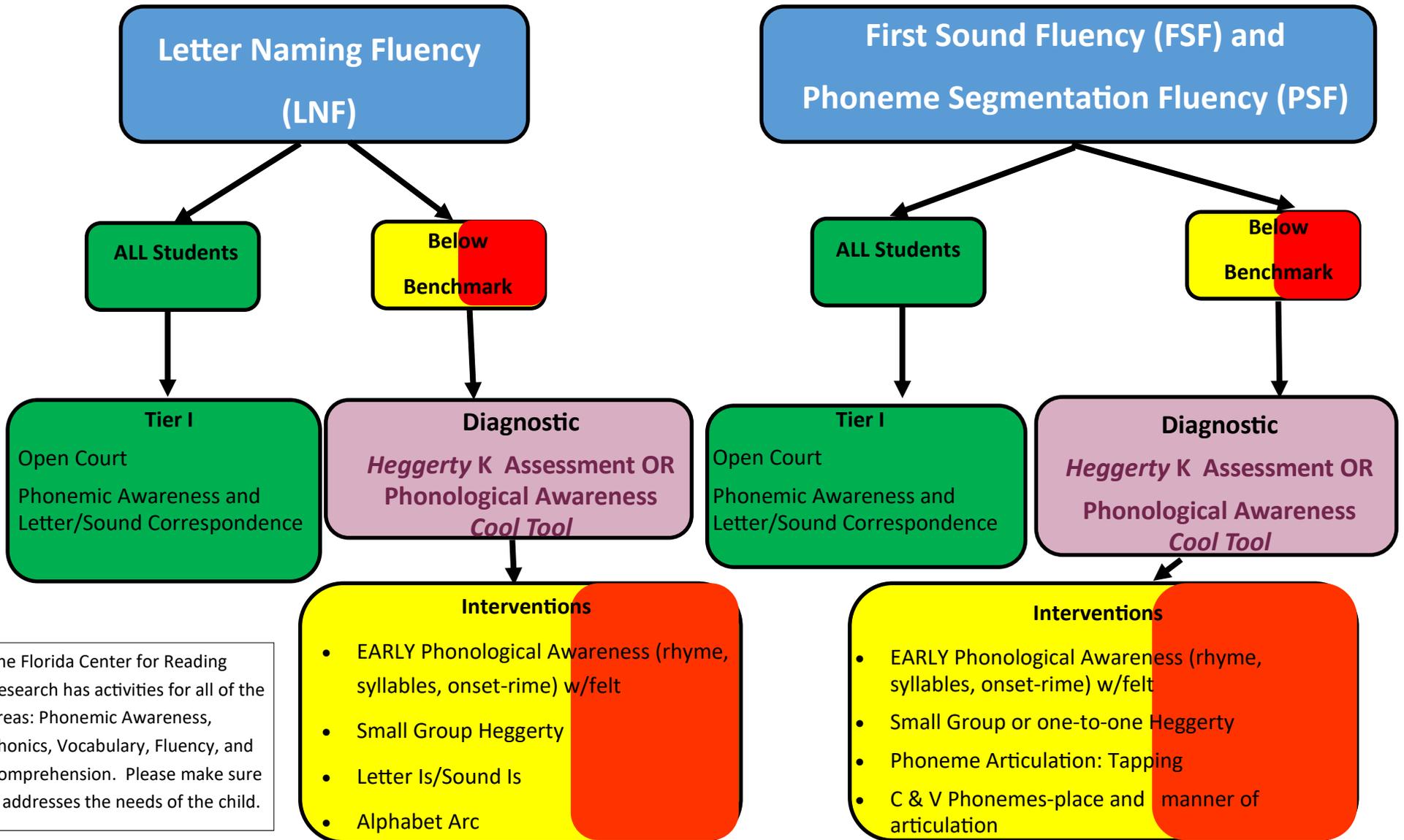


Kindergarten & 1st Grade



The Florida Center for Reading Research has activities for all of the areas: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Please make sure it addresses the needs of the child.

