**Pioneer Valley Books has a strong commitment to provide research-based literacy solutions to our school partners. Our products combine the science of literacy with the latest research on the principles of learning and how that translates into effective literacy resources that ensure students' success.**

For more than 25 years, Pioneer Valley Books has partnered with educators, conducted research, collected data, and built literacy programs and tools that support students' literacy growth and teachers' professional learning. Each new product or program is driven by educational leaders and literacy experts to ensure the development of evidence-based learning solutions. We strive to deliver better literacy results and better reading experiences in the classroom.

RESEARCH AND DEVELOPMENT CYCLE
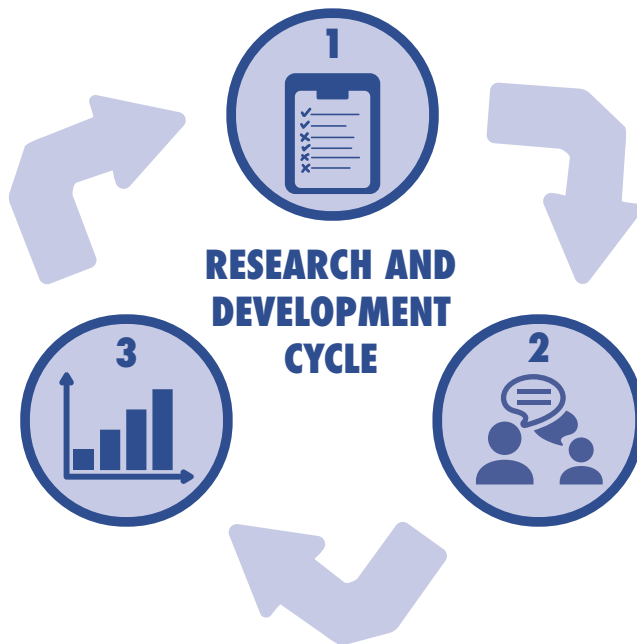
The Pioneer Valley Books Product Research and Development Cycle:

Stage 1: Needs Assessment and Background Research
With the help of educators and literacy leaders, we identify challenges. After conducting background research, we then propose a resource or curriculum to address the needs of teachers and learners.

Stage 2: Development and Design
As we develop the solution, we conduct trials and testing with students and teachers in classrooms and schools. We use that data and feedback to guide improvements throughout the production process.

Stage 3: Impact
We partner with researchers and educators to measure the effectiveness of our programs in classrooms across different settings with diverse student populations.

Stepping Together 2nd Edition has been developed to meet the most current research on literacy acquisition. Stepping Together meets ESSA Tier 4 standards. This program is built around a well-defined logic model, is informed by research, and is currently under evaluation.

PROGRAM OVERVIEW

Stepping Together is a research-based interactive reading program that provides a classroom community with a daily opportunity to read increasingly more challenging grade-level text with the support of a teacher. The goal of each lesson is to build students' literacy skills, including phonological awareness, phonics, vocabulary, comprehension, reading fluency, and writing, while also fostering a love of reading and a deeper understanding of the text.

Stepping Together lessons feature:

- Systematic, explicit phonemic awareness and phonics instruction aligned with the phonics continuum
- Explicit demonstration of procedures and gradual release of skills across the lesson and grade level
- Phonics skills applied to authentic reading and writing
- Interactive reading experiences
- Opportunities for building background knowledge and oral language proficiency with specific English Language Learner (ELL) supports embedded in every lesson
- Robust comprehension instruction aligned with standards
- Writing practice aligned with phonics focus and standards
- Emphasis on building writing proficiency in response to reading

- Opportunities to develop vocabulary and fluency
- Follow-up activities and literacy centers to reinforce and extend learning
- Built-in progress monitoring and summative assessments for every module
- Emphasis on student engagement and motivation to ensure effective whole-group instruction (interactive learning across multiple modalities)

See Appendix A for a sample of the scope and sequence for each kit.

