

Reading

	K	1	2	3
Phonemic Awareness (Recognize Discrete Sounds in Words)				
Long and Short Vowels Differentiation	•	•		
Phoneme Addition: Final Sounds	•	•		
Phoneme Addition: Initial Sounds	•	•		
Phoneme Addition: Medial Sounds	•			
Phoneme Blending: All Sounds in a Word	•	•		
Phoneme Blending: Final Sounds	•	•		
Phoneme Blending: Initial Sounds	•	•		
Phoneme Blending: Medial Sounds	•	•		
Phoneme Blending: Onset and Rime	•	•		
Phoneme Blending: Syllables	•	•		
Phoneme Blending: Vowel Substitution	•	•		
Phoneme Blending: Words/Word Parts	•	•		
Phoneme Isolation: Final Sounds	•	•		
Phoneme Isolation: Initial Sounds	•	•		
Phoneme Isolation: Medial Sounds	•	•		
Phoneme Substitution: Final Sounds	•			
Phoneme Substitution: Initial Sounds	•			
Phoneme Substitution: Medial Sounds	•			
Phoneme Matching: Final Sounds	•	•		
Phoneme Matching: Initial Sounds	•	•		
Phoneme Matching: Medial Sounds	•	•		
Phoneme Pronunciation: Final Sounds	•	•		
Phoneme Pronunciation: Initial Sounds	•	•		
Phoneme Pronunciation: Medial Sounds	•	•		
Produce Rhyming Words	•	•		
Recognize Rhyming Words	•	•		
Segmentation: Final Consonants	•	•		
Segmentation: Identifying All Sounds in a Word in Sequence		•		
Segmentation: Identifying the Number of Sounds in Words	•	•		
Segmentation: Identifying the Order of Sounds in Words	•			
Segmentation: Initial Consonants/Blends		•		
Segmentation: Medial Consonants	•	•		
Segmentation: Onset and Rime	•	•		
Segmentation: Syllables	•	•		
Segmentation: Words/Word Parts	•	•		
Print and Book Awareness (Recognize and Understand the Concepts of Print and Books)				
Capitalization	•	•		
Differentiate Between Letter and Word	•			
Differentiate Between Word and Sentence	•			
End Punctuation	•			
Follow Words Left-to-Right Follow	•	•		
Words Page by Page	•	•		
Follow Words Top-to-Bottom	•	•		
Follow Letter Formation	•	•		
Page Numbering	•			
Parts of a Book	•			
Picture/Text Relationship	•	•		
Punctuation	•	•		
Quotation Marks	•	•		

Reading (continued)

	K	1	2	3
Recognize First Word in Sentence	•	•		
Relationship Between Spoken and Printed Language	•	•		
Sentence Recognition	•	•		
Spacing Between Sentences	•	•		
Spacing Between Words	•	•		
Table of Contents	•	•		
Word Length	•	•		
Write Left-to-Right	•			
Write Top-to-Bottom	•			
Alphabetic Knowledge				
Letter Order (Alphabetic Order)	•	•		
Letter Sounds	•	•		
Lowercase Letters	•	•		
Sounds in Words	•	•		
Uppercase Letters	•	•		
Phonics and Word Analysis				
Antonyms		•	•	•
Base Words or Roots			•	•
Blending Sounds into Words	•	•	•	•
Comparatives/Superlatives			•	•
Compound Words		•	•	•
Consonant Blends	•	•	•	•
Consonant Digraphs		•	•	•
Contractions		•	•	•
Distinguish Between Long and Short Vowels	•	•	•	•
Distinguish Between Similarly Spelled Words	•			
Greek and Latin Roots				•
High-Frequency Words	•	•	•	•
Homographs		•	•	•
Homonyms/Homophones		•	•	•
Inflectional Endings		•	•	•
Irregular Plurals			•	•
Irregularly Spelled Words		•	•	•
Letter-Sound Correspondence	•	•		
Multiple-Meaning Words				•
Plurals	•	•	•	•
Position Words	•			
Prefixes	•	•	•	•
Shades of Meaning/Levels of Specificity				•
Silent Letters		•	•	•
Suffixes		•	•	•
Syllables: Vowels in Words		•	•	•
Syllables: Multisyllabic Words		•	•	•
Synonyms		•	•	•
Vowel Diphthongs		•	•	•
Vowels: I-controlled		•	•	•
Vowels: Long Sounds and Spellings	•	•	•	•
Vowels: r-controlled		•	•	•
Vowels: Short Sounds and Spellings		•	•	•
Word Families	•	•		