Kindergarten/1st/2nd Grades

Nonsense Word Fluency (NWF)

Correct Letter Sounds

Whole Words Read

ALL Students

Below
Benchmark

ALL Students

Below
Benchmark

Diagnostic
PAST

Diagnostic
PAST, Phonics and Word
Reading Survey

Tier I

Tier I

Interventions

Open Court

Continue on to:

- Blending with automaticity
- Practice ADVANCED Phonemic Awareness Skills

Open Court

Continue on to:

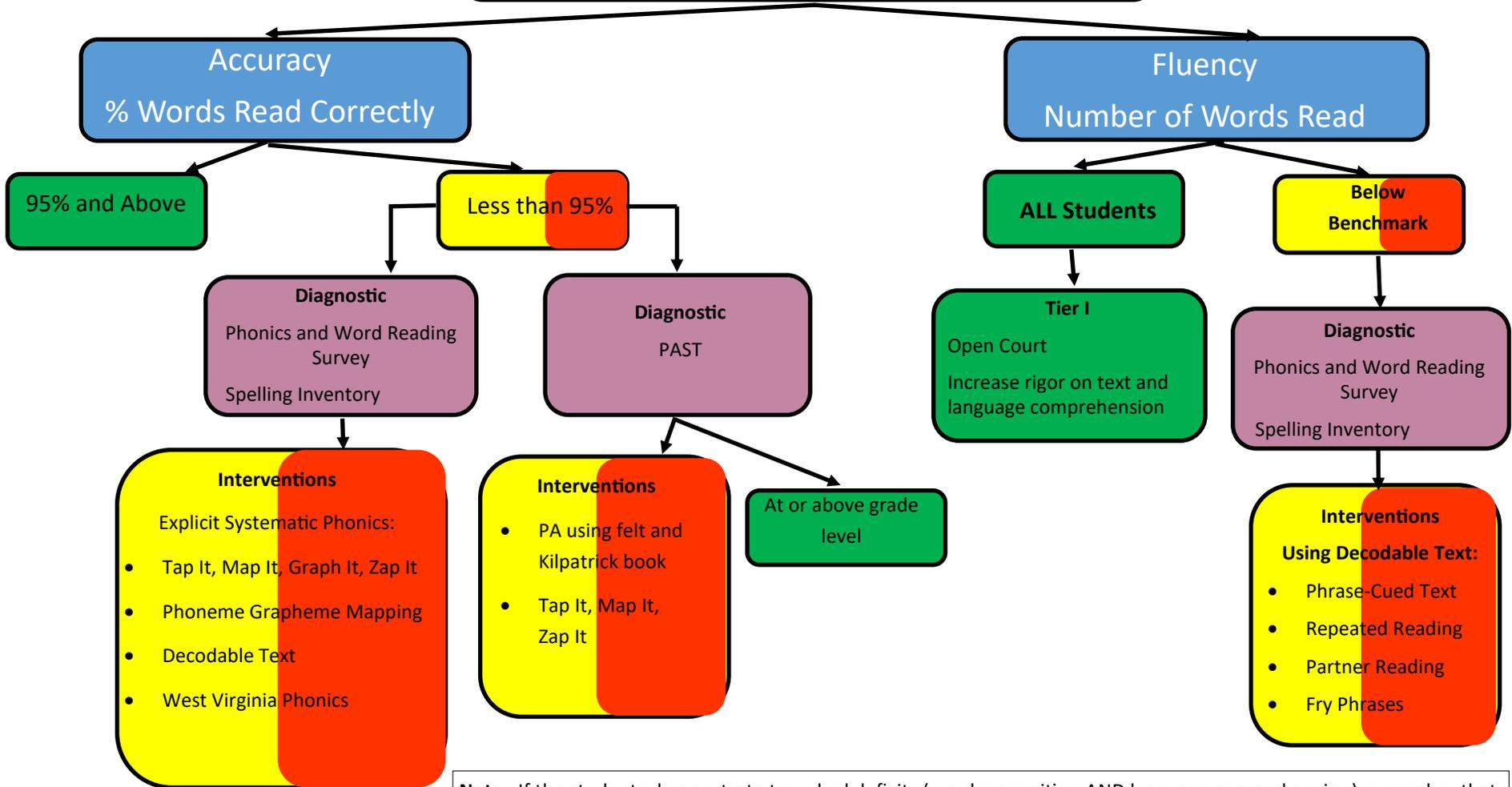
- Explicit and Systematic Phonics Lessons
- Decoding with blends and diagraphs
- Phoneme/Grapheme Mapping
- Decodable Texts

- Interventions**
- EARLY Phonological Awareness and Phoneme Articulation: Felt or Elkonin Boxes
- Syllables, Onset-Rime
 - CV, VC, CVC Blending, Segmenting
 - C & V Phonemes-place and manner of articulation

- Advanced Phonemic Awareness using felt or Elkonin Boxes
- Additive sound by sound blending
- Multisensory blending with Phoneme Graphing Mapping using Tap It, Map It, Graph It, Zap It or magnetic Letter tiles
- West Virginia Phonics

