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Phonics Instructional Plan

Objective: To synthesize the information on explicit and systematic teaching of alphabetic principle using a vertically articulated plan.

Directions: Working in your group and focusing on K, the 1st part of 1st grade, the 2nd part of 1st grade or 2nd grade, you are to use reputable sources such as your course materials, fcrr.org, research based sites and articles to present a vertically articulated and systematic set of instructional interventions to help students acquire their ability to decode using phonics. As a group you need to present between 10-13 teaching lessons for K-1 and 8 for grade 2. You will have a limited amount of time to work on this in class on February 21 and it will be due on Blackboard and one copy (with the group members names) in print on February 28, 2017.

<p style="text-align: center;">CCSS ELA Reading Foundation Standards - Student Reading Behavior (Alphabetic Principle/Phonics)</p>	<p style="text-align: center;">Objective/Data Sources (How will you determine what students need or whether they have met objective?)</p>	<p style="text-align: center;">Phonics Instructional Plan (Objective, Materials (include source here or in a reference list, Lesson Notes-This is not a summary of the learning and teaching but a supplement)</p>
<p>R.F.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Phonics Skills Assessment – Skill 3. (2013). Phonemic Awareness and Phonics Assessment for 1st Grade. Literary Resources Inc. p. 13 Benchmark @ 9/10 accuracy</p>	<p>Activity P.055 - Syllable Closed Sort. (2005). <i>Florida Center for Reading Research</i>. K-1 Student Center Activities: Phonics p. 14-20. Retrieved From http://www.fcrr.org/documents/sca/GK-1/P_Final_Part7_Syllable_Patterns.pdf Whole class, teacher-lead activity</p>
<p>R.F.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Phonics Skills Assessment – Skill 3. (2013). Phonemic Awareness and Phonics Assessment for 1st Grade. Literary Resources Inc. p. 13 Benchmark @ 9/10 accuracy</p>	<p>Activity P.056 – Word Syllable Game. (2005). <i>Florida Center for Reading Research</i>. K-1 Student Center Activities: Phonics p. 21-27. Retrieved From http://www.fcrr.org/documents/sca/GK-1/P_Final_Part7_Syllable_Patterns.pdf Small Groups (3 or 4) grouped by ability</p>
<p>R.F.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Phonics Skills Assessment – Skill 3. (2013). Phonemic Awareness and Phonics Assessment for 1st Grade. Literary Resources Inc. p. 13 Benchmark @ 9/10 accuracy</p>	<p>Fox, Barbara J. (2008). 31.6 Syllable Strips in Decoding with Structural Analysis. <i>100 Activities for Developing Fluent Readers</i>. p. 78 Individual Use vocabulary from reading books</p>
<p>R.F.1.3.e Decode two-syllable words following the basic patterns by breaking the words into two syllables.</p>	<p>CORE. (2008). Core Graded High-Frequency Word Survey. <i>Assessing Reading Multiple Measures</i>. p. 64-65. Benchmark @ 7/8 accuracy</p>	<p>Activity PA.016 – Clapping Names. (2005). <i>Florida Center for Reading Research</i>. K-1 Student Center Activities: Phonological Awareness. p. 1-3. Retrieved From http://fcrr.org/documents/sca/GK-1/PA_Final_Part2_Syllables.pdf Individual w/ Informal Assessment</p>

