

# Getting Started with Reading Foundations Skills Block

Participant Handout

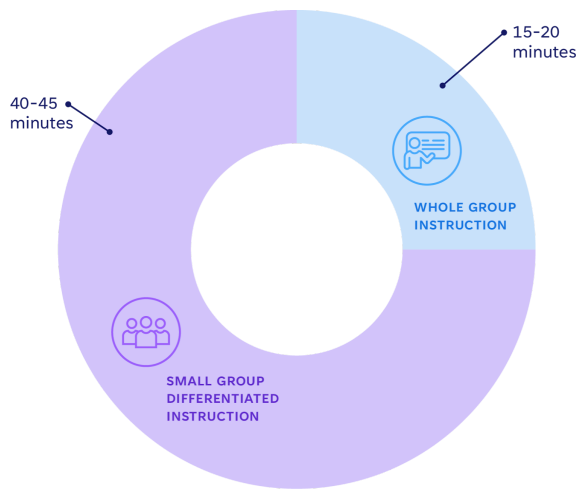


## Getting Started with Imagine Learning EL Education: Reading Foundations Skills Block (Grades K-2) Session Agenda

Component	Estimated Time	Tasks
Welcome	20 minutes	You will get the opportunity to connect with the other teachers and the Imagine Learning EL Team, review the goals for the day, and discuss how the goals can enhance your teaching practice.
IL EL Education Skills Block Structure and Design	50 minutes	This section helps to build an understanding of the structure and design of Skills Block. You will view Skills Block in action to familiarize yourself with the instructional practices.
Assessing Students	30 minutes	You will learn about the Skills Block Benchmark Assessments and how to administer them.
Break	10 minutes	Stretch and refresh
Assessing Students (Continued)	20 minutes	You will get the opportunity to participate in a mock assessment administration activity.
Grouping Students	50 minutes	During this section of the session, you'll learn about the grouping strategy used in IL EL Education and the resources available to assist you in effectively arranging your students.
Lunch	60 minutes	Take a break to enjoy lunch with the team.
Planning for Instruction	80 minutes	This section allows you to build an understanding of the ILC resources available to guide your planning of each Skills Block Rotation.
Preparing for Skills Block	75 minutes	You will navigate ILC to learn about how to use the Skills Block Resources to prepare your class and students for the first lesson.
Break	10 minutes	Stretch and refresh
Teaching Skills Block	20 minutes	You will have time to process what teaching Skills Block looks like for you and your students.
Closing	10 minutes	Review the day's learning and provide feedback.

## Session Learning Targets

- I can explain the structure and design of Skills Block.
- I can describe the types of assessments in Skills Block.
- I can explain when and how to use the microphases.
- I can explain the teacher’s role and students’ role during whole group and small group differentiation time.
- I can find key resources for Skills Block by navigating Imagine Learning Classroom.



## Structure and Design

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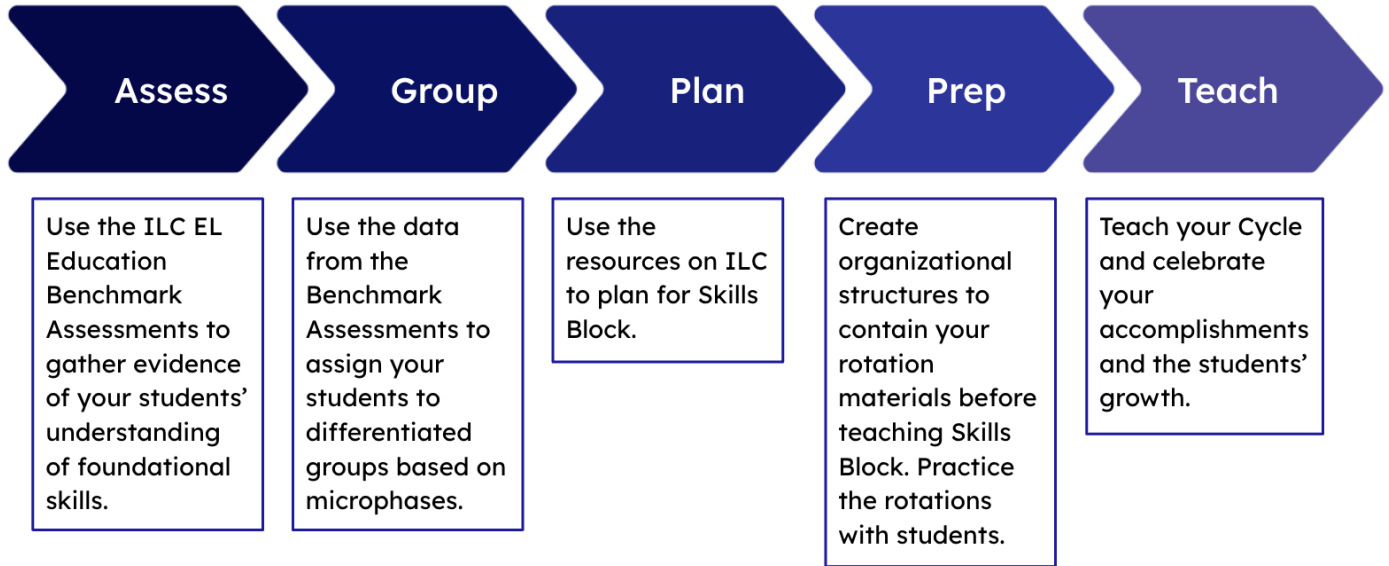
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# Getting Started Process



