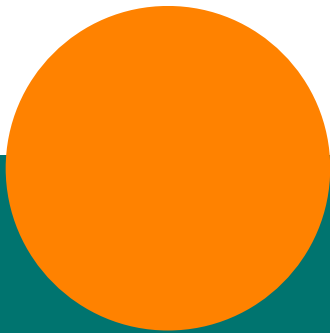




EARLY LITERACY HQIM REVIEW GUIDE: PROTOCOL FOR REVIEWING CODE- FOCUSED INSTRUCTIONAL MATERIALS IN KINDERGARTEN AND FIRST GRADE

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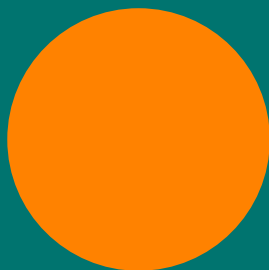


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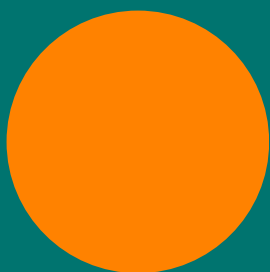
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Suggested Citation: Rice, M. (2026). *Early literacy HQIM review guide: Protocol for reviewing code-focused instructional materials in kindergarten and first grade*. Tennessee Reading Research Center.
https://trrc.utk.edu/resources/early_literacy_hqim_review_guide/

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This guide explains procedures for reviewing the alignment of high-quality instructional materials (HQIM) with research-based practices for code-focused literacy skills in kindergarten and first grade. The information gathered through these procedures should not be the sole determinant of whether a specific HQIM should be adopted or implemented. Rather, the information should be used alongside other information (e.g., alignment with standards, implementation feasibility, student literacy data) when making curricular decisions.

A list of research-based recommendations was compiled based on the [*Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide*](#) (Foorman et al., 2016) from the What Works Clearinghouse (WWC). Two of the four recommendations in the practice guide were related to code-focused skills: “Develop awareness of the segments of sound in speech and how they link to letters” (Recommendation 2) and “Teach students to decode words, analyze word parts, and write and recognize words” (Recommendation 3). Using these recommendations and the specific practices listed in the guide as a framework, a set of instructional practices were organized and expanded upon using research on the scientific basis of learning to read (see Table 1 below).

Table 1*Research-Based Code-Focused Instructional Practices*

WWC Practice Guide Recommendation	Research-Based Practice	Research-Based Practice Description
Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.		
Teach students to recognize and manipulate segments of sound in speech.	Focus on Phonemic Awareness	Instruction addressing larger units of phonological awareness (word, syllable, onset-rime) is present, but the instructional focus is at the phoneme level (phonemic awareness).
	Use of Articulatory Gestures	Teacher instruction of phoneme articulation (e.g., placement of teeth, tongue, and lips) is present in phoneme instruction.
Teach students letter-sound relations.	Appropriate Pacing for Letter-Sound Instruction	Pacing of letter-sound instruction is quicker than one letter per week (e.g., 2-4 per week).
	Explicit Instruction for Letter-Sounds	Explicit instruction (i.e., modeling, guided practice, and independent practice) in letter-sound instruction is present and not merely the teaching of letters in context (e.g., pointing out letters in shared reading activities).
	Instructional Progression of Letter-Sound Instruction	The instructional order of letter sounds follows a research-based progression including: 1. Introducing a short vowel or two early on to allow for decoding/encoding words, meaning not all consonants are introduced before the vowels; 2. Introducing continuous phonemes (e.g., /m/, /s/) early as continuous phonemes may be easier to manipulate (e.g., blend); 3. Separating visually or phonetically similar letters from each other (e.g., <i>b</i> and <i>d</i> or <i>v</i> and <i>f</i>).

Note. WWC = What Works Clearinghouse; GPC = Grapheme-Phoneme Correspondences.

Table 1
Research-Based Code-Focused Instructional Practices, cont.

WWC Practice Guide Recommendation	Research-Based Practice	Research-Based Practice Description
Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.		
Use word-building and other activities to link students’ knowledge of letter-sound relationships with phonemic awareness.	Connecting Phonemic Awareness and Print	Phonemic awareness activities include the use of letters/print to link students’ knowledge of letter-sound relationships with phonemic awareness.
	Dosage of Isolated Phonemic Awareness	The time spent on isolated (i.e., oral only, not connected to print/phonics) phonemic awareness instruction aligns with research, which suggests around 10 total hours may be sufficient.

Note. WWC = What Works Clearinghouse; GPC = Grapheme-Phoneme Correspondences.

Table 1*Research-Based Code-Focused Instructional Practices, cont.*

WWC Practice Guide Recommendation	Research-Based Practice	Research-Based Practice Description
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.		
Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.	Focus on Blending and Segmenting Skills	Phonemic awareness instruction focuses on one or two skills at a time, with blending and segmenting being commonly instructed skills.
Teach students to recognize common word parts.	Systematic Phonics Instruction	Phonics instruction is systematic, following a clearly defined sequence.
Instruct students in common sound-spelling patterns.	Encoding	Encoding is present and connected to phonics instruction.
Have students read decodable words in isolation and in text.	Decodable Text	Decodable text (sentences and connected text) is used for students to apply decoding skills to recently learned patterns.
Teach regular and irregular high-frequency words so that students can recognize them efficiently. Introduce non-decodable words that are essential to the meaning of the text as whole words.	High-Frequency Word Instruction	Regular high-frequency words are taught with decoding strategies. Instruction with irregular high-frequency words, including those temporarily irregular based on the GPCs that have not been taught, draws students' attention to the irregular parts that must be learned (e.g., see, say spell; marking heart parts; repetition).