R.F.1.3.e Decode two-syllable words following the basic patterns by breaking the words into two syllables.	CORE. (2008). Core Phonics Surveys Part L. <i>Assessing Reading Multiple Measures</i> . p. 42-48. Benchmark @ 7/8 accuracy	Activity PA.017 – Feed the Animals. (2005). <i>Florida Center for Reading Research</i> . K-1 Student Center Activities: Phonological Awareness. p. 4-9. Retrieved From http://fcrr.org/documents/sca/GK-1/PA_Final_Part2_Syllables.pdf Small Groups (2-3) mixed ability w/ observation
R.F.1.3.e Decode two-syllable words following the basic patterns by breaking the words into two syllables.	CORE. (2008). Core Graded High-Frequency Word Survey. <i>Assessing Reading Multiple Measures</i> . p. 64-65. Benchmark @ 7/8 accuracy	Activity PA.019 – Syllable Graph. (2005). <i>Florida Center for Reading Research</i> . K-1 Student Center Activities: Phonological Awareness. p. 14-16. Retrieved From http://fcrr.org/documents/sca/GK-1/PA_Final_Part2_Syllables.pdf Individual w/ Informal Assessment
R.F.1.3.f Read words with inflectional endings.	Fox, Barbara J. (2008). Figure 3-16 Informal Assessment Words with Inflected Endings in Decoding with Structural Analysis. <i>100 Activities for Developing Fluent Readers</i> . p. 81 Benchmark @ 9/10 accuracy	Honig, Bill. (2013). Introduction Affixes from Multisyllabic Word Reading. <i>Teaching Reading Sourcebook</i> . p. 304-307. Whole Class, teacher-lead introduction.
R.F.1.3.f Read words with inflectional endings.	Fox, Barbara J. (2008). Figure 3-16 Informal Assessment Words with Inflected Endings in Decoding with Structural Analysis. <i>100 Activities for Developing Fluent Readers</i> . p. 81 Benchmark @ 9/10 accuracy	Activity P.058 – Inflection Toss. (2005). <i>Florida Center for Reading Research</i> . K-1 Student Center Activities: Phonics p. 7-10. Retrieved From http://www.fcrr.org/documents/sca/GK-1/P_Final_Part7_Morpheme_Structure.pdf Small Groups (3 or 4) w/ observations
R.F.1.3.f Read words with inflectional endings.	Fox, Barbara J. (2008). Figure 3-16 Informal Assessment Words with Inflected Endings in Decoding with Structural Analysis. <i>100 Activities for Developing Fluent Readers</i> . p. 81 Benchmark @ 9/10 accuracy	Activity P.039 – Covering the Bases. (2006). <i>Florida Center for Reading Research</i> . 2-3 Student Center Activities: Phonics p. 12-16. Retrieved from http://www.fcrr.org/documents/sca/G2-3/2-3Phonics_5_Morpheme_Structures.pdf Partners of similar ability, peer evaluation
R.F.1.3.g Recognize and read grade-appropriate irregularly spelled words.	CORE. (2008). Core Graded High-Frequency Word Survey. <i>Assessing Reading Multiple Measures</i> . p. 64-65. Benchmark @ 7/8 accuracy	Honig, Bill. (2013). Sound-Out Strategy from Irregular Word Reading. <i>Teaching Reading Sourcebook</i> . p. 252-254. Whole Class, teacher-lead introduction.
R.F.1.3.g Recognize and read grade-appropriate irregularly spelled words.	CORE. (2008). Core Graded High-Frequency Word Survey. <i>Assessing Reading Multiple Measures</i> . p. 64-65. Benchmark @ 7/8 accuracy	Honig, Bill. (2013). Spell-Out Strategy from Irregular Word Reading. <i>Teaching Reading Sourcebook</i> . p. 255-257. Whole Class, teacher-lead introduction.
R.F.1.3.g Recognize and read grade-appropriate irregularly spelled words.	CORE. (2008). Core Graded High-Frequency Word Survey. <i>Assessing Reading Multiple Measures</i> . p. 64-65. Benchmark @ 7/8 accuracy	Activity P.042 – Word Checkers. (2005). <i>Florida Center for Reading Research</i> . K-1 Student Center Activities: Phonics p. 7-9 Retrieved From http://www.fcrr.org/documents/sca/GK-1/P_Final_Part5.pdf Working/practicing with partners of similar ability Using words from CORE Graded High-Frequency Word Survey + additional