Reading	K	1	2	3
Fluency				
Accuracy	•	•		
Automaticity	•	•		
Expression	•	•		
Prosody	•			
Purpose	•	•		
Rate	•	•		
Self-Correct	•	•		
Successive Readings	•	•		
Understanding	•	•		
Word Recognition	•	•		
Penmanship				
Print Letters	•	•		
Print Numbers	•	•		
Spelling				
Antonyms				
Base Words or Roots				
Comparatives/Superlatives				•
Compound Words				•
Contractions				•
Greek and Latin Roots				•
Homographs				•
Homonyms/Homophones				•
Inflectional Endings	•	•	•	•
Irregular Plurals			•	•
Irregular Verbs				•
Letter/Sound Relationships	•	•	•	•
Long Vowel Patterns		•	•	•
Multiple-Meaning Words				•
Multisyllabic Words		•	•	•
Phonograms				•
Prefixes		•	•	•
r-Controlled Vowel Spellings		•	•	•
Shades of Meaning				•
Short Vowel Spellings		•	•	•
Silent Letters			•	•
Special Spellings Patterns/Rules			•	•
Special Vowel Spellings		•	•	•
Suffixes		•		•

Oral Language Development

K **1** **2** **3**

Speaking				
Answer Questions	•	•	•	•
Ask Questions		•		•
Listen and Respond	•	•	•	•
Participate in Group Discussion	•	•	•	•
Read Orally	•	•	•	•
Share Information		•	•	•
Speak Clearly at Appropriate Volume		•	•	•
Using Complete Sentences	•	•	•	•

Card 9: /i/ Pig

This is Pickles the Pig.
If you tickle Pickles, she gets the giggles.
This is the sound of her giggling:
/i/ /i/ /i/ /i/ /i/.

Tickle Pickles the Pig under her chin.
Listen! She's giggling: */i/ /i/ /i/ /i/ /i/.*
Wiggle a finger in Pickles' ribs.
Listen! She's giggling: */i/ /i/ /i/ /i/ /i/.*

Give Pickles the Pig a wink,
and what do you think? First comes a grin.
Then listen!
She's giggling again: */i/ /i/ /i/ /i/ /i/.*

Quick! Tickle Pickles the Pig.
What will she say?
(Have students join in.) */i/ /i/ /i/ /i/ /i/*

Digital Sound/Spelling Card



Wall Card



Card 15: /o/ Fox

Bob the Fox did not feel well at all.
He jogged to the doctor's office.
"Say /o/ Mr. Fox! /o/ /o/ /o/."

"My head is hot, and my throat hurts a lot,"
said the fox.
"Say /o/, Mr. Fox! /o/ /o/ /o/ /o/."

"Yes, you've got a rotten cold,"
said the doctor.
"Say /o/, Mr. Fox! /o/ /o/ /o/."

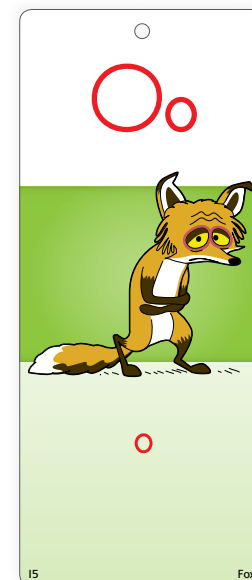
"Find a spot to sit in the sun," said the doctor.
"Say /o/, Mr. Fox! /o/ /o/ /o/."

He sat on a rock in the sun.
Soon he felt much better.
(with a satisfied sigh) "/o/," said Mr. Fox.
/o/ /o/ /o/

Digital Sound/Spelling Card



Wall Card



Card 13: /m/ Monkey

For Muzzy the Monkey,
bananas are yummy.
She munches so many,
they fill up her tummy.
When she eats, she says:
/m/ /m/ /m/ /m/ /m/!