Note. WWC = What Works Clearinghouse; GPC = Grapheme-Phoneme Correspondences.

The form in the Appendix can be used to document evidence and rate the HQIM being reviewed for each of the 12 research-based practices.

For each practice, reviewers complete three steps:

1. Read the suggested way(s) to collect evidence about each practice and determine which one will be used.
2. Review the HQIM and document the evidence for each practice.
3. Rate the HQIM on the strength of the evidence for each practice using the suggested criteria: clear alignment with the practice (green light), some alignment with the practice (yellow light), or minimal alignment with the practice (red light).

In the following sections, examples are provided for each practice showing how a reviewer might document evidence on the form. It is important to note that these examples may not show all the evidence needed for each practice when reviewing the entire HQIM for a grade level. The rating (i.e., green, yellow, red) would be assigned after completing the review of the entire HQIM for kindergarten or first grade. Examples of how documented evidence would be used to assign ratings is available for Practices 3, 5, and 9. A complete example of how these procedures were used to review and rate four HQIM is available in this report: [Kindergarten and First-Grade HQIM Alignment with Research on Code-Focused Instruction](#).

EXAMPLES OF USING THE TOOL FOR EVALUATING HQIM ALIGNMENT WITH CODE-FOCUSED RESEARCH



Practice #1: Example of Reviewing and Documenting Evidence for Phonemic Awareness Practices

Using the second option for documenting evidence of Focus on Phonemic Awareness, this example reviews the weeks of phonemic awareness instruction present in the scope and sequence for Kindergarten Skills Units 1 & 2 of *Core Knowledge Language Arts (CKLA)*.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Counting with Fingers (10 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)
Knocking and Counting (10 min.)	Knocking and Counting (10 min.)	What Did You Hear? (10 min.)	What Did You Hear? (10 min.)	How Many Noises? (10 min.)
Same or Different? (10 min.)	Same or Different? (10 min.)	How Many Noises? (10 min.)	How Many Noises? (10 min.)	
Greeting (10 min.)	Greeting (5 min.)	Greeting (5 min.)	Greeting (5 min.)	Hearing Words in Phrases and Sentences (10 min.)
Follow Me (5 min.)	Follow Me (10 min.)	Follow Me (10 min.)	Reviewing the Tripod Grip (5 min.)	Greeting (5 min.)
Drawing on a Vertical Surface (15 min.)	Finger Introduction (5 min.)	Reviewing the Tripod Grip (5 min.)	Drawing Horizontal Lines on a Vertical Surface (10 min.)	Making Vertical Lines, Horizontal Lines, and Circles with Playdough (10 min.)
	Introducing the Tripod Grip (5 min.)		Horizontal Line Practice (15 min.)	
	Drawing Vertical Lines on a Vertical Surface (10 min.)	Vertical Line Practice (15 min.)	Blending Pretest	Drawing Circles to the Left on a Vertical Surface (10 min.)
				Tracking Practice (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)
How Many Noises? (10 min.)	Stepping Forward for Noises (10 min.)	What Is This? (5 min.)	What Is This? (5 min.)	
		Stepping Forward for Noises (10 min.)	Stepping Forward for Words (10 min.)	Hearing Words in Phrases and Sentences (10 min.)
Hearing Words in Phrases and Sentences (10 min.)	Teacher-Student Echo (10 min.)	Stepping Forward for Words (10 min.)	Circle the Cubes (10 min.)	Stepping Forward for Words (10 min.)
Writing Strokes Pretest (20 min.)	Teacher-Student Echo (10 min.)	Teacher-Student Echo (10 min.)	Making Circles and Triangles with Playdough (10 min.)	Unit 1 Assessment (30 min.)
	Drawing Diagonal Lines on a Vertical Surface (10 min.)	Drawing Squares on a Vertical Surface (15 min.)	Drawing Triangles on a Vertical Surface (10 min.)	
	Diagonal Line Practice (15 min.)	Reviewing Vertical and Horizontal Lines (15 min.)	Reviewing Circles and Diagonal Lines (15 min.)	
Circle to the Left Practice (15 min.)	Tracking Practice (10 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Syllable Blending (5 min.)	Syllable Blending (5 min.)	Blending Syllables and Sounds (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)
Tap and Chase (10 min.)	Tap and Chase (10 min.)	Blending Gestures (10 min.)	Picture Card Blending (10 min.)	Picture Card Blending (10 min.)
	Blending Syllables and Sounds (10 min.)	Picture Card Blending (10 min.)		
Making Cups with Playdough (10 min.)	Making Humps with Playdough (10 min.)	Drawing Zigzags on a Vertical Surface (10 min.)	Mixed-Up Monster (10 min.)	If Your Name Starts With... (10 min.)
		Zigzag Practice (15 min.)		
		Differentiating Shapes (10 min.)		
Drawing Cups on a Vertical Surface (10 min.)	Drawing Humps on a Vertical Surface (10 min.)		Drawing Wavy Lines on a Vertical Surface (10 min.)	Drawing Spirals on a Vertical Surface (10 min.)
Cup Practice (15 min.)	Hump Practice (15 min.)		Wavy Line Practice (15 min.)	Spiral Practice (15 min.)
Tracking Practice (10 min.)			Beginning/End Recognition (10 min.)	Name Tracing (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Sound Blending (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)
Picture Card Blending (10 min.)	Picture Card Blending (10 min.)	Mystery Pictures (10 min.)	Mystery Pictures (10 min.)	1 Spy (10 min.)
			Adding a Sound (10 min.)	Adding a Sound (10 min.)
Guess Who? (10 min.)	Finding Things by Beginning Sound (10 min.)	Finding Things by Beginning Sound (10 min.)	Drawing Hooks on a Vertical Surface (10 min.)	Name Tracing (10 min.)
			Hook Practice (15 min.)	
Drawing +s and x's on a Vertical Surface (10 min.)	Drawing Loops on a Vertical Surface (10 min.)	Drawing Canes on a Vertical Surface (10 min.)	Name Tracing (10 min.)	Unit 2 Assessment (25 min.)
+ and x Practice (15 min.)	Loop Practice (15 min.)	Cane Practice (15 min.)		
Name Tracing (10 min.)	Name Tracing (10 min.)	Name Tracing (10 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