Stepping Together Lesson Plan Frameworks

Kindergarten

	Day 1	Day 2	Day 3	Day 4	Day 5
Step 1	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant
Step 2	**Phonological Awareness Activity** One of the Following: Listen Up Rhyming Blending Segmenting Adding/Deleting	**Phonological Awareness Activity** One of the Following: Listen Up Rhyming Blending Segmenting Adding/Deleting	**Phonological Awareness Activity** One of the Following: Listen Up Rhyming Blending Segmenting Adding/Deleting	**Phonological Awareness Activity** One of the Following: Listen Up Rhyming Blending Segmenting Adding/Deleting	**Reread Shared Reading Books** Reread one or two shared reading books from previous lessons
Step 3	**Word Study/ Phonics Activity** One of the Following: Name Game Picture Sorting Letter Detective Making Words Sound Boxes Breaking Words	**Word Study/ Phonics Activity** One of the Following: Name Game Picture Sorting Letter Detective Making Words Sound Boxes Breaking Words	**Word Study/ Phonics Activity** One of the Following: Name Game Picture Sorting Letter Detective Making Words Sound Boxes Breaking Words	**Word Study/ Phonics Activity** One of the Following: Name Game Letter Detective Decoding Words in Decodable Text	**Letter Formation/ Sight Word Review/ Phonics Assessment** Assessment: Letter Names and Sounds or Assessment: Sight Word Review Assess Phonics Focus
Step 4	**Shared Reading** Introduce the New Book Read the Book Discuss and Teach	**Interactive Writing and Cut-Up Sentence** Teach the New Sight Word (Map the Letters and What's Missing, Mix and Fix) Dictated Sentence(s) Letter Formation Cut-Up Sentence	**Shared Reading** Reread the Book Discuss and Teach	**Interactive Writing and Cut-Up Sentence** Reteach the New Sight Word (Rug Writing, Write and Retrieve) Dictated Sentence(s) Letter Formation Cut-Up Sentence	

First Grade

	Day 1	Day 2	Day 3	Day 4	Day 5
Step 1	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant	**Warm-Up** Read Rhyme, Song, Poem, or Chant
Step 2	**Phonological Awareness Activity** One of the Following: Rhyming Blending Segmenting Substituting	**Phonological Awareness Activity** One of the Following: Rhyming Blending Segmenting Substituting	**Phonological Awareness Activity** One of the Following: Rhyming Blending Segmenting Substituting	**Phonological Awareness Activity** One of the Following: Rhyming Blending Segmenting Substituting	**Reread Books** Reread one or two shared reading books from previous lessons
Step 3	**Word Study/ Phonics Activity** One of the Following: Picture Sorting Making Words Sound Boxes Breaking Words Breaking Big Words Analogy Charts	**Word Study/ Phonics Activity** One of the Following: Picture Sorting Making Words Sound Boxes Breaking Words Breaking Big Words Analogy Charts	**Word Study/ Phonics Activity** One of the Following: Picture Sorting Making Words Sound Boxes Breaking Words Breaking Big Words Analogy Charts	**Word Study/ Phonics Activity** Decoding Words in Decodable Text	**Assessments** Assessment: Sight Word Review Assess Phonics Focus
Step 4	**Shared Reading** Introduce the New Book Read the Book Discuss and Teach	**Interactive Writing and Cut-Up Sentence** Teach the New Sight Word (Map the Letters and What's Missing?, Mix and Fix) Dictated Sentence(s) Letter Formation Cut-Up Sentence	**Shared Reading** Reread the Book Discuss and Teach	**Interactive Writing and Cut-Up Sentence** Reteach the New Sight Word (Rug Writing, Write and Retrieve) Dictated Sentence(s) Letter Formation Cut-Up Sentence	