## Assess

Benchmark Assessments				
Letter Name and Sound Recognition	Decoding	Spelling	Always Optional Phonological Awareness Fluency	
Beginning of Year Priority Assessments				
Kindergarten	First Grade		Second Grade	
Letter and Sound Recognition	Spelling		Spelling	
	Decoding		Decoding	

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# Letter Name and Sound Identification Sample Assessment

K-2 Resource Manual: Benchmark Assessments

## Letter Name & Sound Identification: Student Scoring Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Letter Name	Response (if incorrect)	Sound	Response (if incorrect)		Letter Name	Response (if incorrect)	Sound	Response (if incorrect)
A	✓		✓		a	✓		✓	
Y	✓		-		m	✓		✓	
F	✓		✓		z	✓		✓	
S	✓		✓		d	✓		✓	
P	✓		✓		p	✓		✓	
X	✓		✓		u	✓		✓	
B	✓		✓		c	✓		✓	
O	✓		✓		o	✓		✓	
H	✓		✓		h	✓		✓	
U	✓		✓		x	✓		✓	
J	✓		✓		j	✓		✓	
C	✓		✓		b		d		d
L	✓		✓		l	✓		✓	
K	✓		✓		g	✓		✓	
M		W		W	y	✓		-	
Q	✓		✓		q		p		p
D	✓		✓		s	✓		✓	
W		M		M	k	✓		✓	
N	✓		✓		n	✓		✓	
I		L		L	i	✓		✓	
Z	✓		✓		f	✓		✓	
E	✓		✓		e	✓		✓	
R	✓		✓		r	✓		✓	
G	✓		✓		w		m		m
T	✓		✓		t	✓		✓	
V	✓		✓		v	✓		✓	

Total Letters Known	
Total Letters Unknown	
Total Sounds Known	
Total Sounds Unknown	

Notes:

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### Key

Correct: ✓ No Response: - Incorrect: Blank with student response

## Reading Foundations Skills Block

### Use the following to determine student's micro-phase:

- Early Pre-Alphabetic: Can identify very few or no letters. Not yet able to identify letter sounds. Note: In addition to suggestions in the lessons, teacher may work on fine motor skills and concepts of print and book handling skills with students currently in this microphase.
- Middle-Late Pre-Alphabetic: Can identify a few letters (possibly letters in friends'/family members' names). Not yet able to consistently identify any letter sounds.
- Early-Middle Partial Alphabetic: Can identify some letters (mostly uppercase). Not yet able to consistently identify any letter sounds.
- Middle-Late Partial Alphabetic: Can identify most letters (uppercase and lowercase). Can identify some letter sounds.
- Early Full Alphabetic: Can identify all letters (uppercase and lowercase). Can identify all or most letter sounds.

**Note:** Phase theory does not identify a specific number of letters or letter sounds a child should be able to name in order to move from one Phase to the next. As a result, the microphase correlation for this assessment is mostly meant as a guide for grouping and choosing appropriate materials for differentiated small group instruction; the microphase identified for this assessment does not necessarily translate to other skills such as spelling and decoding.

The results of this assessment also help a teacher to decide whether to administer the Spelling and Decoding Benchmark Assessments to determine a microphase for those skills (if a student falls into the Middle-Late Partial Alphabetic microphase).

