

Foundational Reading Skills Tool (FRST): A Self-Assessment Tool for Reading Instruction Kindergarten through Grade Two



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A Self-Assessment Tool for Reading Instruction K - 2

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Introduction

What is the FRST?

The Foundational Reading Skills Tool (FRST), is a self-assessment instrument built around the Wisconsin Department of Public Instruction's (DPI's) vision of what it means to explicitly and systematically teach foundational reading skills. DPI staff developed the FRST to fulfill these primary purposes for schools working on the Foundational Reading Skills implementation:

- To operationalize Wisconsin's Framework into actionable items:
 - What does the explicit and systematic teaching of Foundational Reading Skills look like in action?
- To help school teams localize Wisconsin's vision of the explicit and systematic teaching of the phonological processes necessary for reading development:
 - What does the implementation look like in our school?
- To provide schools with an instrument to monitor annual progress toward full implementation:
 - What are our strengths? Where have we improved? What do we still need to work on?

The FRST is modeled after the [School-Wide Implementation Review Tool \(SIR\)](#), the [Coaching Competency Practice Profile](#), and [EdReports](#). The FRST is available at no cost to Wisconsin schools at <https://dpi.wi.gov/reading/professional-learning>.

The FRST is a comprehensive tool; all of the components in the FRST are necessary for a school or district system to ensure that every reader learns to comprehend printed text. Struggles students sometimes encounter when learning to read are linked to the malfunctioning or absence of one or more of the components within the school or district system. The premise that all of the components in the tool are necessary for successful reading comprehension, aligns this tool with several other DPI resources, including:

- *Wisconsin's Standards for English Language Arts (ELA)*, 2020
- Wisconsin DPI's Instructional Practice Guide (IPG)
- Wisconsin's Framework for Equitable Multi-Level Systems of Supports

The primary focus of this document is to highlight explicit and systematic instructional components of the phonological processes necessary for reading development. The FRST synthesizes best available research on foundational reading skills and shares practices that are supported by evidence.

How is the FRST Organized?

The FRST defines the essential standards, skills, and instructional practices of a learning environment which is inclusive of every learner. It includes six parts; parts 1 and 2 include sub-sections. The structure is summarized in Table 1. This FRST aims to provide both educators and leaders a framework to promote and support explicit and systematic teaching of the phonological processes necessary for literacy development. It consists of measurable, observable, and behaviorally-based indicators for each essential attribute/function and promotes consistency across practitioners at the level of service delivery.

Many indicators with the FRST include references to:

- IES Practice Guide: [Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade](#)
- [Wisconsin's Standards for English Language Arts \(ELA\)](#), 2020
- [Wisconsin DPI's Instructional Practice Guides](#)
- [Wisconsin DPI's Literacy Practice Bank](#)

Table 1. Structure of the FRST

<p>Part 1. (How) Instructional Practices</p>	<p>Do we use research-based and evidence-based instructional practices when teaching foundational skills?</p> <p>Sub-sections include:</p> <ul style="list-style-type: none"> ● Phonological processing ● Oral language ● Concepts about Print (CAP) ● Phonological awareness ● Phonemic awareness ● Alphabetic principle ● Letter formation / Handwriting ● Phonics (decoding and encoding) ● Orthography ● Morphology ● Vocabulary ● Fluency ● Interrelated instructional strategies
<p>Part 2. (What) Phonological Processing as Part of Complex Theory of Reading</p>	<p>Do we teach phonological processing as one part of a complex theory of reading?</p> <p>Sub-sections include: Phonological processing Oral language Language comprehension Strategy instruction Social, emotional, and cognitive learning</p>
<p>Part 3. High-Quality Instructional Materials</p>	<p>Do we utilize high-quality, standards-aligned materials?</p>
<p>Part 4. Strategic Use of Formative and Summative Data</p>	<p>Do we strategically use formative and summative data?</p>
<p>Part 5. Collaboration within Equitable Multi-Level System of Support (MLSS)</p>	<p>Do we collaborate within our multi-level system of support (MLSS) ?</p>
<p>Part 6. Leadership and Organizational Structures</p>	<p>Do we have leadership and organizational structures to support explicit and systematic phonological awareness, phonemic and phonics instruction</p>

Benefits of Using the FRST

Use of the FRST can lead to a fully operationalized practice model for creating readers in kindergarten through grade two.

- The FRST supports schools/districts in supporting their staff in growing their expertise. When an innovation has been operationalized through the FRST, agencies and organizations can develop supports and infrastructure that are aligned with the essential functions/attributes outlined.
- Additionally, the FRST articulates the steps educators can take and the instructional components necessary for implementation of an effective phonological processing system, and improve over time.
- Similarly, using the FRST makes it easier for organizations to ensure that they are building internal and external systems to support the innovation. A well operationalized innovation enables organizations to develop decision-support data systems, administrative practices and systems, and partnerships aligned with the expectations for the new way of work.
- The FRST also allows organizations to use improvement strategies. Organizations can only improve innovations that are well defined. Without knowing what “it” is “it” cannot be tested and improved over time. This is why a well-developed tool is the first step in developing a comprehensive system for explicit and systematic phonological processes necessary for reading development.

Who Should Use the FRST?

The FRST serves as a starting point for practitioners to examine their practice and to implement change at a classroom and school level. Educators at every level may find practical use of this tool in multiple ways, including:

- **Informing practices of educators:** As educators build reflection into their daily practice, this tool may serve as a self-reflection tool, a guide to set personal growth goals, and further develop the capacity and scope of individual practices.
- **Professional development of educators:** As leaders cultivate the capacity for explicit and systematic teaching of the phonological processes necessary for reading development, this tool may be used as a self-reflection instrument and can support self-development and goal setting activities. Individuals and teams may also find this tool helpful when identifying, selecting, or developing training within a comprehensive system. This tool may inform conversations with supervisors about ways to further develop the capacity and scope of the educator; however, conversations should in no way come from an evaluative position.
- **Training and coaching of educators:** As educators and coaches work with preservice teachers or new hires, this framework can build an understanding of inclusive practice and building expectations. Furthermore, this tool can cast a wide net to align colleagues, including support services, to a vision or mission.
- **Building-wide audit:** As buildings and districts look to quantify the degree of explicit and systematic teaching of the phonological processes necessary for reading development, this tool can be used to audit current practices and to inform system change.