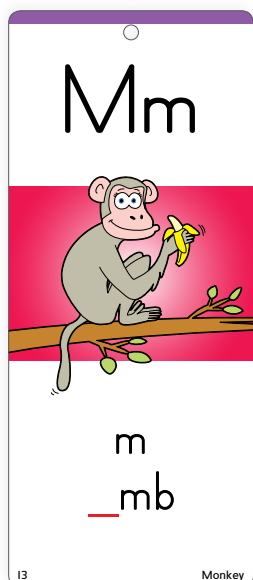
Bananas for breakfast,
bananas for lunch.
Mash them up, mush them up,
munch, munch, munch, munch!
What does Muzzy the Monkey say?
(Have students say:) */m/ /m/ /m/ /m/ /m/.*

Bananas at bedtime? I have a hunch
Muzzy will mash them up, mush them up,
munch, munch, munch, munch!
Then what will Muzzy the Monkey say?
(Have students say:) */m/ /m/ /m/ /m/ /m/.*

Digital Sound/Spelling Card



Wall Card



Card 16: /p/ Popcorn

Ping and Pong liked to pop corn.
As it cooked, it made this sound:
/p/ /p/ /p/ /p/ /p/.

One day Ping poured a whole package of
popcorn into the pot. It made this sound:
/p/ /p/ /p/ /p/ /p/.

The popcorn popped and popped.
Ping filled two pots,
and still the popcorn popped:
/p/ /p/ /p/ /p/ /p/.

Pong filled three pails with popcorn,
and still it kept popping:
/p/ /p/ /p/ /p/ /p/.

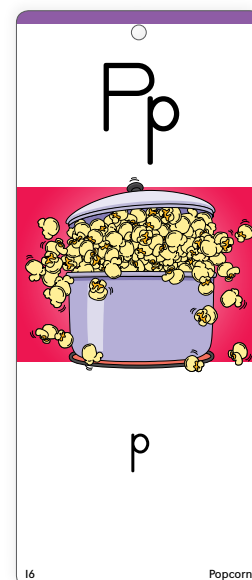
"Call all your pals," said their pop.
"We'll have a party."
And the popcorn kept popping.

(Have students say the /p/ sound very fast.)
/p/ /p/ /p/ /p/ /p/.

Digital Sound/Spelling Card



Wall Card



Card 23: /w/ Washer

Willie the Washer washed white clothes all week.

When he washed, he went:
/w/ /w/ /w/ /w/ /w/.

All winter, Willie worked well.

/w/ /w/ /w/ /w/ /w/

But last Wednesday, Willie was weak.

(softly) /w/ /w/ /w/ /w/ /w/

This week, he got worse.

(slower and slower) /w/ . . . /w/ . . . /w/ . . .

Poor Willie was worn out.

(slowly) /w/

Then a worker came and fixed Willie's wires.

Willie felt wonderful.

(more loudly) /w/ /w/ /w/ /w/ /w/!

Now Willie can wash and wash wildly!

(quickly) /w/ /w/ /w/ /w/ /w/!

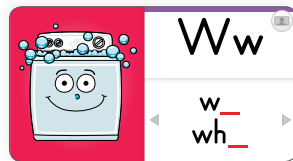
How does Willie the Washer sound now when he washes?

(Have students join in.) /w/ /w/ /w/ /w/ /w/

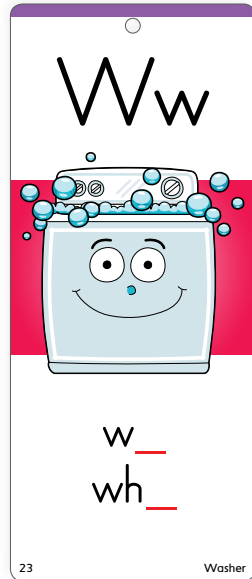
Can you wash just like Willie?

(Students together:) /w/ /w/ /w/ /w/ /w/.

Digital Sound/Spelling Card



Wall Card



Card 37: /or/ Stork

Orville McCormick was quite a stork.

He liked to eat pork while holding a fork.