Second Grade

	Day 1	Day 2	Day 3	Day 4	Day 5
Step 1	**Warm-Up** Read Tongue Twister, Song, Poem, or Chant	**Warm-Up** Read Tongue Twister, Song, Poem, or Chant	**Warm-Up** Read Tongue Twister, Song, Poem, or Chant	**Warm-Up** Read Tongue Twister, Song, Poem, or Chant	**Warm-Up** Read Tongue Twister, Song, Poem, or Chant
Step 2	**Phonological Awareness Activity** One of the Following: Blending Segmenting Adding/Deleting Substituting	**Phonological Awareness Activity** One of the Following: Blending Segmenting Adding/Deleting Substituting	**Phonological Awareness Activity** One of the Following: Blending Segmenting Adding/Deleting Substituting	**Phonological Awareness Activity** One of the Following: Blending Segmenting Adding/Deleting Substituting	**Reread Books** Select a section or chapter to reread together for deeper meaning
Step 3	**Word Study/ Phonics Activity** One of the Following: Making Words Make a Big Word Breaking Big Words Advanced Breaking Big Words Analogy Charts	**Word Study/ Phonics Activity** One of the Following: Making Words Make a Big Word Breaking Big Words Advanced Breaking Big Words Analogy Charts	**Word Study/ Phonics Activity** One of the Following: Making Words Make a Big Word Breaking Big Words Advanced Breaking Big Words Analogy Charts	**Word Study/ Phonics Activity** Decoding Words in Decodable Text	**Assessments** Assessment: Sight Word Review Assess Phonics Focus
Step 4	**Shared Reading** Introduce the New Book Explain the Comprehension Focus Read the Book Discuss and Teach	**Shared Reading** Finish Reading the Book Discuss and Teach	**Prompt, Plan, and Write** Teach the New Sight Word (Map the Letters and What's Missing?, Mix and Fix) Prompt Plan Dictated Sentence(s) Teach	**Prompt, Plan, and Write** Reteach the New Sight Word (Rug Writing, Write and Retrieve) Reread Prompt Review Plan Guided Writing Teach	

HOW *STEPPING TOGETHER* ALIGNS WITH CURRENT RESEARCH

The National Reading Panel published a report in 2000 that identified five key components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The report concluded that these components should be systematically taught and integrated into a comprehensive reading program. Stepping Together lessons provide instruction in each of these five essential components and offer daily opportunities for transferring learning to authentic reading and writing experiences.

In Stepping Together, the teaching is explicit at the whole-group level. The teacher explicitly teaches the skill and then models it before students practice it themselves. Skill-building activities progress in complexity across the lesson and are scaffolded, building confidence and independence in students. Skills are practiced in isolation and then transferred to authentic reading and writing. Additional layers of explicit instruction are strategically placed in teaching points, differentiation and corrective feedback, and supplementary activities.

The primary features of the Stepping Together program are systematic explicit instruction in phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, reading, and writing. Each component is backed by scientific research that verifies its positive effects on student learning and reading proficiency.

Phonological and Phonemic Awareness. Students with strong phonemic awareness hear and manipulate sounds in words. The combination of letter work and phonemic awareness fosters sophisticated skills needed for decoding words, such as phoneme substitution, blending, segmenting, and deletion (Adams, 1990; Blevins, 2019). Stepping Together lessons include engaging activities that teach students to identify, blend, segment, and manipulate phonemes. Each lesson opens with a phonological/phonemic awareness activity that aligns with the lesson's target phonics skill. The explicit instruction includes teacher explanation and modeling before students practice the procedures and draws on the reciprocal relationship between phonics and phonemic awareness. An articulation guide is provided for additional explicit support for pronunciation and speech sounds.

Phonics. Systematic phonics instruction is a crucial aspect of early reading instruction, as it helps students develop foundational skills in decoding and word recognition (Rayner et al., 2001; National Reading Panel, 2000). Effective phonics

instruction teaches students to associate sounds with corresponding letters and letter patterns so that they learn to be flexible word solvers as they encode (write) and decode (read) words (Ehri et al., 2001; Kaye, 2006). An effective approach to teaching phonics involves engaging multiple senses—visual, auditory, and kinesthetic/tactile—to enhance learning and transfer. Using multimodal tools helps engage children and hold their attention, which can increase their motivation to learn. Each Stepping Together kit includes multimodal procedures and tools that teach individual phoneme-grapheme correspondences and the skills of blending and segmenting. As the lessons progress, interactive whole-group phonics activities work to build student knowledge of phonemes/graphemes, high-utility rimes, and common inflectional endings and affixes, all of which help readers find patterns in words to solve new words both when reading and in spelling. Students then transfer those skills to authentic reading/writing contexts. Teaching points are embedded in each lesson, providing explicit instruction in phonics principles, syllables, morphology, word parts, and prefixes and suffixes.