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Practice #1: Example of Reviewing and Documenting Evidence for Phonemic Awareness Practices, *cont.*

Instructional Practice	Documentation	Rating
1. Focus on Phonemic Awareness Instruction addressing larger units of phonological awareness (word, syllable, onset-rime) is present, but the instructional focus is at the phoneme level (phonemic awareness).	There are two options for collecting evidence, depending on the amount of time and personnel available. The first option is more detailed and thorough. Option 1: Review all daily lesson guides of the kindergarten and first-grade HQIM, noting for each lesson which units of phonological awareness (i.e., words and compound words, rhyming, onset-rime, syllables, phonemes) are taught or practiced. Option 2: Review the scope and sequence of the kindergarten and first-grade HQIM, noting how many weeks instruction is focused on larger units of phonological awareness (i.e., words and compound words, rhyming, onset-rime, syllables) versus how many weeks focus instruction on phonemic awareness.	<u>Green Light</u> - All levels of phonological awareness instruction are included, and a majority of the phonological instruction reviewed includes instruction at the phoneme level. <u>Yellow Light</u> - All levels of phonological awareness instruction are included, and approximately half of the phonological awareness instruction reviewed includes instruction at the phoneme level. <u>Red Light</u> - Some of the levels of phonological awareness instruction are missing and/or minimal instruction occurs at the phoneme level.
	Using Option 2: 4 weeks total in Units 1 & 2: Word Level = 2 weeks Syllables = 1 week Onset-Rime/Rhyming = 0 weeks Phonemic Awareness = 2 weeks	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.

Practice #2: Example of Reviewing and Documenting Evidence for Articulatory Gestures

Using the teacher guidance, this example reviews the presence of articulatory gestures in Kindergarten Skills 4 Lesson 1 of CKLA.



Introducing the Sound

10 minutes

Sound Off

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 4" and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

If students need additional practice listening for sounds, you may use the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

- Tell students the new sound is /n/.
- Have students say the /n/ sound several times, drawing it out.
- Ask students to repeat a number of words having the /n/ sound at the beginning: *nut, nice, not*.
- Ask students to repeat a number of words having the /n/ sound at the end: *fun, ran, tin, shine*.
- Ask students whether /n/ is a consonant sound or a vowel sound. (It is a consonant sound, made by touching the tip of the tongue against the bump behind the upper teeth and breathing air out through the nose.)
- Tell students you are going to read a story containing a number of examples of the /n/ sound.
- Tell students to touch their noses whenever they hear the /n/ sound.
- Read the story very slowly, almost word by word, making an effort to emphasize every /n/ sound.

My new neighbor has a baby named Ned. The noisy baby never stops crying. That Ned is a naughty, naughty baby! I wish noisy Ned would take a nap.

- If you have time, read the story in phrases, asking students to repeat the /n/ words they hear in each phrase.