He also ate corn while blowing a horn:

/or/ /or/ /or/ /or/ /or/ /or/.

Orville ran out of corn and needed more pork.

So he flew to the store and tore through the door

Just before the rain came and it started to pour.

/or/ /or/ /or/ /or/ /or/ /or/.

He was so happy now with his pork and his corn

that all he could say was

"/or/ /or/ /or/ /or/!"

Digital Sound/Spelling Card



Wall Card



Card 34: /ch/ Chipmunk

Chipper the Chipmunk is cheerful and charming.

He chats and he chatters all day:

/ch/ /ch/ /ch/ /ch/ /ch/ /ch/.

He sits on a chimney.

Can you hear him chat?

He chats and he chatters this way:

/ch/ /ch/ /ch/ /ch/ /ch/ /ch/.

Chipper stuffs cherries into his cheek.

Then he chatters /ch/ /ch/ /ch/ /ch/ /ch/ /ch/.

Chipper likes chestnuts and acorns to eat.

Then he chatters /ch/ /ch/ /ch/ /ch/ /ch/ /ch/.

Can you children chatter like Chipper?

(Have students answer.)

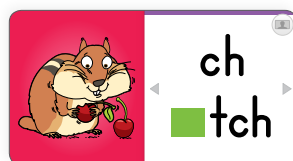
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/

Now chat with the chipmunk child beside you.

(Ask partners to have chipmunk conversations.)

/ch/ /ch/ /ch/ /ch/ /ch/ /ch/

Digital Sound/Spelling Card



Wall Card



Card 44: /oi/ Coil

Boing! Boing! Boing! Boing!

Roy the Coil is a bouncing toy, and this is the sound of his bounce:

/oi/ /oi/ /oi/ /oi/ /oi/.

Doing! Doing! Doing! Doing!

Roy the Coil just dances for joy.

This is the sound of his dance:

/oi/ /oi/ /oi/ /oi/ /oi/.

Ke-boing! Ke-boing!

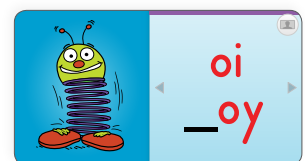
Roy the Coil springs over a boy.

What springing sound does he make?

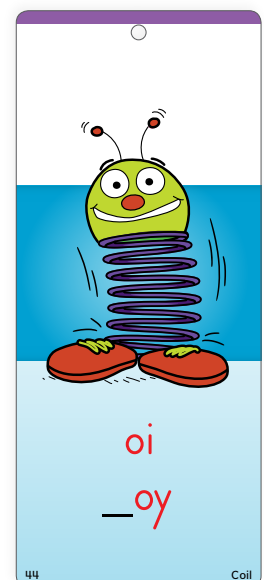
(Have students join in.)

/oi/ /oi/ /oi/ /oi/ /oi/

Digital Sound/Spelling Card



Wall Card



Appendix • High-Frequency Word List

Grade
K

High-Frequency Words

a	can	have	little	that	were
all	did	he	look	the	what
am	do	her	of	then	when
and	down	him	on	there	with
as	for	his	out	they	you
at	girl	I	said	to	
be	go	in	see	up	
boy	had	is	she	was	
but	has	it	some	we	

Grade
1

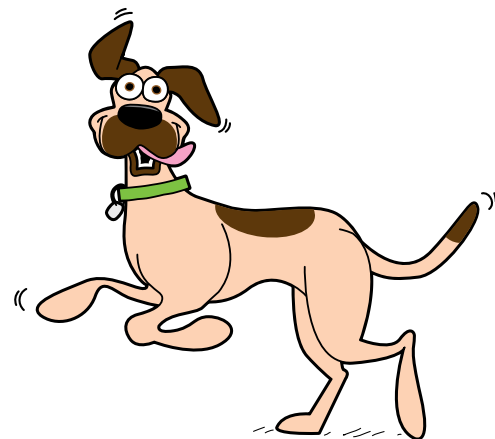
High-Frequency Words

about	call	got	make	right	water
after	came	green	me	saw	way
an	come	help	my	six	well
any	could	here	no	sleep	went
are	day	how	now	take	where
around	don't	if	old	their	will
ask	every	into	one	them	would
away	five	its	or	this	yellow
before	four	jump	over	too	yes
big	from	just	pretty	two	your
blue	get	know	put	very	
brown	going	like	red	walk	
by	good	long	ride	want	