Fluency. Fluency involves accuracy of word reading, automaticity of text reading, and reading in a phrased and expressive manner, all of which support maintaining the meaning of the text (Duke & Cartwright, 2021). Research shows that rereading text improves word accuracy, fluency, and comprehension (Paige, 2020; Rasinski, 2012). Repeated reading is embedded in the Stepping Together framework. Students are also encouraged to reread the books during independent reading time and as an activity in the literacy center. They also take home their Super Stories (short decodable stories they have read together during the lesson) to read to family members. Stepping Together supports fluency and oral reading skills in several other ways. Students are also taught a core of sight words that overlap between whole and small group to improve accuracy and automaticity when reading (Foorman et al., 2016). Sight words are high-frequency words that are recognized immediately without requiring decoding. Sight words are spotlighted in each lesson. A multistep introduction of each new sight word invites students to map the sounds in the word to the letters that spell those sounds. Students then have many opportunities to practice the new words in isolation and in the context of reading and writing. Using this multilayered approach ensures students will quickly develop a large bank of sight words (Ehri, 2005).

Stepping Together includes different shared reading structures (echo, choral, cloze), allowing the teacher to model appropriate pacing, intonation, and expression. In addition, specific teaching points explicitly teach students strategies in phrasing and expression.

Vocabulary. Vocabulary knowledge plays an important role in comprehension. It is important to provide students with explicit instruction in vocabulary for maximum effectiveness (Marulis & Neuman, 2010). Readers also use strategies to discover the meanings of unfamiliar words as they read, such as using the context or graphics for clues to word meaning. It is important to teach students the flexible use of a number of vocabulary strategies (Duke & Cartwright, 2021). Stepping Together texts are sequenced in a gradient of complexity that exposes students to challenging vocabulary and new concepts. In each lesson, new words are explicitly taught during the book introduction, and vocabulary strategies are modeled and practiced during the reading of the book. Students are then encouraged to use those words during the discussion portion of the lesson and in their writing.

Comprehension. It is critical that teachers teach comprehension skills (National Reading Panel, 2000; Paris & Paris, 2007). The Stepping Together lessons center around a comprehension focus that builds in complexity across the year and grade level and is aligned with standards. The books have been carefully selected and sequenced to enhance and extend student comprehension skills, and the lessons feature a gradual release model whereby teachers model comprehension strategies that students are then invited to practice. On Day 1 of each lesson, students are introduced to a new comprehension strategy. Then as they read, students are taught to monitor their comprehension and intentionally apply a variety of comprehension strategies. After reading, the teacher guides students in discussions that explore literal and inferential meanings of text, along with strategies like main idea/details and theme to support and enhance their understanding. As the writing progresses, the comprehension focus becomes threaded through the writing activity as well.

Integration of Phonics Skills and Print (Reading and Writing). Research shows that students need daily opportunities to apply their new skills to real reading and writing experiences (Kilpatrick, 2015; Blevins, 2016). In addition to a daily phonological awareness and phonics activity, each Stepping Together lesson includes a decodable text and an engaging, grade-level text that students interactively read with their teacher. Everything students learn builds to the point on the fourth day where they are asked to read a decodable text that features the new phonics skill and sight word that's been taught all week. Each lesson also features an interactive writing experience that is connected to the new book.