%	Microphase	Criteria
20%	Early Pre-Alphabetic	Can identify very few or no letters. Not yet able to identify letter sounds.
40%	Middle-Late Pre-Alphabetic	Can identify some letters (possibly letters in friends'/family members' names). Not yet able to consistently identify any letter sounds.
60%	Early-Middle Partial Alphabetic	Can identify some letters (mostly uppercase). Not yet able to consistently identify any letter sounds.
80%	Middle-Late Partial Alphabetic	Can identify most letters (uppercase and lowercase). Can identify some letter sounds.
100%	Early Full Alphabetic	Can identify all letters (uppercase and lowercase). Can identify all or most letter sounds.

## Spelling Skills Sample Assessment

1. last
2. hym
3. plus
4. stump
5. blem
6. chav
7. stem
8. flow
9. shark
10. tree
11. dumping
12. storm



## Spelling Analysis and Scoring Sheet

<b>Partial Alphabetic List</b> VC words, CVC words that begin with continuant consonants CVC words that begin with stop consonants, CVC words with the suffix "-s," consonant digraphs	<b>Full Alphabetic List</b> Initial and final consonant blends (CCVC, CVCC, CCVCC) More complex consonant blends, VCCV, VCV (open and closed syllable) CVCe words, r-controlled, inflectional endings Single-syllable r-controlled, vowel teams, two-syllable words with closed, open, CVCe and vowel teams, inflectional endings	<b>Consolidated Alphabetic List</b> Other vowel teams and vowel spelling patterns (e.g., "oi," "oy," "ou," "ow," "ind," "ild," long "u" "oo,"), two-syllable words with open, closed, CVCe, r-controlled, and vowel team syllable types, "-tion," "-ed" three ways (/t/, /d/, and /ed/) C-le syllable type, multisyllabic words, affixes, "-dge," "-ge" Multisyllabic words
Spelling Analysis	Spelling Analysis	Spelling Analysis
<p style="text-align: center;"><b>mad</b> <i>/m/ /a/ /d/</i></p> <p style="text-align: center;"><b>wig</b> <i>/w/ /i/ /g/</i></p> <p style="text-align: center;"><b>cob</b> <i>/k/ /o/ /b/</i></p> <p style="text-align: center;"><b>net</b> <i>/n/ /e/ /t/</i></p> <p style="text-align: center;"><b>run</b> <i>/r/ /u/ /n/</i></p> <p style="text-align: center;"><b>fan</b> <i>/f/ /a/ /n/</i></p> <p style="text-align: center;"><b>jog</b> <i>/j/ /o/ /g/</i></p> <p style="text-align: center;"><b>sip</b> <i>/s/ /i/ /p/</i></p>	<p style="text-align: center;"><b>late</b> <i>/l/ /ā/ /t/</i></p> <p style="text-align: center;"><b>dime</b> <i>/d/ /ī/ /m/</i></p> <p style="text-align: center;"><b>plans</b> <i>/p/ /l/ /a/ /n/ /s/</i></p> <p style="text-align: center;"><b>stump</b> <i>/s/ /t/ /u/ /m/ /p/</i></p> <p style="text-align: center;"><b>blink</b> <i>/b/ /l/ /ɪŋk/</i></p> <p style="text-align: center;"><b>chain</b> <i>/ch/ /ā/ /n/</i></p> <p style="text-align: center;"><b>steam</b> <i>/s/ /t/ /ē/ /m/</i></p> <p style="text-align: center;"><b>float</b> <i>/f/ /l/ /ō/ /t/</i></p>	<p style="text-align: center;"><b>table</b> <i>/t/ /ā/ /b/ /ə/ /l/</i></p> <p style="text-align: center;"><b>clapped</b> <i>/k/ /l/ /a/ /p/ /t/</i></p> <p style="text-align: center;"><b>lately</b> <i>/l/ /ā/ /t/ /l/ /ē/</i></p> <p style="text-align: center;"><b>joined</b> <i>/j/ /oy/ /n/ /d/</i></p> <p style="text-align: center;"><b>oatmeal</b> <i>/ō/ /t/ /m/ /ē/ /l/</i></p> <p style="text-align: center;"><b>remind</b> <i>/r/ /ē/ /m/ /ɪ/ /n/ /d/</i></p> <p style="text-align: center;"><b>condition</b> <i>/c/ /ə/ /n/ /d/ /i/ /ʃ/ /ə/ /n/</i></p> <p style="text-align: center;"><b>thread</b> <i>/θ/ /r/ /e/ /d/</i></p>