How to Use the FRST

How often and when should schools complete the FRST?

Because completing the FRST is a time-intensive activity, school teams should plan to complete the FRST for each content area once per year; however, the time of year is up to the individual school. Some school teams, for instance, may prefer to complete the FRST in the spring so that they can put an action plan together for the upcoming school year. Other school teams may prefer to complete the FRST mid-year so that they can report results and update action plans accordingly. Still others might complete the FRST in the summer or at the start of the school year to re-focus their leadership team's priorities for the upcoming year.

How do schools access the FRST?

The FRST is available on DPI's website at <https://dpi.wi.gov/reading/professional-learning>.

How do school teams learn how to complete the FRST?

The FRST should be completed by a school team convened by the district reading specialist that includes classroom educators (general and special education), specialists (like speech and language pathologists and/or educators working with English language learners), reading teachers or interventionists, literacy coaches, and other literacy leaders.

After developing a shared understanding of the Levels of Implementation (LOIs), each team member completes the FRST - including evidence - independently. Teams can discuss results to achieve consistency. Alternately, a team leader can compile results for review by the entire team.

The FRST can be completed annually, looking for areas of change between administrations.

How do educators/schools score themselves on the FRST? Levels of Implementation

Completion of the FRST requires that school teams are familiar with research-based levels of implementation that successful organizations go through on the way to full implementation and, ultimately, sustainability of what they've created. To complete the FRST, school teams need to discuss and come to a consensus on the level of implementation that best describes the school's current status for each item on the FRST. These levels are explained in Table 2.

How does data from the FRST support improved student learning?

School teams can use data from the FRST to identify and prioritize areas of improvement. Groups of indicators can be used to create school improvement goals. Professional learning can be focused on these areas. Data can be collected at any time to monitor implementation of the goal, and professional learning and coaching can be adjusted for continued improvement.

Table 2. Levels of Implementation (LOIs)

Not In Place	At this level, schools have not yet begun to consider implementation, do not see the need to undertake a change, and/or have identified other, more pressing priorities.
Purpose Building	(Sometimes known as the exploration or consensus-building phase.) Here, schools recognize the need to change, learn about the issues and potential solutions, and build consensus to move forward.
Infrastructure	(Also known as installation or planning.) At this stage, schools spend their time building capacity for the change to take hold. Activities here include identifying and securing needed resources, rethinking personnel roles and schedules, providing skill training, and creating common expectations and definitions. All of the work done at this stage helps to create clarity among stakeholders and to set the stage for successful implementation.
Initial Implementation	Here, the school begins using the new program or practice. As is true for most new practices, new users typically experience an “awkward phase.” The new practice does not fit old patterns, may take longer to use or do, and will likely create disruptions in old habits or routines. Schools that move successfully through this stage pay close attention to implementation barriers, providing staff with on-the-job coaching and feedback, and monitoring agreed-upon practices. Inattention or poor support at this critical stage typically results in staff “retreating” to methods and practices they are familiar with and/or methods that have worked in the past.
Full Implementation:	Schools that successfully transition from the initial implementation stage move to this level of refinement, making the practice their own. At this level, the “new” practice has been integrated into habits and routines in the school. Staff is less concerned with how the new practice affects them and more concerned with the impact the practice has on student learning. Here, schools begin to refine, streamline, and document these practices so that new staff are able to understand expectations and for existing staff to guard against personalizing practices so much so that the original intent, or fidelity, of the program is lost.

To learn more about stages of implementation, visit the National Implementation Research Network website at <http://www.fpg.unc.edu/~nirn>.

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Part I: Do we use research-based and evidence-based instructional practices when teaching foundational skills?

Part I: Do we use research-based and evidence-based instructional practices when teaching foundational skills?		
In Phonological Processing Instructional practices in general, do we/I...		
Questions	*LOI	Evidence of Support
<p>Create a classroom environment that is print rich and incorporates tools and scaffolds to support learning and transfer (including digital tools)?</p> <p>See Print Rich Literacy Environments</p>		
<p>Plan for and implement whole group and differentiated instruction that follows a logical progression of skill development and practice?</p>		
<p>Provide lessons that include explanation, modeling, guided practice, collaborative, and independent practice?</p>		
<p>Provide contingent scaffolding and prompting during guided practice for application and transfer of skills taught?</p>		
<p>Ensure that 50% or more of instructional time intentionally includes application of skills taught across learning settings to promote transfer?</p>		
<p>Focus instruction on achieving proficiency in one or two new skills at a time while also reviewing previously taught content?</p>		

<p>Provide about 5 - 18 hours (total in K-1) of phonemic awareness instruction as recommended by the National Reading Panel (NRP)?</p>		
<p>Provide robust instruction and practice to achieve mastery (rather than providing exposure) on any given phonological processing skill?</p>		
<p>In Oral Language instruction, do we/l...</p>		
<p>Provide opportunities for dialogic reading and teaching strategies that involve students in meaningful conversations about topics in books (language comprehension)? And, do we target several words for focused conversations?</p> <p>See Interactive Read Aloud / Dialogic Reading</p>		
<p>Provide modeling and prompting for expansion and refinement of complete sentences?</p>		
<p>Provide modeling and practice in orally rehearsing new or unusual language structures prior to reading them in text even if the words are decodable / regular? (i.e. ran vs. runned or ranned)</p>		
<p>Read aloud to make deposits in students' linguistic storehouse, including their lexicon (or vocabulary)?</p>		

