

Planning for Instruction: there is a lot to think about when planning to teach early readers using structured literacy.

<p>What to Teach?</p> <p>(Scope and Sequence)</p>	<p>Think about:</p> <ul style="list-style-type: none">• How common is each letter? (How frequently does it “show up” in reading?)• How easy is it to hear the letter? (Are there similar-sounding letters that might cause confusion? Is it a “stretchy” sound that can be held longer?)• How easy is it to print? (Developmentally, children make vertical lines before controlled curved lines, before diagonal lines.) <ul style="list-style-type: none">➤ Make choices about which letters/sounds to teach earlier in the year, and which can wait.➤ Plan to teach all of the letters as quickly as children can manage.➤ Keep going - into consonant digraphs, units, long vowel patterns, morphological pieces (prefixes, suffixes).
<p>When to teach it?</p>	<p>Once you’ve done an initial screener to see which letters and sounds children already know, it is appropriate to begin teaching letters and sounds in isolation.</p> <p>Once children have begun to demonstrate awareness of phonemes (initial sounds develop first), it is a good time to begin playing with blending and segmenting <u>two sounds</u>.</p> <p>Once children have learned to come together as a group for a short lesson or meeting, it is a fine time to select a class meeting time to begin this explicit and systematic teaching.</p>
<p>How to teach it?</p>	<p>Follow a consistent lesson plan so teachers and learners know what to expect. Ensure you are developing both blending and segmenting skills (reciprocal skills!) Practice both reading and spelling at the sound level and at the word level.</p> <ul style="list-style-type: none">➤ Read Sounds➤ Spell Sounds➤ Read Words➤ Spell Words <p>*Later in the year, or in primary grades, include phrase/sentence level practice as well.</p>

Emily's Scope and Sequence for Kindergarten "Code"

(Very) General Timeline	New Code	Explanation, comments, notes
September	Intro idea of a "secret code" that readers know! Pique their interest!	Sound Skills screeners, letter/sound knowledge screeners
September/October	Short i	say and tap: "i-tchy, i-tchy, i-i-i"
	s	Intro sky-grass-ground card for printing; keep the snake in the grass!
	m	printing: dive down in grass, swim up and over two humps
	f	printing: "a candy cane that wears a belt"
	p	printing: dive down down down into the dirt, then frog jump to top to add the bump.
	t	printing: "a tall man that wears a belt"
	c	magic c/"drag and scoop"
sometime mid-to late October, when children have all/most mastered all of these (read/spell), consider sending code cards home (* with all? with struggles? not at all?)		
October/November	a	say and tap: "a-pple, a-pple, a-a-a", print: start from magic c
	b	print as a sky letter—dive down from sky! "b" has a <u>b</u> elly!
	n	this sound is hard for many - remind: "neck, nose, noodles!"
	g	print: start with magic c "make a gumball, chew it up, spit it in the dirt"
	l	"Lick a lollipop"
	h	*does not follow a vowel when practicing blending;

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		take a day to consolidate before continuing
	ch	intro concept of digraph: a team of letters that work together to make one sound; may start an anchor chart about digraphs
	ing	intro concept of unit: group of letters that are pronounced a special way when together
	o	say and tap: "o-scar, o-scar, o-o-o"
	r	*does not follow a vowel when practicing blending
	d	start with magic c – help avoid confusion with b! "d" wears a <u>d</u> iaper
	j	
	sh	another digraph, add to anchor chart!
	k	1. only use k to spell /c/ if the letter after it is an e, i, y; all other times, just use good ol' c! 2. k will also be important for spelling the end of words... tread lightly, as this rule is based on long vowels (which have not been taught yet!)
	th	add to digraphs chart
	v	little v is shy! She doesn't like to be alone at the end of words! SO, when v is the ending sound, her friend "e" sits beside her and <u>quietly holds her hand</u> . v loves e (at the end of a word)
	z	
	-ck	at the end of words, following a short vowel, make one sound (digraph)!
	all	another unit: can be tricky because the a sounds like an /o/.. PRACTICE! *especially spelling!!

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	u	say and tap: “u-dder, u-dder, u-u-u”
	w	Mrs. Moorhead says “wubble-you” to make us laugh and help us remember this sound!
	qu	teach as one piece; they are “married” so they always go together! “quick, quiet queen” – she’s running, so leg is kicking back!
	ink	unit
	y	the consonant; someone might mention that y says another sound (long e/long i)... consider how to deal with this! (teach now/tell them it’s coming up later)
	x	sounds like two sounds, /ks/
	wh	add to digraphs chart
	e	say and tap: “e-ddy, e-ddy, e-e-e”
	old	unit;
<p>Consolidate all of this... reinforce practice, blend-baby-blend (2 sounds, then 3 sounds)! Don’t even think about moving on until they are confident with all this!</p> <p>If kids are not keeping up with this pace (and many won’t!) slow down with some groups!</p>		

Note:

This is the order I use: not “tried and true” because I change and adjust every year. This is the instructional order I have created, and I would generally expect my kindergarten to have this knowledge before leaving kindergarten. Many dig deeply into the more complex code (less common consonant digraphs, vowel teams and long vowel spelling patterns, morphological pieces, such as suffixes and prefixes.

Small group instruction allows me to tailor my instruction to the needs of all of my students: “Why this child? Why this learning? Why now?” – I’m not wasting the time and energy of my strongest learners by teaching things they already know, and I’m not forcing the littlest ones (who are not at all ready) to feel like they’re failing at something that is developmentally above them!