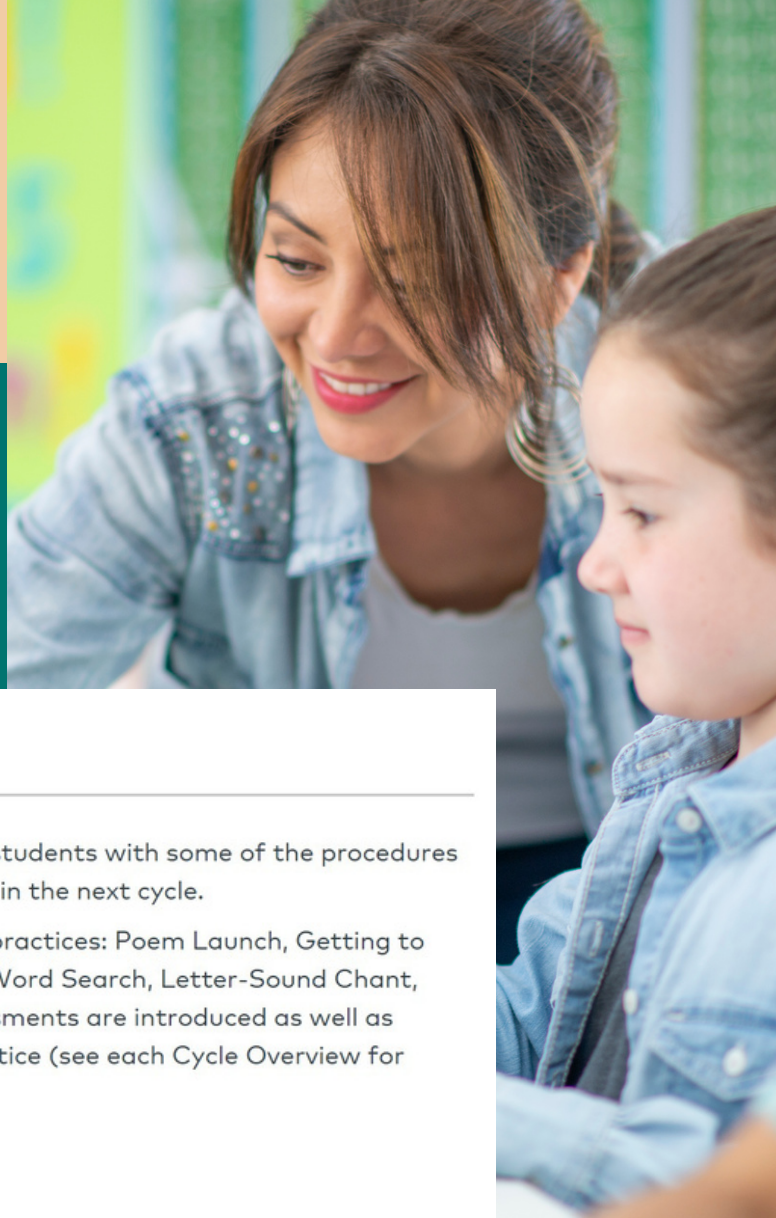
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Practice #2: Example of Reviewing and Documenting Evidence for Articulatory Gestures, *cont.*

Instructional Practice	Documentation	Rating																																		
2. Use of Articulatory Gestures Teacher instruction of phoneme articulation (e.g., placement of teeth, tongue, and lips) is present in phoneme instruction.	Identify the lessons in the HQIM (kindergarten only) where each letter-sound (or phoneme-grapheme) correspondence is initially taught. Determine if the teacher guide or resources provide instruction for phoneme articulation for each sound or phoneme associated with the 26 letters of the alphabet.	<u>Green Light</u> – All 26 letters of the alphabet include articulatory guidance for the phoneme of each letter. <u>Yellow Light</u> – Some but not all of 26 letters of the alphabet include articulatory guidance for the phoneme of each letter. <u>Red Light</u> – No articulatory guidance is provided in the materials.																																		
	<table><tr><td>A-</td><td>R-</td></tr><tr><td>B-</td><td>S-</td></tr><tr><td>C-</td><td>T-</td></tr><tr><td>D-</td><td>U-</td></tr><tr><td>E-</td><td>V-</td></tr><tr><td>F-</td><td>W-</td></tr><tr><td>G-</td><td>X-</td></tr><tr><td>H-</td><td>Y-</td></tr><tr><td>I-</td><td>Z-</td></tr><tr><td>J-</td><td></td></tr><tr><td>K-</td><td></td></tr><tr><td>L-</td><td></td></tr><tr><td>M-</td><td></td></tr><tr><td>N- articulation guidance present</td><td></td></tr><tr><td>O-</td><td></td></tr><tr><td>P-</td><td></td></tr><tr><td>Q-</td><td></td></tr></table>	A-	R-	B-	S-	C-	T-	D-	U-	E-	V-	F-	W-	G-	X-	H-	Y-	I-	Z-	J-		K-		L-		M-		N- articulation guidance present		O-		P-		Q-		 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.
A-	R-																																			
B-	S-																																			
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Q-																																				

Practice #3: Example of Reviewing and Documenting Evidence for Appropriate Letter-Sound Pacing

Using the scope and sequence, this example reviews how many letter-sounds are taught per week in kindergarten for *EL Education*.



Cycle Details

- **Cycle 1 (10 days):** Introduces "a" and "t," and familiarizes students with some of the procedures and modified versions of instructional practices introduced in the next cycle.
- **Cycle 2:** Introduces "h" and "p," and the new instructional practices: Poem Launch, Getting to Know Letters (Parts 1 and 2), Mystery Word and Mystery Word Search, Letter-Sound Chant, Feel the Beats, and Rhyme Time. Optional Snapshot Assessments are introduced as well as suggested re-teaching activities for each instructional practice (see each Cycle Overview for more details).
- **Cycle 3:** Introduces "n" and "c."
- **Cycle 4:** Introduces "m" and "r."