Grade
2

High-Frequency Words

again	different	knew	often	show	together
always	does	laugh	once	sign	uncle
animal	done	learn	only	small	under
another	easy	light	open	something	upon
because	eight	listen	other	soon	us
been	everyone	live	ought	sorry	use
believe	everything	many	our	start	warm
better	far	may	own	stop	wash
black	few	mouse	paste	taste	which
both	first	Mr.	people	tell	white
bring	full	Mrs.	picture	ten	who
brother	give	much	piece	thank	why
brought	goes	myself	please	these	work
buy	gray	never	pull	think	write
carry	great	new	quite	those	zero
center	hold	nine	read	three	
circle	horse	off	seven	today	



Grade

3

High-Frequency Words

above	close	hand	most	second	took
air	each	hard	move	set	trees
almost	earth	head	name	should	turned
along	end	hear	near	side	until
also	enough	high	need	still	watch
answer	even	home	next	story	while
back	ever	house	night	such	without
began	eyes	land	paper	talk	words
between	face	large	part	than	world
book	feet	last	plants	things	years
change	find	letters	point	thought	
children	following	might	same	through	
city	friend	more	school	time	

Grade
1

Instructional Routines

I. Introducing Sounds and Spellings

- Point to the back of the Sound/Spelling Card, and ask students what they already know.
- Turn the card to show the picture.
- Point to the picture and name it.
- Point to the spelling(s) and name the spelling(s).
- Read the alliterative story.
- Reread the story, and have students make the sound.
- Review the name of the card, the sound, and the spelling(s).
- Write or display the spelling(s) on the board. At the same time have students write the spelling(s) in the air or on white boards and say the sound as they write it.
- Have several students come to the board and write the spelling(s). Have other students write the spelling(s) several times on white boards, in the air, and so on, saying the sound as they write each spelling. Proofread students' work.
- Have students generate words with the target sound in different positions.
- Review the card. Point to the spelling and have students give the sound. Point to the picture and have students give the name of the card.
- Remind students that they can remember the sound of the spelling on the card by thinking of the sound in the story.

2. Sound-by-Sound Blending

When first introducing Sound-by-Sound Blending, ask for the sound as you point to each spelling. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

- Write or display the spelling for the first sound.
- Have students say the sound.
- Write the spelling for the second sound.
- Have students say the sound.
- If the second sound is a vowel, blend through the vowel by making a blending motion with your hand.
- Write the spelling of the next sound.
- Have students say the sound.
- If it is the last sound in the word, make the blending motion as students blend and read the word. If it is not the last sound, continue writing the spellings and asking students for each remaining sound.

- Have students reread the word naturally as they would say it.
- Complete a line, and have students reread the words in the line naturally.
- Continue through each word in the remaining lines until all words have been blended.
- Have students use selected words in sentences and extend the sentences.
- Review the blended words using the Developing Oral Language activities.

3. WholeWord Blending

When first introducing Whole-Word Blending, point to each spelling and ask for the sound. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

- Write or display the whole word on the board.
- Point to each spelling, and have students give the sound for each.
- Make the blending motion from left to right under the word, and have students blend the sounds and say the word.
- Have students reread the word naturally, as they would say it.
- Complete the line, and have students reread the words naturally.
- Have students use selected words in sentences and extend the sentences.
- Review the words using the Developing Oral Language activities.

4. Blending Sentences

Sound-by-Sound

- Blend each word using the Sound-by-Sound Blending Routine.
- Write or display the high-frequency sight words in their entirety, and underline the words.
- Once all the words have been blended or read, have students reread the sentence naturally, with expression and intonation.

Whole-Word Blending

As students become more automatic in blending, write the whole sentence, and have students read the words, stopping to blend only those words that cannot be read quickly and automatically.

- Write or display each word and blend it using the Whole-Word Blending Routine.
- Write or display the high-frequency sight words in their entirety, and underline the words.
- Once all the words have been blended or read, have students reread the sentence naturally, with expression and intonation.