Applying New Skills to Reading. The goal of phonics instruction is for students to be able to read text independently (Blevins, 2019). There is clear evidence that students benefit from opportunities to practice new phonics skills by reading text that includes the skills they have just learned (Blevins, 2016; Duke & Mesmer, 2019). In each Stepping Together lesson, students interactively read a high-quality fiction or nonfiction book together with teacher support, as well as a decodable text. Shared reading is a collaborative learning activity in which students gather together as a whole group to read and reread text interactively with the teacher. There are two learning goals: first, to provide an enjoyable reading experience that motivates young readers to want to read and enjoy books on their own, and second, to provide explicit and systematic instruction in how students can become readers and writers themselves (Parkes, 2000).

- Decodable Text: Decodable readers are intended to be used for explicit instruction in how to decode or apply phonics skills to reading words. Researchers have defined decodability by two features: 1) the proportion of words with phonetically regular relationships between letters and sounds, and 2) the degree of match between the letter-sound relationship and what the reader has been taught (Mesmer, 2000). In Stepping Together, students read decodable "Super Stories" as a group and independently, which provide them with an opportunity to practice the new targeted phonics skill and sight word.

- Natural-Language Text: The fiction and nonfiction books used with Stepping Together expose readers to a range of genres including folktales, fantasy, realistic fiction, and informational text. All students need daily opportunities to read and discuss complex text that is engaging and authentic, which provides development in academic language and knowledge about the world (Shanahan et al., 2010). Texts also need to be culturally responsive, providing "mirrors and windows" for children, so they see themselves and learn about others (Bishop, 1990; Muñiz, 2019). Research has shown that there is a sweet spot for learning—the task should not be too easy or too hard. Tomlinson (2004, 22) noted, "Our best understanding suggests that a student only learns when work is moderately challenging that student, and where there is assistance to help the student master what initially seems out of reach." The fiction and nonfiction books in Stepping Together ensure that challenges are appropriately calibrated to the needs of the learner.

Applying New Skills to Writing. Writing can be a valuable tool for supporting phonics instruction and helping students develop their reading skills. As children learn to write, they become more familiar with the relationship between letters and sounds. This helps them to identify and recognize letter-sound correspondences when they encounter them in reading (Graham & Hebert, 2011). Writing requires children to think about how words are spelled. This helps them to develop phonemic awareness. Writing can also help children to recognize words more quickly and accurately (Ehri, 1987). As they write words repeatedly, they become more familiar with their spelling and are better able to recognize them when they encounter them in reading. Moreover, when children write, they often use their knowledge of letter-sound correspondences to encode unfamiliar words. The Stepping Together curriculum is rooted in the principle that reading and writing are reciprocal processes. In Stepping Together, students toggle between reading and writing on alternate days, allowing students to directly apply the phonics skills they have learned in the first part of the lesson.

- Interactive Writing and Dictated Sentences. Interactive writing is an effective approach to teaching writing and improving literacy skills (Roth & Guinee, 2011). Interactive writing can have a positive impact on phonemic awareness, spelling, and word recognition. Through interactive writing, students can learn new vocabulary, sentence structure, and grammar rules. They can also develop a strong understanding of how written language works (Caldwell & Leslie, 2010). Writing can also help children to recognize words more quickly and accurately (Ehri, 1987). Additionally, research has shown that interactive writing can have a positive impact on students' motivation and engagement in writing practice, as well as on their overall understanding of the writing process and the conventions of written language (Barratt-Pugh et al., 2020). Interactive writing has also been found to promote social interaction and collaboration among students, which can lead to the development of positive relationships and a sense of community in the classroom (Jimenez et al., 2017). In Stepping Together, students' first writing experiences focus on interactive writing and then evolve to dictated sentences. The lessons include explicit instruction in letter formation, and the sentences spotlight the newly taught phonic element and sight word to support student transfer.

- Guided Writing and Prompt and Plan. The complexities of reading merge during guided writing as children use phonics, orthography, language structures, and newly learned vocabulary to write about the text. As the

Stepping Together lessons progress, students extend the writing by adding on to the dictated sentence and eventually move to a prompt and plan model. Across the lessons, the teacher guides the students in the writing process, modeling strategies and then giving students opportunities to practice skills. Explicit instruction is given in letter formation, punctuation, spelling, and grammar. The prompt and plan format gives students structured opportunities to apply comprehension skills, explore text structures, and build and refine sentence writing and paragraph formation skills.

