i> . Say the last sound first and the first sound last. (<i>class</i>) 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.

APPENDIX B:**LETRS* General Phonics Routine**

Component of Lesson	Instructional Routines and Techniques	Approx. Time
State Goal and Purpose	State concept focus and expectations for outcomes (“Today we will study...”)	1 min.
Phonological Awareness Warm-Up	Warm-up exercises, listening to and manipulating sounds in spoken words	3 min.
Review Previous Lesson	Fluency drills; rereading familiar text; checking retention of learned words or concepts	3 min.
Introduce New Concept	Explicit, direct teaching of new phoneme-grapheme correspondence or letter pattern	3-5 min.
Provided Guided Practice	Teacher-led practice blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences	5 min.
Practice Dictation	Dictation of sounds, words, and sentences	8 min.
Connect to Word Meaning	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.	5 min.
Read Text	Read decodable text with a high proportion of words that have been taught	8 min.

LETRS: Scope and Sequence for Word Study, Reading, and Spelling

Consistent Phoneme-Grapheme Correspondences			
Grapheme Types	For Reading	For Spelling	Examples
Predictable consonants: <i>m, s, t, l; p, f, c (/k/), n; b, r, j, k; g (/g/), w, d; h, y, z, x</i>	K	K	him, napkin
Predictable short vowels: /ă /, /ĭ /, /ŏ /, /ÿ /, /ĕ / spelled with <i>a, i, o, u, e</i>	K	K-1	wet, picnic
Long vowel sounds associated with single letters <i>a, e, i, o, u</i> ; open syllables in one-syllable words	K	K-1	me, he, we, be, so, no, hi
Consonant digraphs: <i>sh, ch, wh, th, ng</i>	K-1	1	chin, fish, then
Two-consonant blends: <i>qu, st, sm, sn, -st, -ft, -lp, sr, sl cr, cl, tr, dr, etc.</i>	1	1-2	dragon, slaps
Three-consonant blends and blends with digraphs: <i>squ, str, scr, thr, shr</i>	2	2-3	<u>strong</u> , <u>scrape</u>
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Types	For Reading	For Spelling	Examples
Single consonants: /s/ = <i>c, s</i> ; /z/ = <i>s, z</i> ; /k/ = <i>k, c, -ck</i> after a short vowel; /g/ = <i>j, g</i>	1	1-2	re <u>su</u> lt, ce <u>n</u> ter, ro <u>ck</u>
Hard and soft <i>c</i> and <i>g</i> alternation, across a larger body of words	1	2-3	carry, center; girl, gentle

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

Six Syllable Types and Oddities in Multisyllabic Words

Syllable Types	For Reading	For Spelling	Examples
Closed: short vowel ending with consonant	1	2	<u>s</u> ister, <u>Sep</u> - <u>tem</u> ber
Open: long vowel, no consonant ending	1	2	<u>r</u> obot, <u>b</u> ehind, <u>m</u> usic

Vowel-consonant-e (VCe), long vowel sound	2	2	comp <u>e</u> t <u>e</u> , sup <u>o</u> s <u>e</u>
Vowel teams: long, short, and diphthong vowels	2	3	Meatloaf, <u>neigh</u> bor, <u>Toy</u> land
Consonant-le (Cle), final syllables	2-3	3	ea <u>gl</u> e, stub <u>bl</u> e
Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC	2-3	3	com - mit – ment, e – vent, ev – er – y, po – et
Oddities and schwa	3	3+	act <u>i</u> ve, atom <u>i</u> c, nation

Orthographic Rules and Generalizations

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

Other Aspects of Orthography

Homophones	2	2-3	to, two, too
Contractions with <i>am, is, has, not</i>	1	2	I'm, he's, she's, isn't, don't
Contractions with <i>have, would, will</i>	2	3	I've, he'd, they'll
Possessives and plurals	1-3	1-3+	house's, houses, houses'; it's, its; hers, theirs

Basic Morphology (Anglo-Saxon and Latin)

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

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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.

1	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.
2	Preview the text by browsing its pictures and subject matter predicting what the story line might be. Review any other unfamiliar words.
3	Briefly discuss what students already know about the topic or what experiences they might have had with the topic.
4	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.
5	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.

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

	Monday	Tuesday	Wednesday	Thursday	Friday
	Passage 1		Passage 2		Passage 3
1. Highlight Skill Words	X		X		
2. Read Highlighted Words	X				
3. Read Passage with Highlighted Words	X	X	X		
4. Read Clean Copy of Passage		X		X	X

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

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

APPENDIX C:

Multisyllabic Word-Reading Strategies

Reading Longer Words

- 1 Two consonants between two vowels (VC-CV):**
When vowels have two adjacent consonants between them, divide between the consonants. The first syllable will be closed (with a short vowel).