Spelling Analysis	Spelling Analysis	Spelling Analysis
<p><b>thin</b> /th/ /i/ /n/</p> <p><b>rush</b> /r/ /u/ /sh/</p> <p><b>chat</b> /ch/ /a/ /t/</p> <p><b>stop</b> /s/ /t/ /o/ /p/</p>	<p><b>shark</b> /sh/ /är/ /k/</p> <p><b>tree</b> /t/ /r/ /ē/</p> <p><b>jumping</b> /j/ /u/ /m/ /p/ /ing/</p> <p><b>storm</b> /s/ /t/ /ôr/ /m/</p>	<p><b>hopeful</b> /h/ /ō/ /p/ /f/ /ə/ /l/</p> <p><b>invasion</b> /i/ /n/ /v/ /ā/ /zh/ /ə/ /n/</p> <p><b>writing</b> /r/ /ī/ /t/ /ing/</p> <p><b>badge</b> /b/ /a/ /j/</p>
Total Words Spelled Correctly	Total Words Spelled Correctly	Total Words Spelled Correctly

Use this table to determine the student's micro-phase. Circle the micro-phase he or she working in.

# of Words Spelled Correctly	Micro-Phase
0-4	Student is not yet working in this phase and should be reassessed using the list from the phase before this.
5-6	Early
7-8	Middle
9-10	Late

**Note:** Students who record just a few random letters, symbols, or scribbles on the Partial Alphabetic list are working in the Pre-Alphabetic phase. Consider stopping the assessment after the first five words if it is clear that students are working in the Pre-Alphabetic phase.

**Micro-phase identified:** \_\_\_\_\_

# Decoding Assessment Sample

## K-2 Resource Manual: Benchmark Assessments

### Full Alphabetic List

Micro Phase	Early Initial and final consonant blends (CCVC, CVCC, CCVCC)	Middle More complex consonant blends, VCCV, VCV (open and closed syllable), CVCe words, r-controlled, inflectional endings	Late Single-syllable r-controlled, vowel teams, two-syllable words with closed, open, CVCe and vowel teams, inflectional endings
Word List	rent	begin	snort
	bang	split	throat
	smell	hope	staying
	risk	prize	braid
	lung	saved	grow
	brand	spark	fright
	stomp	tune	program
	wink	paste	reptile
	bring	driving	canteen
	trick	napkin	corner
	fly	contest	sneaky
	whiff	rabbit	untied

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### Key

- Circled word= Read automatically and accurately
- Uncircled word= not read automatically and correctly

Score	Accurate _____ Accurate & Automatic _____		Accurate _____ Accurate & Automatic _____		Accurate _____ Accurate & Automatic _____	
Scoring Guidance	Early Full Alphabetic		Middle Full Alphabetic		Late Full Alphabetic	
	If the student reads...	Then...	If the student reads...	Then...	If the student reads...	Then...
	9 or more accurately and automatically	Move to the Middle Full List	9 or more accurately and automatically	Move to the Late Full List	9 or more accurately and automatically	Move to the Early Consolidated Alphabetic List
	6 or more accurately but not automatically	The student is within the <b>Early Full Alphabetic</b> Phase. Consider administering the Middle Full list for information about the students' knowledge of the patterns in that micro phase.	6 or more accurately but not automatically	The student is within the <b>Middle Full Alphabetic</b> Phase. Consider administering the Late Full list for information about the students' knowledge of the patterns in that micro phase.	6 or more accurately but not automatically	The student is within the <b>Late Full Alphabetic</b> Phase. Consider administering the Early Consolidated list for information about the students' knowledge of the patterns in that micro phase..
5 or fewer accurately (automatically or not)	Move to the Late Partial list.	5 or fewer accurately (automatically or not)	Move to the Early Full list.	5 or fewer accurately (automatically or not)	Move to the Middle Full list.	