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Cycle Details

- **Cycle 5:** Introduces "v" and "s."
- **Cycle 6:** Introduces "g" and "i."
- **Cycle 7:** Introduces "d," "f," and "l."
- **Cycle 8:** Introduces "k" and "y."
- **Cycle 9:** Introduces "q," "u," and "x."
- **Cycle 10:** Introduces "b," "o," and "w." Also introduces the new instructional practices Interactive Sentence Building (a precursor to Interactive Writing), Make a Match, and a temporary instructional practice used for review, Question Cards. Feel the Beats, a current instructional practice, begins to incorporate work with onset and rime as well as syllables.
- **Cycle 11:** Introduces "j," "e," and "z" and continues the new instructional practices from the previous cycle.

Practice #3: Example of Reviewing and Documenting Evidence for Appropriate Letter-Sound Pacing, *cont.*

Instructional Practice	Documentation	Rating
3. Appropriate Pacing for Letter-Sound Instruction Pacing of letter-sound instruction is quicker than one letter per week (e.g., 2-4 per week).	Review the HQIM (kindergarten only) scope and sequence for letter-sound instruction (i.e., 26 letters of the alphabet and the corresponding sounds). Record how many letters are taught per week across the weeks of teaching the 26 letter-sound correspondences.	<u>Green Light</u> – Pacing for letter-sound instruction is 2-4 letters per week for the majority of the weeks where letter-sound instruction occurs. <u>Yellow Light</u> – About half of the weeks introduce one letter-sound correspondence per week, and about half of the weeks introduce 2-4 letter-sound correspondences per week. <u>Red Light</u> – The majority of the letter-sound instruction follows a pace that introduces one letter-sound correspondence per week.
	Week 1 (Cycle 1): 1 letter (a) Week 2 (Cycle 1): 1 letter (t) Week 3 (Cycle 2): 2 letters (h, p) Week 4 (Cycle 3): 2 letters (n, c) Week 5 (Cycle 4): 2 letters (m, r) Week 6 (Cycle 5): 2 letters (v, s) Week 7 (Cycle 6): 2 letters (g, i) Week 8 (Cycle 7): 3 letters (d, f, l) Week 9 (Cycle 8): 2 letters (k, y) Week 10 (Cycle 9): 3 letters (q, u, x) Week 11 (Cycle 10): 3 letters (b, o, w) Week 12 (Cycle 11): 3 letters (j, e, z) The 26 letters of the alphabet are introduced across 12 weeks with 2-3 letters per week for all weeks except the first two weeks (i.e., Cycle 1), which introduces one letter per week.	A rating of green was assigned because the pacing was 2-4 letters per week for the majority of the weeks (10 of the 12).

Practice #4: Example of Reviewing and Documenting Evidence for Explicit Letter-Sound Instruction

Using the teacher guidance, this example reviews the presence of explicit letter-sound instruction in *EL Education* kindergarten Module 1 Cycle 1 Lesson 5.

Lesson 5 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson continues to build letter identification for “t.” Letter identification includes knowing the name of a letter, recognizing and producing its sound, and being familiar with its shape. Research demonstrates that letter identification, along with phonemic awareness (the ability to manipulate sounds in spoken words), is essential to early reading and spelling development.
- During Opening A, students sing the “ABC Song” while the teacher points to each empty spot in a class Alphabet anchor chart as each letter is sung. This reveals that there are 26 letters of the alphabet and each letter represents or “shows” a sound.
- During Work Time A, students are introduced to the Keyword Picture Card for the letter “t”: the tern from the story in Lesson 4. This keyword serves as a mnemonic for the name, sound, and formation of the letter “t.” Students then (with support) generate new words that represent the phoneme /t/ at the beginning or end of a word (RF.K.3a).
- In Work Time B, students work with the shape and formation of lower- and uppercase “t,” practicing first with their bodies and then on handwriting paper. If materials management is a concern, consider working up to the use of writing utensils, possibly asking students to form the letters by tracing on paper with their fingers (L.K.1a).
- The letter “t” is one of several letters that contain their sound in their name. When pronouncing the name of the letter “t” (/tee/), the /t/ sound is heard at the beginning.
- Three suggestions are offered for Independent Work Time after the whole group lesson. All relate to the content and standards in the lesson. This time is used to establish procedures and expectations for independent work rotations and to administer any Baseline Assessments not completed before the beginning of the module.

How it builds on previous work:

- Lesson 4 began developing the mnemonic for learning the graphophonemic connection “t” = /t/ through a story that provided the name of a unique animal (the tern) and the shape of the letter that represents the first sound in its name (“t” for /t/). This lesson continues that development by providing students with a Keyword Picture Card that they place on the alphabetic chart to refer to when working with the letter “t” and sound /t/.
- In Lesson 4, the vertical and horizontal lines in the letter “t” hidden in the picture of the tern were examined and practiced using handwriting paper. This lesson continues to build familiarity with the letter formation as well as with the handwriting paper used throughout the kindergarten year.