Sub - let nap - kin pen - ny win - some

- 2 One consonant between two vowels (V-CV and VC-V):**
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.

e - ven ra - bies de - cent ri - val

- 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.

ev - er rab - id dec - ade riv - er

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.

- 3 Consonant blends and digraphs stick together:**
Don't separate them when using the first two principles for dividing words by syllable.

e - ther spec - trum se - cret

Basic Procedure for Reading Big Words

1 Box any familiar suffixes (e.g., *-ing*, *-ous*, *-ful*).

2 Circle any familiar prefixes (e.g., *re-*, *un-*, *sub-*).

Locate and put a line under each vowel grapheme in the word.

- 3
- 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.



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

4 Use knowledge of syllables to decode the vowel sounds. Scoop a pencil under each syllable, blending the sounds left to right.

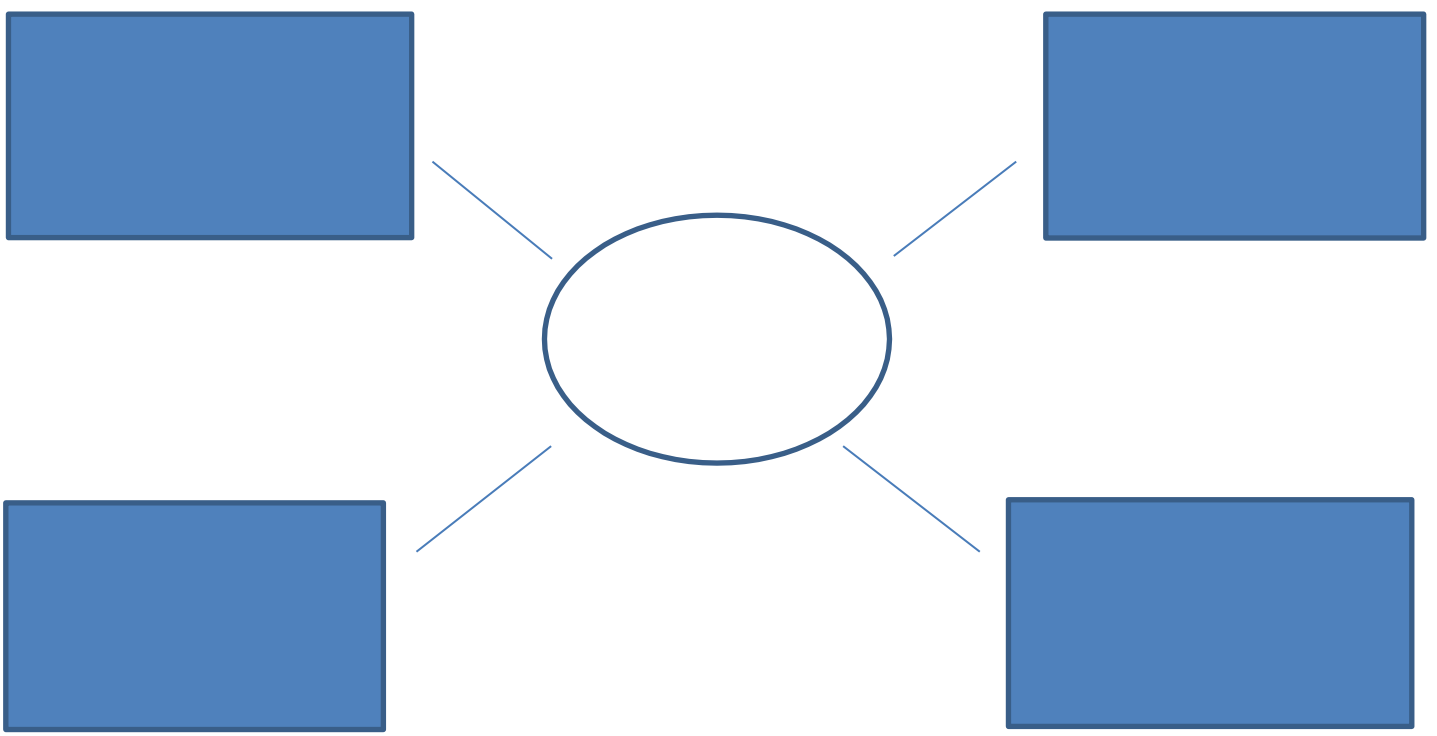
5 Say the whole word and see if it makes sense. Flex the vowel sound, and try it different ways if it doesn't sound right.