## Group

Pre-Alphabetic			
Skill	Early	Middle	Late
Phonological Awareness: Phonemes	No phonemic awareness		
Phonological Awareness: Syllables	Lack of phonological skills with syllables. Cannot yet count syllables in multi-syllabic words.		
Letter Identification and Production	Can identify very few or no letters (possibly only a few letters from own name). Cannot write any letters.	Can identify very few letters (possibly letters from own name and/or a few random uppercase letters). Cannot write any letters.	Can identify and write some letters and identify some sounds.
Grapho-phonological Relationships	No knowledge of grapho-phonemic relationship (relationship between graphemes (letters) and phonemes (sounds))		
Decoding Unfamiliar Words	Cannot yet decode.		
Encoding (Spelling)	Cannot yet encode. Attempts may include a string of lines or shapes with determinable relationship to words.		
Automaticity of Words from Memory	Cannot yet identify words from recall (with exception of some environmental print, such as "STOP" on a stop sign).		

## Partial Alphabetic

Skill	Early	Middle	Late
<b>Phonological Awareness: Phonemes</b>	Limited or lack of phonemic awareness.	Limited phonemic awareness. Can identify and/or produce some rhyming words. Can identify some initial and ending sounds (not medial/vowel sounds) in phoneme segmentation of VC and CVC words	Limited phonemic awareness. Can identify and produce some rhyming words. Can identify initial and ending sounds in phoneme segmentation of VC and CVC words, and some digraphs. Minimal confusion with medial vowel sounds.
<b>Phonological Awareness: Syllables</b>	Can count syllables in a few multi-syllabic words.	Can count syllables in some multi-syllabic words.	Can count syllables in all multi-syllabic words; can segment and blend a few multi-syllabic words.
<b>Letter Identification and Production</b>	Can identify and write some letters, mostly uppercase.	Can identify and write some letters, uppercase and lowercase.	Can identify and write most uppercase and lowercase letters.
<b>Grapho-phonological Relationships</b>	Limited knowledge of grapho-phonemic relationship. Frequently confuses similar graphemes and phonemes in letter identification by sound and sound by letter.	Knowledge of grapho-phonemic relationship for most consonants. Frequently confuses short vowel sounds.	Knowledge of grapho-phonemic relationship for consonants and most vowels. Some confusion over similar short vowel sounds (e.g., /a/ and /e/).
<b>Decoding Unfamiliar Words</b>	Applies limited knowledge of grapho-phonemic relationship to decoding words. Can identify a few initial letter/sounds to predict unfamiliar words. May also use contextual clues to predict words	Applies partial knowledge of grapho-phonemic relationship to decoding skills. Can identify some initial and final letter/sounds to predict unfamiliar words. May also use contextual clues to predict words.	Applies full knowledge of grapho-phonemic relationship to decoding skills. Can identify all initial, final, and medial letters/ sounds to decode unfamiliar words. May also use contextual clues to predict words.
<b>Encoding (Spelling)</b>	Beginning to partially spell words phonetically using most salient sounds. Does not spell words correctly	Partial phonetic (invented) spellings include most initial and final sounds. Does not spell words correctly.	Partial phonetic (invented) spellings include most initial and final sounds, with some vowel sounds. Spells a few words correctly
<b>Automaticity of Words from Memory</b>	Can recognize a few simple high-frequency words based on exposure but easily confuses similarly spelled words.		



## Full Alphabetic

Skill	Early	Middle	Late
<b>Phonological Awareness: Phonemes</b>	Can identify and produce rhyming words. Can segment and blend many single-syllable words.		Full phonemic awareness developed. Able to identify and produce rhyming words. Can segment and blend all single-syllable words.
<b>Phonological Awareness: Syllables</b>	Can segment and blend some multisyllabic words.		Can segment and blend most multisyllabic words.
<b>Letter Identification and Production</b>	Can identify and write all uppercase and lowercase letters.		
<b>Grapho-phonological Relationships</b>	Knowledge of grapho-phonemic relationship for consonants and vowels.	Knowledge of grapho-phonemic relationship for consonants, vowels, consonant digraphs, and some inflectional endings	Knowledge of grapho-phonemic relationship for consonants, vowels, consonant digraphs, most inflectional endings, and some affixes.
<b>Decoding Unfamiliar Words</b>	Can decode unfamiliar words and nonwords that are regularly spelled. Uses context to confirm or discard decoding.		
<b>Encoding (Spelling)</b>	Phonetically accurate spellings include dominant sounds in sequence (e.g., correct initial and final sounds with short vowel sounds). Spell some words with correct spelling.	Phonetically accurate spellings include more complete representation of sounds (e.g., correct initial and ending sounds including consonant digraphs, short vowels, magic "e" long vowel sounds). Spells some words with correct spelling.	Phonetically accurate spellings include complete representation of medial vowel sounds. Shows awareness of short vowel and long vowel (magic "e," vowel teams, r-controlled vowel) patterns. Spells most words with correct spelling.
<b>Automaticity of Words from Memory</b>	High-frequency word memory is becoming more automatic, unitized, and growing. Limited to mostly single syllable or two-syllable regularly spelled words, with some irregularly spelled words.		