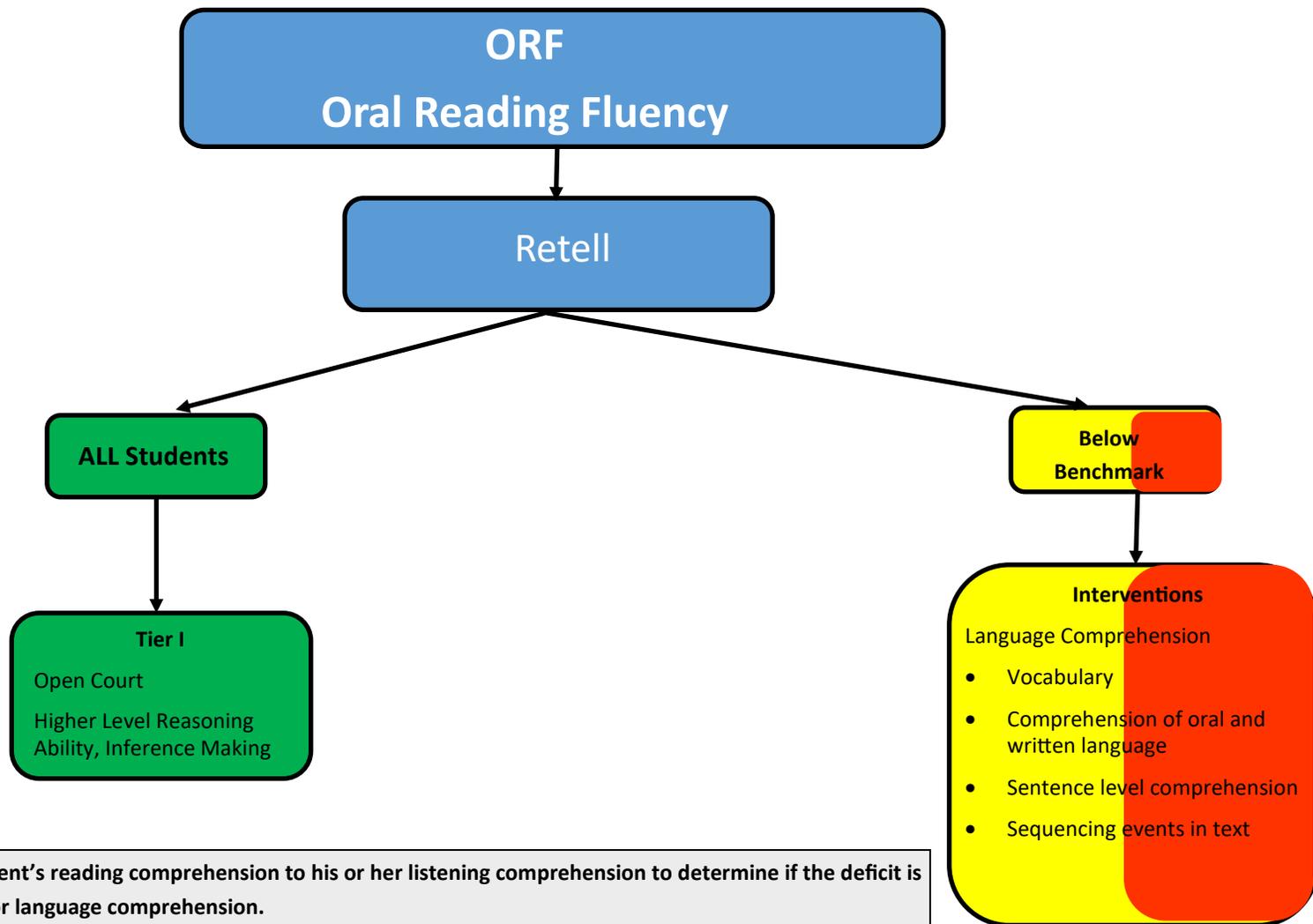
1st Grade-6th Grade

ORF Oral Reading Fluency



Note: If the students demonstrate true dual deficits (word recognition AND language comprehension) remember that while intervening in word recognition (phonics and phonemic awareness) we MUST also continue to build language skills (bottom on the reading rope, language comp on the SVR) through read alouds of rich text with listening comprehension.

2nd Grade and Up (Language Comprehension)



Try comparing a student's reading comprehension to his or her listening comprehension to determine if the deficit is in word recognition or language comprehension.

Retelling from reading and listening: If the screening measure in use does not have a system for scoring passage retelling, plan to compare the student's ability to retell a passage after reading it with his or her ability to retell after listening to the same (or equivalent) passage read aloud. If the student comprehends substantially better when listening to the passage read aloud, the student likely has a specific problem with decoding and word recognition - not language comprehension.

3rd Grade and Up