6 If necessary, check the context for clarification.

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

APPENDIX D:

Vocabulary and Word-Learning Strategies

Word-Learning Strategies	
Multiple Meanings	<p>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)</p> <p>check frame pitch</p>  <p>The diagram consists of a central white oval with a blue outline. Four blue lines radiate from the oval to the corners of a square arrangement of four blue rectangular boxes. The boxes are intended for students to write a unique meaning and a brief example sentence for a selected word.</p>

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.)



Practice Sorting Words by Category

Sort the words 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.)

✓ mushing	✓ searching	✓ tail	✓ security	✓ legs
✓ jobs	✓ Toto	✓ Scottish terrier	✓ food	✓ cocker spaniel
✓ kibbles	✓ Lasso	✓ bones	✓ breeds	✓ Old Yeller
✓ dogs	✓ German shepherd	✓ sniffing	✓ fur/hair	✓ body parts
✓ biscuits	✓ Rin-Tin-Tin	✓ famous dogs	✓ golden retriever	

Dogs

- Jobs**
 - mushing
 - searching
 - sniffing
 - security
- Famous Dogs**
 - Toto
 - Lasso
 - Rin-tin-tin
 - Old Yeller
- Body Parts**
 - tail
 - fur/hair
 - legs
- Breeds**
 - german shepherd
 - Scottish terrier
 - golden retriever
 - cocker spaniel
- Food**
 - kibbles
 - biscuits
 - bones

(hair, legs); Food (kibble, biscuits, bones); breeds (German shepherd, Scottish terrier, golden retriever, cocker spaniel); jobs (mushing, searching, sniffing, security)

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.

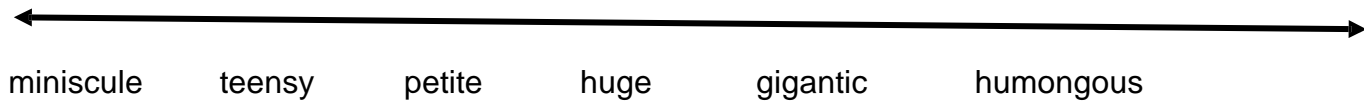
Comparison of Vertebrates

	Have Fur/Hair	Have a Spine	Are Warm-Blooded	Lays Eggs to Reproduce
Birds		X	X	X
Mammals	X	X	X	
Amphibians		X		X
Reptiles		X		X
Fish		X		X

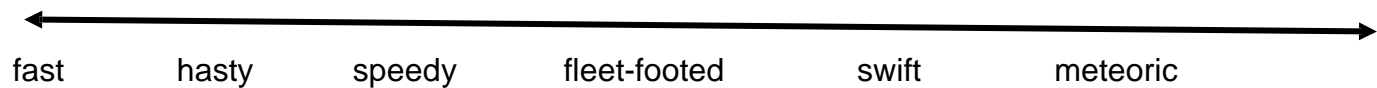
Gradable and Complementary Antonyms

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:

**Shades of Meaning**

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


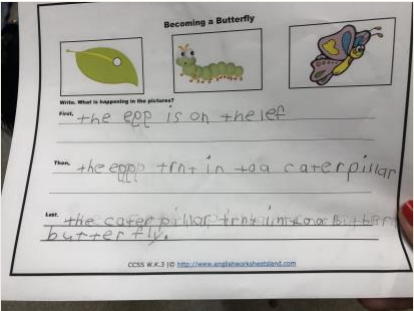
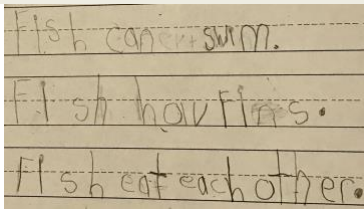
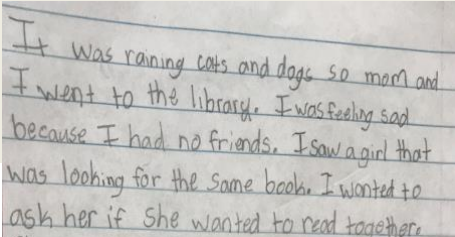


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APPENDIX E:

Writing Development

Phases of Literacy Development and Writing Development (Paulson & Moats, 2018) LETRS*