CLOSING THOUGHTS

Daily Stepping Together whole-group lessons provide primary students with numerous benefits that can help them succeed academically and personally. We know that strong readers read more and, likewise, students who struggle with reading read less. It is the Matthew Effect—the rich get richer, and the poor get poorer (Stanovich, 1986). We need to provide powerful and engaging literacy experiences for our children that include all readers in our literate community (Afflerbach, 2022). Stepping Together provides every student with rich content and exemplary instruction in reading and writing that fosters thoughtful and engaged readers.

APPENDIX A

SAMPLE SCOPE AND SEQUENCE IN STEPPING TOGETHER KINDERGARTEN KIT

Module 4

Week/Title	Day	Phonological Awareness Activity	Word Study/Phonics Activity	Sight Word	Comprehension Focus	Assessments
Week 1 *Little Knight and Mom*	Day 1	RHYMING: Recognizing Rhymes	PICTURE SORTING: Short Vowel α	*can*	Retelling: Retell the Story	
	Day 2	BLENDING: Onset-Rime	MAKING WORDS: Short Vowel α			
	Day 3	SEGMENTING: Onset-Rime	SOUND BOXES: Short Vowel α	*can*	Identifying and Analyzing Characters: Track the Character's Feelings	
	Day 4	DELETING: Onset	DECODING WORDS IN DECODABLE TEXT: Short Vowel α			
	Day 5					ASSESSMENT: Sight Word Review ASSESS PHONICS FOCUS: Short Vowel α (*pat, had, map,* and *bag*)
Week 2 *Daisy's Tiny Things*	Day 1	RHYMING: Recognizing Rhymes	MAKING WORDS: Short Vowel α	*look*	Retelling: Retell the Story	
	Day 2	BLENDING: Onset-Rime	SOUND BOXES: Short Vowel α			
	Day 3	SEGMENTING: Onset-Rime	SOUND BOXES: Short Vowel α	*look*	Asking and Answering Questions: Red Questions (Inferential)	
	Day 4	DELETING: Onset	DECODING WORDS IN DECODABLE TEXT: Short Vowel α			
	Day 5					ASSESSMENT: Sight Word Review ASSESS PHONICS FOCUS: Short Vowel α (*hat, wag, rap,* and *yak*)

SAMPLE SCOPE AND SEQUENCE IN STEPPING TOGETHER FIRST GRADE KIT

Module 4

Week/Title	Day	Phonological Awareness Activity	Phonics Skill/Word Study Activity	Sight Word	Comprehension Focus	Assessments
Week 1 *Jasper's Birthday Party*	Day 1	RHYMING: Producing Rhymes	Final Blends *nd*, *nt*, and *pt* (MAKING WORDS)	*out*	Describing and Analyzing Characters: Infer from Character Actions	
	Day 2	BLENDING: Phonemes	Final Blends *nd*, *nt*, and *pt* (SOUND BOXES)			
	Day 3	SEGMENTING: Stretching to Segment Phonemes	Final Blend *nt* (BREAKING WORDS)	*out*	Retelling: Beginning-Middle-End (B-M-E)	
	Day 4	SUBSTITUTING: Rime	Final Blends *nt* and *pt* (DECODING WORDS IN DECODABLE TEXT)			
	Day 5					ASSESSMENT: Sight Word Review