<p>Use charting and other visual representations either print or digital to record key phrases and vocabulary (academic language), including terms for and phrases used when discussing critical thinking, literary elements etc. to serve as language supports when speaking?</p>		
<p>In Concepts about Print (CAP) instruction, do we/l...</p>		
<p>Provide a language experience approach (LEA) as a strategy for students who need to understand the concept that talk can be written down and read?</p>		
<p>Use Shared Reading as an instructional practice to teach CAP (in addition to language comprehension)?</p> <p>RF.K.1, RF.1.1, RF.2.1 See Interactive Read Aloud / Dialogic Reading</p>		
<p>Use Interactive Writing as an instructional practice to teach CAP?</p>		
<p>Use cloze techniques as an instructional practice for teaching students how to apply knowledge of word meaning, sentence structure, phonics, and strategic reading behaviors of cross-checking as CAP skills?</p>		
<p>Model tracking a finger under the print while reading aloud?</p>		

In **Phonological Awareness** instruction in general, do we/l...

<p>Utilize a playful and intentional approach to learning about and manipulating sounds (such as rhymes, chants, and songs or books with rhyming words, including decodable text) to develop phonological awareness?</p>		
<p>Provide explicit, authentic, multisensory instruction, such as clapping student names, to teach syllable knowledge?</p> <p>RF.K.2, RF.1.2, RF.2.2 Link to IES, p. 14 - 21</p>		
<p>Provide explicit instruction in onset-rime, including recognizing and producing a rhyming pattern?</p> <p>RF.K.2 Link to IES</p>		
<p>Provide explicit instruction on how to identify, and then isolate, the first sound (phoneme isolation)?</p> <p>See Phoneme Isolation</p>		
<p>Provide modeling, prompting, and practice in oral segmenting and blending of LARGER units (syllables, onset-rime)?</p> <p>See Blending See Segmenting</p>		

In **Phonemic Awareness** instruction, do we/l...

<p>Provide explicit instruction on identifying and isolating the initial, final and medial sounds?</p>		
<p>Provide explicit instruction that includes modeling and guided practice in phonemic awareness, such as using Elkonin boxes or word building?</p> <p>Link to IES</p>		
<p>Keep phonemic awareness instruction brief, simple, and fun?</p>		
<p>Include use of multisensory practices, songs, games, and students' names to teach phonemic awareness so that students are motivated and engaged?</p>		
<p>Model and practice oral blending of individual phonemes using activities such as Elkonin boxes (eventually discontinuing support from manipulatives)?</p> <p>RF.K.2, RF.1.2, RF.2.2</p> <p>Link to IES</p> <p>See Blending</p>		
<p>Model and practice oral segmentation using activities such as stretching rubber bands, finger tapping, and Elkonin boxes?</p> <p>RF.K.2, RF.1.2, RF.2.2</p> <p>Link to IES</p> <p>See Segmenting</p>		

<p>Model and practice orally manipulating phonemes: deletion, addition, substitution?</p> <p>RF.K.2, RF.1.2, RF.2.2 Link to IES</p> <p>See Phoneme Deletion See Phoneme Substitution</p>		
<p>Use picture cards to</p> <ul style="list-style-type: none"> • Discriminate phonemes based on position in word (initial, final, medial)? • Showcase the rime family (single syllable, the rime contains the vowel and everything after, -ike, -ate, etc.)? 		
<p>Utilize consistent and memorable alphabet key words/pictures as a link to phonics instruction?</p> <p>Link to IES</p>		
<p>In Alphabetic Principle instruction, do we/l...</p>		
<p>Assess for both speed and accuracy of letter and letter sound recognition?</p> <p>RF.K.1d</p>		
<p>Progress from high-utility to low-utility letters and sounds and separate those that are visually or auditorily confusing, as opposed to “letter of the week?”</p> <p>RF.K.1d</p>		

<p>Combine letter instruction with phonemic awareness instruction by</p> <ul style="list-style-type: none"> • using letter tiles to manipulate phonemes, in order to facilitate transfer to reading and writing? • Teaching letter formation with letter name and sound, helping students to link the letter name, the sound, and its handwritten form? 		
<p>Use a variety of methods for listening for sounds in words and estimating their spellings (e.g., blocks, letter magnets, Elkonin boxes, or phoneme-grapheme mapping)?</p>		
<p>In Letter Formation/Handwriting instruction, do we/I...</p>		
<p>Develop students' visual discrepancy skills by having students sort magnetic letters into features such as curves, short sticks, tall sticks, and slants?</p>		
<p>Use explicit language prompts that focus children's attention on the formation of letters through movement patterns such as over, down, up, across?</p>		
<p>Teach tri-pod grip and paper placement to support acquisition of letter writing.</p>		
<p>Use multisensory practices for learning such as sand trays, wiki sticks, shaving cream, etc.?</p>		
<p>Explicitly connect letter formation/writing to the phonemes to help students strengthen the alphabetic principle?</p>		

In Phonics (decoding and encoding) instruction, do we/l...