Phases	Literacy Development	Writing Development	Sample
1	Prealphabetic <ul style="list-style-type: none"> Developing letter knowledge and lack of phonemic awareness Sight words learned by visual cues Words spelled nonphonetically Preschool to kindergarten 	Prealphabetic <ul style="list-style-type: none"> Three unique levels of writing that lack any use of letter-sound connections <ul style="list-style-type: none"> Scribbles Mock letters Random letter strings Toddlers and preschoolers (ages 2-5) 	
2	Early Alphabetic <ul style="list-style-type: none"> Letter-name knowledge and developing phonemic awareness Sight words learned by partial phoneme-grapheme connections with partial phonetic spellings Kindergarten to first grade 	Semiphonetic <ul style="list-style-type: none"> Beginning awareness of the connection between letters and speech sounds Late preschool to kindergarten 	
3	Later Alphabetic <ul style="list-style-type: none"> Full phonemic awareness and complete phoneme-grapheme correspondences Spellings are phonetic First grade to third grade 	Phonetic <ul style="list-style-type: none"> Writing words using close letter-sound correspondences Kindergarten to second grade 	
4	Consolidated Alphabetic <ul style="list-style-type: none"> Known grapho-syllabic spelling units used to decode unfamiliar words Grapho-syllabic and grapho- 	Conventional <ul style="list-style-type: none"> Orthographically and grammatically correct writing Third grade and beyond 	

Student dictated: There is a rainbow.

- phonemic units used in spelling
- Third grade and beyond

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Foundations of Writing Development (LETRS*)

Age	Drawing Skill
2	Vertical strokes
2 ½	Horizontal strokes
3	Circles
4	Cross
5	Square
5 1/2	Triangle

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Questions for Evaluating Writing (LETRS*)

Question	Comment
Has the student learned to form letters correctly?	
Does the student need more work on uppercase and lowercase letters?	
Does the student have control over spacing and direction of print on the page?	
Does the student represent the phonemes in words?	
Does the student have grade-appropriate spelling of high-frequency words?	
Does the student use punctuation appropriately for grade level?	
Is the student writing complete sentences?	
Was the assignment appropriate, given the student's response?	

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

<p>August</p> <ul style="list-style-type: none"> • Back to School • All About Me • Families • Five Senses 	<p>September</p> <ul style="list-style-type: none"> • Nursery Rhymes • Folktales & Fairy Tales • Apple Orchard 	<p>October</p> <ul style="list-style-type: none"> • Farm/Harvest • Animals on the Farm • Autumn • Pumpkins 	<p>November</p> <ul style="list-style-type: none"> • Appreciation & Gratitude • Nutrition • Thanksgiving
<p>December</p> <ul style="list-style-type: none"> • Holidays Around the World • Giving and Sharing • Reindeer • The Arctic 	<p>January</p> <ul style="list-style-type: none"> • Winter • Polar Animals • Famous Americans 	<p>February</p> <ul style="list-style-type: none"> • Black History Month • Transportation (Land, Water, Air) • Community Helpers • Kindness 	<p>March</p> <ul style="list-style-type: none"> • Animal Groups • Rainforest • Dinosaurs • Read Across America
<p>April</p> <ul style="list-style-type: none"> • Spring • Life Cycles • Butterflies • Geography 	<p>May</p> <ul style="list-style-type: none"> • Summer • Ocean • Recycling • Volcanoes 	<p>Additional Ideas</p> <ul style="list-style-type: none"> • Election • Holidays • Space • Garden • Insects 	

Thematic Unit Yearly Planning Template

Theme (Include Dates & Duration)	ELA Standards	Lessons/Units from Curriculum (Note If using additional text)	Connections to Math, Social Studies, Science, and Extra Activities

Thematic Unit Center Planning Template

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

APPENDIX G:

Kindergarten Readiness Assessment Support

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

Alphabetic Principle (AP)	Assesses a student's knowledge of letter names, alphabetic letter sequences and the sounds associated with letters.
Concept of Word (CW)	Assesses a student's understanding of print concepts regarding written word length and word borders and the difference between words and letters.
Visual Discrimination (VS)	Assesses a student's ability to differentiate both upper- and lowercase letters, identify words that are different and match words that are the same.
Phonemic Awareness (PA)	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.
Phonics (PH)	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.
Structural Analysis (SA)	Assesses a student's understanding of affixes and syllable patterns in decoding and identification of compound words.
Vocabulary (VO)	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.
Sentence-Level Comprehension (SC)	Assesses a student's ability to identify the meaning of words in contextual sentences.
Paragraph-Level Comprehension (PC)	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.
Early Numeracy (EN)	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.

Kindergarten Readiness [Practice Assessment](#)

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D. State Superintendent of Education

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