ASSESS PHONICS FOCUS: Final Blends *nd*, *nt*, and *pt* (*kept*, *stand*, *bent*, and *swept*) |
Week 2 *Birds*	Day 1	RHYMING: Producing Rhymes	Final Blends *nd* and *nk* (MAKING WORDS)	*now*	Asking and Answering Questions: Green Questions (Literal) and Red Questions (Inferential)	
	Day 2	BLENDING: Phonemes	Final Blends *nd* and *nk* (SOUND BOXES)			
	Day 3	SEGMENTING: Stretching to Segment Phonemes	Final Blend *nd* (BREAKING WORDS)	*now*	Using Text Features: Pictures and Diagrams	
	Day 4	SUBSTITUTING: Rime	Final Blends *nd* and *nk* (DECODING WORDS IN DECODABLE TEXT)			
	Day 5					ASSESSMENT: Sight Word Review

ASSESS PHONICS FOCUS: Final Blends *nd* and *nk* (*spend*, *trunk*, *drink*, and *stand*) |

SAMPLE SCOPE AND SEQUENCE IN STEPPING TOGETHER SECOND GRADE KIT

Module 4

Week/Title	Day	Phonological Awareness Activity	Phonics Skill/Word Study Activity	Sight Word	Comprehension Focus	Writing	Assessments
Week 1 *Chip Moves In*	Day 1	BLENDING: Phonemes	Long o Vowel Team oa (MAKING WORDS)	*friend*	Describing and Analyzing Characters: Infer from Character Actions and Dialogue	Writing about the Characters	
	Day 2	SEGMENTING: Stretching to Segment Phonemes	Long o Vowel Team oa (oast) (BREAKING BIG WORDS)				
	Day 3	DELETING: Onset	Long o Vowel Team oa and Vowel-r Combination or (ANALOGY CHARTS)				
	Day 4	SUBSTITUTING: Rime	Long o Vowel Team oa (DECODING WORDS IN DECODABLE TEXT)				
	Day 5						ASSESSMENT: Sight Word Review ASSESS PHONICS FOCUS: Long o Vowel Team oa (*road, gloat, foam,* and *toasting*)
Week 2 *Snowboarding*	Day 1	BLENDING: Phonemes	Vowel-r Combination ar (MAKING WORDS)	*would*	Developing Vocabulary: Use Strategies to Explain New Words	Writing an Opinion	
	Day 2	SEGMENTING: Stretching to Segment Phonemes	Vowel-r Combination ar (art) (BREAKING BIG WORDS)				
	Day 3	DELETING: Onset	Vowel-r Combination ar and Long o Vowel Team oa (ANALOGY CHARTS)				
	Day 4	SUBSTITUTING: Rime	Vowel-r Combination ar (DECODING WORDS IN DECODABLE TEXT)				
	Day 5						ASSESSMENT: Sight Word Review ASSESS PHONICS FOCUS: Vowel-r Combination ar (*bark, party, sparking,* and *sharper*)

APPENDIX B

ACTIVITIES FOR TEACHING PHONICS

ACTIVITY	PURPOSE FOR PHONICS ACTIVITIES
New Sight Word	Link phonemes to graphemes for regular and irregular high-frequency words
Name Game	Learn concept of letter, letter names, concept of word, initial and final letter name and sound, and to hear syllables in names
Letter Detective	Learn how to recognize letters and how their physical attributes compare to other letters
Picture Sorting	Hear initial phonemes or medial vowels and link those sounds to letters
Making Words	Monitor with sounds and letters (synchrony) to decode or encode new words; left to right visual scanning
Sound Boxes	Hear and record sounds in sequence to encode new words; left to right visual scanning
Emergent Breaking Words	Hearing and recognizing rime in words to foster decoding; building phoneme-grapheme correspondences
Breaking Words	Break words into smaller parts to promote efficient decoding skills (onset and rime) and to recognize common rimes in words
Analogy Charts	Hear differences in minimal contrast words; generalize a pattern in known words to decode and encode unknown words (analogy)
Breaking Big Words	Break words into smaller parts (onset, rime, inflectional ending) to promote efficient decoding
Make a Big Word	Make and break multisyllabic words into syllables to decode and encode new words (syllabication)
Advanced Breaking Big Words	Break words at the syllables and blend the parts to promote decoding of multisyllablic words
Decoding Words in Decodable Text	Transfer newly and previously taught phonics skills and sight words to simple decodable text

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