<p>Systematically teach and practice phonics skills in relation to students' needs and aligned with the expectations of the Wisconsin Standards for ELA and district expectations?</p> <p>RF.K.3, RF.1.3, RF 2.3 See CVC Words / Variants</p>		
<p>Follow a scope and sequence for teaching letter-sound relations. Begin with consonants (single letters), short vowels, consonant blends, common digraphs (sh, ch, th), long vowels with silent e, 2 letter vowel teams (digraphs)?</p> <p>RF.K.3, RF.1.3, RF 2.3 See CVC Words / Variants See Word Families / Letter Combinations</p>		
<p>Explicitly MODEL how to apply phonics knowledge across learning settings such as through word solving complex text in reading and drafting in the writing process?</p> <p>RF.K.3, RF.1.3, RF 2.3, L.K.6, L.1.6, L.2.6</p>		
<p>Provide opportunities to apply letter/sound knowledge to decoding and encoding to familiar and unfamiliar words?</p> <p>RF.K.3, RF.1.3, RF 2.3 See CVC Words / Variants</p>		

<p>Teach and practice regular and high-frequency words with full analysis of letter-sound relationships?</p> <p>RF.K.3, RF.1.3, RF 2.3</p>		
<p>Provide practice and transfer opportunities to apply taught phonics patterns with authentic and diverse reading and writing experiences?</p> <p>RF.1.4, RF.2.4</p>		
<p>Teach/model blending for decoding words and frequently practice using blending lines to master and transfer new phonics skills to reading? Include multisyllable words beginning in second grade?</p> <p>See Structural Analysis</p>		
<p>Instruct students in common sound-spelling patterns (instructional practices may include the use of phonogram lists, word building and word sorts)?</p> <p>RF.K.3, RF.1.3a, RF 2.3b</p>		
<p>As part of your instructional routine, teach, model, and practice dictation of words, phrases and sentences to master and transfer new phonics skills?</p>		
<p>Teach regular and irregular high-frequency words so that students can map speech to print?</p> <p>RF.K.3, RF.1.3g, RF 2.3f</p>		

<p>Read connected text for different purposes to support transfer of new phonics skills using:</p> <ul style="list-style-type: none"> • decodable texts for direct practice of skills taught in early phonics instruction? • leveled texts with less decodable words and more patterns? • trade books for vocabulary, story, and information? 		
<p>Provide voice and choice in choosing authentic reading and writing opportunities in which decoding and encoding skills can be practiced?</p>		
<p>Write connected text for application, using:</p> <ul style="list-style-type: none"> • dictated/accountable text? • writing process/extended text? • journal/response logs to reading? 		
<p>Build word awareness through the activities of word building and word sorts with follow-up discussion for each new skill introduced (e.g., word ladders)?</p>		
<p>Teach students to use known single-syllable patterns to develop syllabic analysis skills?</p>		
<p>Teach multisyllabic words (syllable types) with multisensory tools (e.g., magnetic letters, letter cards, white boards, masking cards)?</p>		

In Orthography instruction, do we/I...

<p>Draw on decoding instruction to teach for accurate spelling as the result of cognitive processes that include attending, monitoring, searching, and self-correcting?</p>		
<p>Teach for a conceptual understanding of the spelling system through perception, concentration, and organization of patterns rather than a memorization task (e.g., sorts, analogy)?</p>		
<p>Use a variety of methods for listening for sounds in words and estimating their spellings (e.g., blocks, letter magnets, Elkonin boxes, or phoneme-grapheme mapping)?</p>		
<p>Use instructional practices for decoding and encoding that use all parts of the brain needed to learn a word (e.g., read, build, spell, write, and extend)?</p>		
<p>Teach the six syllable types to facilitate spelling?</p>		

In Morphology instruction, do we/I...

<p>Teach students how to categorize words by meaningful parts?</p>		
<p>Teach morphological knowledge alongside phonics instruction? See Structural Analysis</p>		
<p>Use activities such as word matrices, word trees, the Word-Part Strategy, etc.?</p>		

Teach common prefixes, suffixes, roots, and combining forms as part of morphemic analysis and have students note examples from authentic reading experiences?		
In Vocabulary instruction, do we/l...		
Build vocabulary through explicit instruction of general academic and discipline-specific vocabulary during frequent, wide interaction with print, including read-alouds and shared reading of a wide variety of informational and literary text?		
Periodically ask students to discuss new words with one another and use vocabulary in writing?		
Use mentor texts (well-crafted texts as mentors) to further develop vocabulary acquisition, connotation, and denotation of words? L.1.2, L.2.2		
Provide student-friendly descriptions of new words and ask students to write descriptions of new words and nonlinguistic representations of new words? L.K.4, L.1.4, L.2.4		
Focus on developing knowledge of word types that comprise multiple meanings? L.K.2a, L.1.2, L.2.2		

<p>Involve students in games that build word consciousness (e.g., palindromes, riddles, Scattergories) and that help categorize words (e.g., Venn diagrams, bubble diagrams)?</p> <p>L.K.4, L.1.4, L.2.4</p>		
<p>Model and practice strategies for determining the meaning of unknown words?</p>		
<p>Model and practice using word parts (i.e. common inflections, affixes, and roots) to increase comprehension of word meanings while also improving decoding and encoding abilities?</p> <p>L.K.2b, L.1.2b, L.2.2</p>		
<p>Use contrastive analysis to examine how language is used and valued?</p>		
<p>In Fluency (accuracy, rate, prosody) instruction, do we/l...</p>		
<p>Develop fluency through brief, regular, joyful practice with culturally-relevant text (e.g., poetry, songs, decodable text, or readers theatre)?</p> <p>See Echo Reading</p>		
<p>Provide cumulative rereading of previously read books to extend student practice of skills over time and build toward mastery and fluency?</p> <p>RF.1.4, RF.2.4b See Repeated Readings</p>		

<p>Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression?</p> <p>RF.K.4, RF.1.4, RF.2.4 See Peer Assisted Learning Strategies https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_PWR_PAL_S.pdf See Choral Reading https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_Fluency_Choral_Read.pdf</p>		
<p>Model expression and phrasing in fluent reading with feedback on how to phrase text and read with expression?</p> <p>RF.K.4, RF.1.4, RF.2.4 See Peer Assisted Learning Strategies</p>		
<p>In Interrelated Instructional Strategies instruction, do we/I...</p>		
<p>Explicitly teach the connection between talk, reading, and writing (e.g.,reciprocity)?</p>		
<p>Use read alouds to provide opportunities to interact with the child in order to build and expand language skills, develop conceptual knowledge, background knowledge and word knowledge?</p> <p>Use read alouds to develop a child’s phonemic awareness and language ability?</p>		
<p>Teach interrelationships among phonological, orthographic, and morphological awareness (e.g. sort words using suffixes, such as plural pronounced as /s/s in cats,</p>		

as /ez/ in busses, as /z/ in bees, or with no suffix as in miss?		
Provide students with daily opportunities to build accuracy, fluency, and comprehension through reading and writing continuous text?		
Use Interactive Writing as an instructional practice for integrating and coordinating strategies?		
Provide students with daily opportunities to apply letter-sound relationships to continuous text (reading and writing)?		
Use digital and print student-created word resources (like a dictionary or thesaurus) to support learning and independent application. These resources could include all of a student's languages.		