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Practice #4: Example of Reviewing and Documenting Evidence for Explicit Letter-Sound Instruction, *cont.*

Instructional Practice	Documentation	Rating
4. Explicit Instruction for Letter-Sounds Explicit instruction (i.e., modeling, guided practice, and independent practice) in letter-sound instruction is present and not merely the teaching of letters in context (e.g., pointing out letters in shared reading activities).	Identify the lessons in the HQIM (kindergarten only) where each letter-sound (or phoneme-grapheme) correspondence is initially taught. Determine if the lesson guides use explicit instruction: • Teacher explicitly tells or models for students the letter form, letter name, and sound correspondence. • Students have guided practice with identifying the form, name, and sound of the letter taught in the lesson. • Students have opportunities to practice independently identifying the form, name, and sound of the letter taught in the lesson.	<u>Green Light</u> – Explicit instruction occurs for the majority of letter-sound correspondences taught. <u>Yellow Light</u> – Explicit instruction occurs for around half of letter-sound correspondences taught. <u>Red Light</u> – Explicit instruction does not occur for the majority of letter-sound correspondences taught and is rarely seen in the lessons.
	For letter <i>T</i>: Teacher models and explains the letter <i>T</i>, the sound (/t/), and the written form. Students practice (guided and independent) identifying the sound, form, and name of the letter <i>T</i> using words that begin with <i>T</i>.	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.

Practice #5: Example of Reviewing and Documenting Evidence for the Progression of Letter-Sound Instruction

Using the kindergarten scope and sequence, this example reviews the progression of letter-sound instruction in *EL Education*.



Cycle Details

- **Cycle 1 (10 days):** Introduces "a" and "t," and familiarizes students with some of the procedures and modified versions of instructional practices introduced in the next cycle.
- **Cycle 2:** Introduces "h" and "p," and the new instructional practices: Poem Launch, Getting to Know Letters (Parts 1 and 2), Mystery Word and Mystery Word Search, Letter-Sound Chant, Feel the Beats, and Rhyme Time. Optional Snapshot Assessments are introduced as well as suggested re-teaching activities for each instructional practice (see each Cycle Overview for more details).
- **Cycle 3:** Introduces "n" and "c."
- **Cycle 4:** Introduces "m" and "r."

Cycle Details

- **Cycle 5:** Introduces "v" and "s."
- **Cycle 6:** Introduces "g" and "i."
- **Cycle 7:** Introduces "d," "f," and "l."
- **Cycle 8:** Introduces "k" and "y."
- **Cycle 9:** Introduces "q," "u," and "x."
- **Cycle 10:** Introduces "b," "o," and "w." Also introduces the new instructional practices Interactive Sentence Building (a precursor to Interactive Writing), Make a Match, and a temporary instructional practice used for review, Question Cards. Feel the Beats, a current instructional practice, begins to incorporate work with onset and rime as well as syllables.
- **Cycle 11:** Introduces "j," "e," and "z" and continues the new instructional practices from the previous cycle.

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Practice #5: Example of Reviewing and Documenting Evidence for the Progression of Letter-Sound Instruction, *cont.*

Instructional Practice	Documentation	Rating
5. Instructional Progression of Letter-Sound Instruction The instructional order of letter sounds follows a research-based progression including: 1. Introducing a short vowel or two early on to allow for decoding/encoding words, meaning not all consonants are introduced before the vowels; 2. Introducing continuous phonemes (e.g., /m/, /s/) early as continuous phonemes may be easier to manipulate (e.g., blend); 3. Separating visually or phonetically similar letters from each other (e.g., <i>b</i> and <i>d</i> or <i>v</i> and <i>f</i>).	Review the HQIM (kindergarten only) scope and sequence for letter-sound instruction (i.e., 26 letters of the alphabet and the corresponding sounds). Ask questions about the scope and sequence to assess alignment with recommendations: • When is the first vowel introduced? How many of the first five letters taught are vowels? How many of the first ten letters are vowels? • How many of the first five consonants are continuous phonemes? How many of the first ten consonants are continuous phonemes? • How many pairs of adjacent letters are visually similar? How many pairs of adjacent letters are phonetically similar? If pairs of similar letters are noted, do the lesson guides address any similarities between adjacent letters in the recommended instruction?	<u>Green Light</u> – Progression includes at least one vowel and one continuous phoneme in the first five letter-sounds introduced. A high percentage (> 80%) of adjacent pairs of letters in the scope and sequence were not visually or phonetically similar. <u>Yellow Light</u> – Some, but not all, of the criteria to receive a green light are met. <u>Red Light</u> – None of the criteria to receive a green light are met.



Practice #5: Example of Reviewing and Documenting Evidence for the Progression of Letter-Sound Instruction, *cont.*

Instructional Practice	Documentation	Rating
	Letter order: a, t, h, p, n c, m, r, v, s, g, i, d, f, l, k, y, q, u, x, b, o, w, j, e, z In the first five letters, one vowel (a) is taught. This is the only vowel taught in first 10 letters. In the first five letters, one continuous phoneme (/n/) is taught. Four more continuous phonemes (/m/, /r/, /v/, /s/) are taught in the first 10 letters. No visually similar (e.g., b and d, c and o, y and v) or phonetically similar (e.g., /k/ and /g/, /f/ and /v/) letters are adjacent.	 A rating of green was assigned because a vowel and continuous phoneme are introduced in the first five letters with no adjacent letters being visually or phonetically similar.



Practice #6: Example of Reviewing and Documenting Evidence for Connecting Phonemic Awareness and Print

Using the teacher guidance and lesson activities, this example reviews the extent to which phonemic awareness and print are connected in Kindergarten Skills 4, Lesson 2 of *CKLA*.



Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A

- Follow the steps outlined in Lesson 1.

1A  go	2A  /g/	3A  /oe/
---	--	--

- | | |
|----------------|-----------------|
| 1. go /g/ /oe/ | 3. say /s/ /ae/ |
| 2. no /n/ /oe/ | 4. day /d/ /ae/ |

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Chaining

20 minutes

Pocket Chart Chaining for Reading

- Move the 'h', 'a', and 'd' cards to the center of your pocket chart to spell *had*.
- Ask a student to read the word.



Pocket Chart Setup

18 Unit 4 | Lesson 2
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If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under "Read Two- and Three-Sound Words" and "Read Phrases" and the activities in Unit 4, Section II of the Assessment and Remediation Guide.

- Replace the 'd' card with the 't' card and say to the class, "If that is *had*, what is this?"
- Ask a student to read the word (*hat*).
- Complete the chaining.

- had > hat > hit > hid > him > dim > dig > did > dad > mad
- hot > hog > dog > dot > not > got > cot > cat > can > man



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Practice #6: Example of Reviewing and Documenting Evidence for Connecting Phonemic Awareness and Print, *cont.*

Instructional Practice	Documentation	Rating
6. Connecting Phonemic Awareness and Print Phonemic awareness activities include the use of letters/print to link students' knowledge of letter-sound relationships with phonemic awareness.	There are two options for collecting evidence, depending on the amount of time and personnel available. The first option is more detailed and thorough. Option 1: Review all daily lesson guides of the kindergarten and first-grade HQIM, noting whether phonemic awareness activities are all oral/listening or connect to letters/print. For each day, record <i>oral only</i>, <i>connect to letters/print</i>, or <i>both</i> (i.e., there was a lesson activity that was oral only AND another lesson activity that connected phonemic awareness with letters/print). Option 2: Review a selection of lessons across units for a grade level to get an estimate of the percentage of lessons that fall into each category (i.e., <i>all oral only</i>, <i>all connected to letters/print</i>, <i>both</i>).	<u>Green Light</u> – The majority of lessons teach phonemic awareness connected to print/letters. <u>Yellow Light</u> – The majority of lessons teach phonemic awareness with a combination of both oral-only activities and activities connected to print/letters. <u>Red Light</u> – The majority of lessons teach phonemic awareness as an oral-only activity without connecting it to print/letters.
	This lesson would be marked <i>both</i> as the lesson had an oral-only segmenting section and a section that practiced blending and segmenting with letter cards to build words in the chaining activity.	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.

Practice #7: Example of Reviewing and Documenting Evidence for the Duration of Phonemic Awareness Instruction



Using the teacher guidance and lesson activities, this example reviews the total time recommended for phonemic awareness instruction in Kindergarten Skills 4, Lesson 2 of CKLA.

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'i', 'a', 'o'; Sound Poster for /n/; Sound Card 9 (man)	5
Introducing the Sound	I'm Thinking of Something		10
	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 2.1; projection system	20
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c', 'g' (2), 'h'	20
Take-Home Material	Connect It	Worksheet 2.2	*

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Practice #7: Example of Reviewing and Documenting Evidence for the Duration of Phonemic Awareness Instruction, *cont.*

Instructional Practice	Documentation	Rating
7. Dosage of Isolated Phonemic Awareness The time spent on isolated (i.e., oral only, not connected to print/phonics) phonemic awareness instruction aligns with research, which suggests around 10 total hours may be sufficient.	When reviewing the daily lesson guides of the kindergarten and first-grade HQIM phonemic awareness instruction as suggested for Practice #6, record the number of minutes recommended for any isolated (i.e., <i>oral only, not connected to print/phonics</i>) phonemic awareness instruction. Add these minutes across all HQIM lessons reviewed to determine the duration of this instruction.	<u>Green Light</u> – Across kindergarten and first grade, the amount of oral-only phonemic awareness instruction is approximately 10 hours and within the range of 5-18 hours. <u>Yellow Light</u> – Across kindergarten and first grade, the amount of oral-only phonemic awareness instruction is higher than 10 hours but still within the range of 5-18 hours. <u>Red Light</u> – Across kindergarten and first grade, the amount of oral-only phonemic awareness instruction is higher than 10 hours and not within the range of 5-18 hours.
	“Warm-Up” includes oral-only segmenting practice for one of the two activities, which is estimated to take half of the 5 minutes, or 2.5 minutes. “Introducing the Sound” is oral only, with students listening for the /h/ sound in spoken words and then generating words orally that start with the /h/ sound using riddle clues. This adds an additional 10 minutes of oral-only phonemic awareness. “Introducing the Spelling” and “Chaining” both use print or letters connected to the sounds. For this lesson, a total of 12.5 minutes would be recorded for oral-only phonemic awareness.	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.

Practice #8: Example of Reviewing and Documenting Evidence for Blending and Segmenting Phonemes

Using the teacher guidance and lesson activities, this example reviews the phonemic awareness skills taught and practiced in First Grade Unit 1 Lesson 1 of CKLA.



Warm-Up

10 minutes

Blending and Segmenting

The finger taps represent sounds. This helps students hear and distinguish individual sounds.