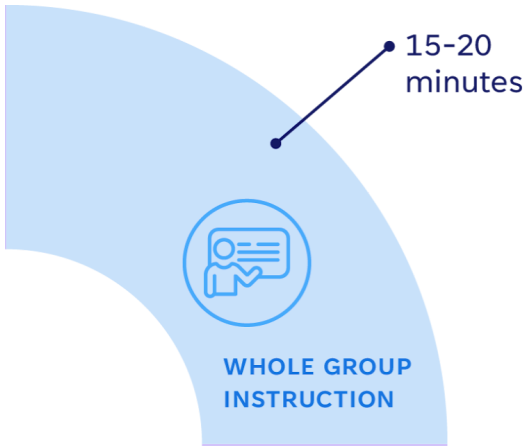
## Consolidated Alphabetic

Skill	Early	Middle	Late
<b>Phonological Awareness: Phonemes</b>	Full phonemic awareness developed. Able to identify and produce rhyming words. Can segment and blend all single-syllable words		
<b>Phonological Awareness: Syllables</b>	Can segment and blend all multisyllabic words		
<b>Letter Identification and Production</b>	Can identify and write all uppercase and lowercase letters.		
<b>Grapho-phonological Relationships</b>	Grapho-syllabic connections becoming increasingly apparent (can identify and use knowledge of rules connected to some syllable types).	Grapho-syllabic connections predominate (can identify and use knowledge of rules connected to most syllable types).	Grapho-syllabic connections predominate (can identify and use knowledge of rules connected to all syllable types).
<b>Decoding Unfamiliar Words</b>	Applies some grapho-syllabic connections to decoding words. Decodes many unfamiliar words and non-words with increasing proficiency. Unfamiliar words in context read by decoding or analogy. Uses context to confirm or discard decoding.		Applies full grapho-syllabic connections to decoding words. Decodes many unfamiliar words and non-words proficiently, automatically, and accurately. Unfamiliar words in context read by decoding or analogy. Uses context to confirm or discard decoding.
<b>Encoding (Spelling)</b>	Uses grapho-syllabic and grapho-phonemic knowledge to spell words correctly. Spells all words with correct spelling.		
<b>Automaticity of Words from Memory</b>	High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multi-syllabic words. Applies grapho-syllabic connections to some words.	High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multi-syllabic words. Applies grapho-syllabic connections to most words.	High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multi-syllabic words. Applies grapho-syllabic connections to all words.

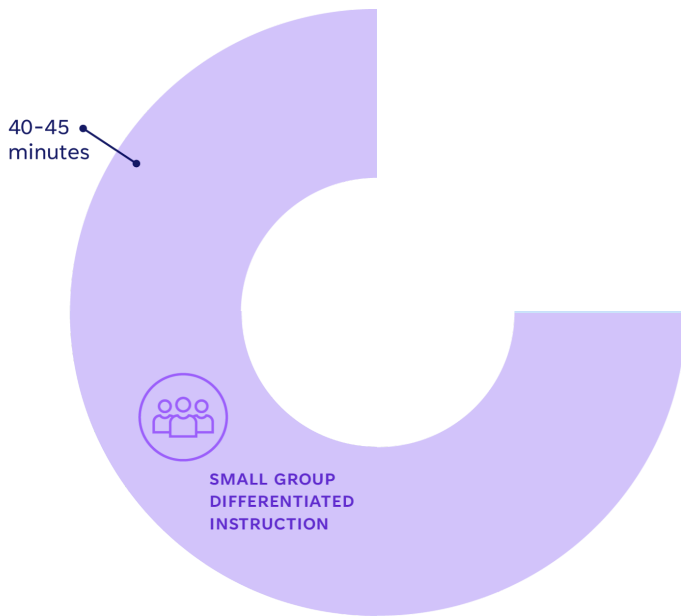


# Plan

## Whole Group Instruction



## Small Group Differentiated Instruction



## Prep

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## Teach

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