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Part II: Do we teach phonological processing as one part of a complex theory of reading?

Phonological Processing as Part of Complex Theory of Reading		
In phonological processing instruction, do we/I...		
Questions	*LOI	Evidence to Support
Have a common knowledge base, beliefs, and feelings among teachers and administrators?		
Explicitly and systematically teach for mastery of phonological awareness? RF.K.2, RF.1.2		
Explicitly teach for mastery of concepts about print in emergent literacy (left-to-right, top to bottom, page by page, etc)? RF.K.1a.b.c., RF.1.1		
Explicitly and systematically teach for mastery of the alphabetic principle? RF.K.1.d		
Explicitly and systematically teach for automaticity in recognizing and naming all upper- and lowercase letters of the alphabet? RF.K.1d		
Explicitly and systematically teach for mastery of letter formation and handwriting?		
Explicitly and systematically teach features of a sentence? RF.1.1a		

Explicitly and systematically teach for mastery of decoding and grade-level phonics? RF.K.3, RF.1.3, RF.2.3.		
Explicitly and systematically teach for mastery of high-frequency words? RF.K.3		
Explicitly and systematically teach spelling? L.K.6, L.1.6d, L.2.6		
Explicitly and systematically teach morphology for decoding meaning? RF.2.3.d.e.		
Explicitly and systematically teach multisyllabic words, including the six syllable types? RF.2.3, RF.2.3.e		
Explicitly teach for accuracy and fluency in reading for comprehension? RF.K.4, RF.1.4, RF.2.4, RF.3.4, RF.4.4, RF.5.4		
Explicitly teach for mastery of drawing on knowledge of letter-sound relationships, phonemic awareness and spelling conventions to spell new words? L.K.6c, L.1.6d		
In Oral Language do we/I...		
Teach for the understanding of words and phrases (semantics or vocabulary)?		

Teach for morphological skills (understanding the meaning of word parts)?		
Teach for syntax (understanding word order and grammar rules)?		
Teach for phonological skills (an awareness of sounds such as syllables and rhymes)?		
Teach for pragmatics (understanding the social rules of communication)?		
In Language Comprehension do we/l...		
Questions	LOI	Evidence of Support
Teach academic language skills, including the use of inferential, narrative language, and vocabulary knowledge? R.K.4, R.1.4, R.2.4 or L.K.4		
Teach to develop background knowledge of text structure? R.2.5		
Teach to develop background knowledge of sentence structure and grammar? L.K.5, L.1.5, L.2.5		
Teach to develop content background knowledge?		
Teach to develop background knowledge of author craft? Anchor Standard R4, R5, R6		
Teach to develop knowledge of pragmatics for communication? SL.K.1, SL.1.1, SL.2.1		

Engage students in conversations that support the use and comprehension of inferential language? SL.K.1, SL.1.1, SL.2.1		
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In Strategy Instruction, do we/I...

Questions	LOI	Evidence of Support
Develop students' literacy processing system (e.g., noticing, monitoring, searching, self-correcting)? RF.1.4, RF.2.4		
Develop students' flexible use of comprehension strategies for problem-solving in continuous text?		
Develop students' conditional knowledge to know when and where to apply comprehension strategies and to monitor and adjust their problem-solving when reading? RF.1.4, RF.2.4		
Develop general purposes (e.g., to learn, to entertain) and specific purposes (e.g., to read to find out..) for reading?		

In Social, Emotional, and Cognitive Learning do we/I...

Questions	LOI	Evidence of Support
Engage and maintain student attention?		
Teach to foster students' self-regulation?		
Teach to foster metacognitive habits?		

Provide opportunities to access and link background knowledge as a memory aid?		
Teach with some repetition in order to support working memory?		
Integrate social/emotional learning within reading instruction rather than as an isolated curriculum?		
Engage students by providing choices and interesting and relevant text?		
Provide varied literacy tasks?		
Provide access to a wide variety of text, including traditional and digital?		

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Part III: Do we utilize high-quality materials?

Part III: High-Quality Materials		
Questions	*LOI	Evidence of Support
<p>Materials provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition? (Materials that provide explicit instruction for letter identification of all 26 letters (uppercase and lowercase)?</p> <p>RFK.1.a.i, RFK.1, L.K.1.A, L.1.1.A</p>		
<p>Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonological awareness (K-2)?</p> <p>Appendix 2, WI Standards for ELA RFK.2, RF1.2</p>		
<p>Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics (K-2)?</p> <p>RFK.3, RF1.3, RF2.3</p>		
<p>Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words?</p> <p>RFK.3, RF1.3, RF2.3</p>		
<p>Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade?</p>		

<p>Materials for 2nd grade fluency practice should vary (decodables and grade-level texts)?</p> <p>RK.4, RF1.4, RF2.4</p>		
<p>Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts?</p>		
<p>Instruction when working with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address securing phonics?</p> <p>RFk.3, RF1.3, RF2.3</p>		
<p>Materials that offer teachers resources and tools to collect ongoing data about student progress on the standards?</p>		
<p>Materials to support effective use of technology and visual design to enhance student learning? Digital materials are accessible and available in multiple platforms?</p>		

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Part IV: Do we strategically use formative and summative data?

Strategic Use of Formative and Summative Data		
Questions	LOI*	Evidence of Support
Are formative practices based on classroom goals, and educators identifying students' current thinking, and encouraging students to take responsibility for their own learning?		
Do educators use formative practices and provide feedback on a daily basis - while students are engaged in meaningful reading, writing, and talking?		
Do educators use data from formative practices during universal instruction and intervention or enrichment (e.g. pretests, checklists and inventories, anecdotal notes, writing samples, running records, discussion) to make timely and responsive instructional decisions?		
Do educators use varied sources of summative and benchmark data to make instructional decisions (e.g., PALS, MAP, i-Ready, STAR)?		
Do we provide varied opportunities for students to demonstrate their understanding, including genres and formats that reflect students' individuality, cultures, and language?		

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Part V: Do we collaborate within our multi-level system of support (MLSS) ?

Collaboration within Equitable Multi-Level System of Support (MLSS)		
Questions	LOI*	Evidence of Support
Do we have a system in place in which all teachers who work with a child are frequently and intentionally communicating about the child's progress, short & long term goals, and congruence of instruction across instructional settings?		
Do grade level teams collaborate around phonological processing teaching and learning?		
Does our phonological processing instruction provide for equity and access for all learners?		
Do we provide targeted intervention for phonological processes, which may be in addition to regular literacy intervention?		
Do we share phonological processing data with all stakeholders?		
Do we monitor the progress of students so that instruction is differentiated according to need?		
Do we consider that some students in grades 3 and above may need ongoing phonological processing instruction?		
Do we consider that some students may need not only systematic but also tightly sequenced instruction in phonics and spelling instruction?		
Do we consider using a Spelling Flow List for students with particular needs (intervention)?		

Do we build connections to students' other languages (e.g., as cognates) in order to build vocabulary?		
Do we utilize flexible groupings, including peer-assisted learning, to reteach and support students of all abilities and backgrounds (e.g., groupings may be based on student needs, strengths, interests, or languages).		
Do we utilize small group and individual instruction to support students in experiencing grade-level content and content matched to individual strengths and needs.		
Do we collaborate with clinicians (e.g. speech pathologist, occupational therapist, and physical therapist)?		

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Part VI: Do we have leadership and organizational structures to support explicit and systematic phonological awareness, phonemic and phonics instruction?

Leadership and Organizational Structures		
Questions	LOI*	Evidence of Support
Adopt/create and implement a scope and sequence (including the pace of instruction) that works for the majority of students, with built-in differentiation?		
<p>Do our classroom practices and schedules reflect the NRP's findings that:</p> <ol style="list-style-type: none"> 1. Most students benefit from phonological training 2. Individual children differ in the amount of training time needed in phonological awareness, 3. Small group instruction is most effective, 4. Effective training time varies from 5 - 18 hours of total instructional time. 5. Ten minutes a few times weekly is often a sufficient amount of time to spend on a phonological awareness activity. 6. The most effective practices/programs teach children how to segment phonemes in words with letters 7. Phonological awareness training is more effective for improving the spelling of younger rather than older students. 		
Do schedules reflect time protected for whole group and differentiated instruction?		
Do schedules reflect time for guided and independent practice?		

Are teacher schedules arranged to allow for transfer of skills from phonics to reading and writing?		
Does the scope and sequence of phonological awareness, phonemic awareness, and phonics instruction align with the other literacy settings?		
Do our practices for teaching orthography help students make sense of the writing system of their language? Does our spelling instruction teach students how to think about spelling and not just how to spell individual words?		
Does our school provide professional learning opportunities to increase teacher knowledge of research-based phonics routines and linguistics?		
Is our principal actively committed to an explicit and systematic phonics program that is part of complex theory of reading?		
Does our school provide adequate time and resources for our teachers to implement phonological instruction?		
Does our school leadership team monitor school-wide progress in phonological processes?		
Do educators possess a deep understanding of language and literacy development?		

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Appendix A. Glossary

Accountable Sentence/ Dictated Sentence

Dictated sentences, also known as accountable sentences, support language comprehension while also providing spelling/encoding practice of taught phonics skills. In a dictated sentence, the teacher says the sentence at a natural speaking rate. Students repeat the sentences (sometimes several times relatively fast), then students write the sentence from memory, applying the taught phonics patterns. The teacher provides immediate corrective feedback. This process supports the transfer of phonics skills from reading to writing and builds automaticity. Dictated sentences are a form of guided practice.

Alphabetic Principle

The concept that letters and letter combinations represent individual phonemes in written words.

Analytic Phonics/Word Analogy Phonics

The teaching of larger units of pronunciation as opposed to teaching individual sounds so as to avoid the unintended issue of adding sounds. For example, it is nearly impossible to pronounce a consonant without adding a vowel. Analytic phonics work from known to new learning. This is a whole to part approach that teaches students to analyze letter-sound patterns once the word has been identified as a whole. It avoids pronouncing sounds in isolation but rather, breaks the word down into parts (Ehri, 2006, as cited by Mather and Wendling, p. 150).

(NRP found no significant difference in effectiveness of teaching either synthetic or analytic phonics. There are different phonics instructional approaches. Synthetic and analytic are found to be most effective.).... I got this from Shanahan's article and Mather and Wendling, pp. 150-151.

See Synthetic/Explicit Phonics for further information.

Blending

Blending refers to reading a word systematically from left to right by combining the sounds of each successive letter or combination of letters.

Chunking

Chunking is a decoding strategy in which the reader identifies common groups of letters (such as prefixes, suffixes, or taught vowel teams) and reads them as a unit or chunk to reduce the load on working memory. This strategy follows sound by sound blending. (Blevins, 2016, p. 86)

Concept of Print	The many understandings about how print works and that print serves specific purposes; print is language written down; and, in English, we read left to right, top to bottom.
Concept of Word	Words are collections of letters that represent a series of speech sounds that collectively represent a unit of meaning.
Connected Text	Connected text consists of multiple related sentences.
Consonant	A speech sound made by partial or complete closure of the airflow that causes friction at one or more points in the breath channel. The consonant sounds are represented by letters (or combinations of): b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w (in most of their uses), x,y (in most of their uses), and z.
Consonant Blend	A blend contains two or three graphemes (letters) that are separate and identifiable. A blend is not one sound, but rather a common pattern of consonant sounds. Examples: s-c-r: (scrape), c-l; (clean), s-t (most) f-t (sift)
Consonant Digraph	Two consonant letters that appear together and represent a single sound (phoneme) that is different from the sound of either letter (shell).
Contrastive Analysis	The practice of comparing and contrasting the linguistic structure of two languages to facilitate the acquisition of Standard English. This practice bridges the connection between students' home language, and language required in school (Hollie & Allen, 2018).
Decodable Texts/ Accountable Texts	Texts that are specifically written to provide practice with particular sounds or patterns. In this type of text, the vocabulary is controlled, and most of the selected words conform to regular phoneme-grapheme correspondences known by the student so that the words can be read phonetically. Sight words are typically introduced slowly and practiced in isolation.
Decoding	“Decoding is the ability to translate a word from print to speech, usually by employing knowledge of the letter-sound relationships; also, the act of deciphering a new word by sounding it out” (Moats, 2020).
Elkonin Boxes	Tools used during phonemic-awareness and encoding instruction. One box is provided for each sound in a target word (Note: When transitioning to phonics, one sound may be spelled with more than one letter thrush: th - r - u -sh). Elkonin boxes are sometimes referred to as sound boxes.
Encoding	Determining the spelling of a word based on the sounds in the word. (1)The cognitive act of storing information in memory or (2) the production of graphemes (letters) needed to spell words. (Moats, 2020)
Executive Control	Deliberate choices for making decisions, including choices about particular strategies for solving words and the amount of time to spend on specific aspects of the reading act.

Explicit Instruction	Explicit instruction means that the gradual release of responsibility model (GRR) is used to provide a clear, memorable model, followed with supported guided practice with positive, corrective feedback, while using precise language that enables the student to complete the task successfully. The end goal is self-regulated independent practice.
Fluency	<p>Fluency is comprised of three dimensions: accuracy, automaticity, and prosody (Kuhh, Schwanenflugel, & Meisinger, 2010)</p> <ul style="list-style-type: none"> ● Accuracy: the ability to recognize and read words correctly. Inaccurate readers often have a weakness with decoding; readers who struggle with decoding will be disfluent. Comprehension may also be compromised. ● Automaticity: the appropriate rate, or speed, of reading. Emergent readers are typically less automatic than more advanced readers because their attention is heavily focused upon decoding the words. In order for automaticity in word reading to occur, it is necessary to develop fluency (i.e., automaticity and accuracy) in the underlying foundational skills. This includes proficiency in phonemic awareness (segmenting, blending, manipulation), letter knowledge (sounds and names), and ease in blending. Accurate word-level reading is essential to the development of phrase-level and passage level fluency. Before automaticity can occur, students must have a foundation of accurate word reading which includes (1) the ability to effortlessly decode and read regular cvc words, and (2) a large bank of words that are recognized by sight. Sight words are defined as any word that is retained in long-term memory and automatically recognized by sight; these include both regularly and irregularly spelled words. ● Prosody: the expression, intonation and purposeful phrasing used to give meaning to the text. Students demonstrate fluency during oral reading through effortless word recognition, steady /appropriate pacing, and expressive reading. <p>Fluency may vary based on the complexity of the text and the background knowledge of the reader. Collectively, these dimensions support reading comprehension during oral and silent reading.</p>
High Frequency Words (HFW)	Words that appear most often in printed materials (e.g., the, I, and, can).
Interactive Writing	A teaching context in which the teacher and students cooperatively plan, compose, and write a group text; both the teacher and students act as scribes.
Language Experience Approach	A method for teaching literacy based on a child's existing experience of language.
Metacognition	Self-awareness of one's thinking

Modeling	Modeling refers to a teacher overtly demonstrating a strategy, skill, or concept that students will be learning and using.
Morphology	Study of the smallest meaningful linguistic units (morphemes), which may or may not be words. Prefixes, suffixes, base and root words are all examples of morphemes.
Multisensory approach	A type of hands-on learning through a variety of modalities. This method uses movement (kinesthetic) and touch (tactile), along with what we see (visual) and what we hear (auditory) to help students learn to read, write, and spell.
Onset	In a syllable, the part (consonant, consonant cluster, or consonant digraph) that comes before the vowel (cr-eam). Not every syllable has an onset, example ON.
Orthography	The representation of the sounds of a language with the proper letters according to standard usage (spelling). A writing system for representing language
Orthographic Mapping	The mental process used for storing words in memory for automatic retrieval, and which depends on proficiency with phoneme awareness, letter sound association, and recognition of patterns in print, along with the meaning of the word. (Kilpatrick)
Phonemic awareness	Phonemes are individual speech sounds that are combined to create words in a language system. Phoneme awareness requires the progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds. Ultimately, activities should lead to the pairing of phonemes (speech sounds) with graphemes (letters and letter combinations that represent those sounds) for the purpose of word recognition and spelling (Kilpatrick).
Phonological awareness	The ability to detect and manipulate the units of spoken language. Phonological awareness is a global awareness of large chunks of speech, word awareness (counting number of words in a phrase or sentence/ word boundaries), spoken syllable, onset-rime (cl--ean, br-oom, d--og), and phoneme (/c/ /a/ /t/). It does not include the ability to visually recognize print. Phonological awareness skills include the ability to: hear and detect individual words; detect and produce rhyming words; segment and blend words into syllables; segment and blend onset and rime of single syllable words; and segment and manipulate individual phonemes in words (phonemic awareness). (WI Standards for ELA, 2020, p. 81)
Phonological processing	The use of phonological information for processing spoken and/or written language. The encoding of phonological information in working memory, including the retrieval of phonological information specialized for speech-sound perception, memory, retrieval and pronunciation from long term memory.
Phonology	The rule system within a language by which phonemes are sequenced and uttered to make words. Also, the study of this rule system. (Moats 2020)

	The study of speech sounds and sound structure in a language system; focusing on the ability to articulate sounds, without involving letter or word knowledge.
Phonogram	A phonetic element represented by graphic characters or symbols. In word recognition, a graphic sequence composed of a vowel grapheme and an ending consonant grapheme (such as an or it) is sometimes called a word family.
Rime	The ending part of a word containing the vowel; the letters that represent the vowel sound and the consonant letters that follow it in a syllable (dr- eam). Every syllable has a rime. Rime is different from the language play of rhyming.
Scaffolding	Scaffolding refers to the temporary support provided to students to enable them to answer a question correctly or perform some other task that they have not been able to perform independently.
Self-regulation	Internal plan to activate, monitor, and regulate one’s action with the ability to use feedback for adjusting behavior in pursuit of the learning goal.
Sight Words	Any word that has been orthographically mapped and sufficiently practiced that can be recognized instantly by sight, is a sight word. Every word wants to become a sight word.
Social and Emotional Learning	Capacity to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations consequently.
Sounding Out	Sounding out a word is a type of blending that involves saying the sound of each letter or letter combination one by one until the end of the word, and then saying them all together again quickly.
Structural Analysis	Structural analysis is the ability to analyze a word and break it down into its parts (affixes, base, root). Identifying word parts makes it easier to decode and encode multisyllabic words (Ehri, 2000).
Syllable	A syllable is a segment of a word that contains one vowel sound. The vowel sound may be represented by one or more letters, and it may or may not be preceded and/or followed by consonants.
Syllable Types	Knowledge of the basic syllable types can help students know how to pronounce the vowel sounds in words and help students with spelling. There are six basic English syllable types:

1. *Closed syllables (VC, CVC)*: the vowel is short and closed off by a consonant (e.g., up, can)
2. *Open syllables*: ends with a long vowel sound, spelled with one vowel letter (bible, total), (no, go, me)
3. *Vowel-consonant-e syllables (CVC-e or CCVCe)*: Vowel-consonant-e syllables contain long vowels spelled with a single letter, followed by a single consonant, and a silent e. Examples: wake, while, yoke, rude, and hare.
4. *Vowel team syllables*: Vowel teams can be 2-4 letters and represent long, short or diphthong vowel sounds (e.g., thief, boil, boat). Consonants can be used with the vowel team (e.g. ough, igh, aw, ew)
5. *Vowel-r is also known as r-controlled syllables*: These syllables contain ir, er, ur, or, ar (e.g., perform, mirror, wart)
6. *Consonant-le syllables (C-le)*- C-le syllables are only found at the ends of words. If C-le is combined with an open syllable, the consonant is not doubled (e.g., cable, title). If C-le is combined with a closed syllable, the consonant is doubled (e.g. topple, little).

Synthetic/Explicit Phonics

The teaching of individual sounds in words and how to blend the individual sounds into word pronunciations (p.11). Synthetic phonics uses a part to whole approach. The student is taught to segment the word into phonemes and build the whole word from the individual parts through explicit instruction in converting letters to sounds and then blending to pronounce the word.

(NRP found no significant difference in effectiveness of teaching either synthetic or analytic phonics. There are different phonics instructional approaches. Synthetic and analytic are found to be most effective.) (Mather & Wendling, 2012; Shannahan, 2005).

See Analytic Phonics/Word Analogy Phonics for further information.

Systematic Phonics Systematic Instruction

“Systematic phonics instruction is the teaching of phonics with a clear plan or program as opposed to more opportunistic or sporadic attention to phonics in which the teacher must construct lessons in response to the observed needs of

children” (The National Reading Panel Report: Practical Advice for Teachers (2005), Shanahan, T. p. 11). According to Uhry & Clark (2005), and cited by Mather and Wendling, systematic phonics instruction, generally, incorporates three principles:

1. Letter-sound associations are taught directly
2. A preplanned sequence of letter-sound associations is used, and
3. The associations are practiced in text as well as in isolation

Systematic phonics instruction means intentionally teaching identifiable skills within a scope and sequence.

Transfer Theory

Transfer refers to the generalization of skills. There are two types of transfer.

- **Low-road transfer, also known as near-transfer**, refers to skills practiced in a situation that is similar to that in which it was originally learned. Little or no modification of the transfer task is necessary. Typically, the new situation is not much different from the context in which the task was initially performed or learned.
- **High-road transfer, also known as far-transfer**, involves deliberate, intentional, mindful abstraction from one context to another. It entails mindful self-management and application of principles and rules to new tasks, often in a new setting or context. The student searches for and applies analogies that link specific situations to each other.

Vowel

A speech sound or phoneme made without stoppage of airflow. The vowel phoneme is the nucleus of a syllable. English has 15 vowel phonemes spelled with a variety of letter patterns.

Vowel Digraph or Vowel Team

Two successive vowel letters that represent a single vowel sound, a vowel combination. (oa, ea, ie, etc)

Vowel Combinations

Three to four letters combine to make one vowel sound: igh in night, eigh, in neighbor, ough in though or thought (notice 2 different sounds!)

Wide Reading

Wide reading refers to reading a diverse variety of texts.

Word Family

A term often used to designate words that are connected by phonograms or rimes (hot, not, pot, shot).

A word family can also be a series of words connected by meaning (affixes added to a base word; for example: base, baseball, basement)