When students are ready, gradually reduce the support you give for blending and segmenting. By the end of this unit (if not earlier), you should provide students only with the visual support for blending and segmenting, and not blend and segment the words for them.

Note: In this Warm-Up, students will practice first blending and then segmenting words that contain two or three sounds.

Blending

- Explain to students that you will say sounds for them to blend into words.
- Say *at* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *at*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

Segmenting

- Hold up two fingers and say the word *at*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /a/.
- Wiggle or move your middle finger for the second sound in the word, /t/.
- Have students repeat after you.
- Continue with the remaining words.

Note: The items in the box below indicate the word, the number of sounds, and the individual phonemes in the word.

1. at (2)	/a/ /t/	5. sip (3)	/s/ /i/ /p/
2. it (2)	/i/ /t/	6. big (3)	/b/ /i/ /g/
3. on (2)	/o/ /n/	7. cub (3)	/k/ /u/ /b/
4. bee (2)	/b/ /ee/	8. tap (3)	/t/ /a/ /p/

For blending

For segmenting

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Segmenting

- Say the word *fish* first as a blended word and then in a segmented fashion, counting the sounds on your fingers as you say them.
- When you have said /f/ /i/ /sh/, ask students how many sounds they hear.
- Repeat this process with the remaining words.

1. fish (3)	5. it (2)
2. me (2)	6. hat (3)
3. light (3)	7. man (3)
4. oh (1)	8. sigh (2)

Blending

- Say the word *sun* in a segmented fashion: /s/ /u/ /n/.
- Then ask students what word these sounds make when blended together. (*sun*)

1. /s/ /u/ /n/—sun	4. /m/ /o/ /m/—mom
2. /m/ /oo/ /n/—moon	5. /f/ /o/ /g/—fog
3. /ae/ /p/—ape	6. /n/ /e/ /t/—net

- Repeat this process with the remaining sets of sounds.

Writing Sounds

- Tell students that we write a word by drawing a picture of each sound in the word, i.e., a letter, moving from left to right. For example, to write the word *it*, we first draw a picture of the /i/ sound. We then move a little to the right and draw a picture of the /t/ sound.
- Ask students how many letters they would need to write for the word *mad*. (three) How many spellings would they need to write the word *if*? (two)
- Tell students that to read a word, we need to look at the letters in the order that they were written, starting on the left and moving to the right. As we go, we need to remember the sounds that the letters stand for and blend the sounds together to make the word.

Practice #8: Example of Reviewing and Documenting Evidence for Blending and Segmenting Phonemes, *cont.*

Instructional Practice	Documentation	Rating
8. Focus on Blending and Segmenting Skills Phonemic awareness instruction focuses on one or two skills at a time, with blending and segmenting being commonly instructed skills.	When reviewing the daily lesson guides of the kindergarten and first-grade HQIM phonemic awareness instruction as suggested in Practices #6 and #7, record the specific phonemic awareness skills being taught or practiced. For each lesson, note the number of skills and whether blending and/or segmenting were taught or practiced. Phonemic awareness skills: 1. Identification: the ability to recognize words with a certain phoneme (<i>bat</i> and <i>ball</i> start with the same sound) 2. Categorization: the ability to group or exclude words from a set based on phonemes (<i>mat</i>, <i>mop</i>, and <i>mug</i> go together but <i>pin</i> does not) 3. Isolation: the ability to produce a phoneme from a word (<i>mop</i> starts with /m/) 4. Blending: the ability to combine phonemes to pronounce a word (/h/ /o/ /p/ makes the word <i>hop</i>) 5. Segmenting: the ability to produce all the phonemes in a spoken word (<i>fog</i> breaks into /f/ /o/ /g/) 6. Addition: the ability to add a phoneme to a word to create a new word (add /s/ to the beginning of <i>top</i> to make <i>stop</i>) 7. Deletion: the ability to remove a phoneme from a word (delete /b/ from <i>brake</i> to get <i>rake</i>) 8. Substitution: the ability to change one phoneme to another in a word (change the /p/ in <i>pin</i> to /t/ to get <i>tin</i>)	<u>Green Light</u> – A majority of the lessons focus on blending and/or segmenting, and the majority of the lessons focus on one or two phonemic awareness skills per lesson. <u>Yellow Light</u> – Approximately half of the lessons focus on blending and/or segmenting, or approximately half of the lessons focus on one or two phonemic awareness skills per lesson. <u>Red Light</u> – Only a small percentage of the lessons focus on blending and/or segmenting, or only a small percentage of the lessons focus on one or two phonemic awareness skills per lesson.
	Based on these parts of the code-focused lesson, this day in the lesson sequence would be marked as teaching or practicing two phonemic awareness skills (i.e., blending, segmenting) with blending and/or segmenting being taught or practiced in this lesson.	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.

Practice #9: Example of Reviewing and Documenting Evidence for Systematic Phonics Instruction



Using the scope and sequence, this example reviews the GPC patterns taught in first grade for *EL Education*.

Module at a Glance
Cycle 1
Introduced: N/A (introductory cycle)
High-Frequency Words: N/A (introductory cycle)
Cycle 2
Introduced: "t," "a," "p," "n," "h," "c," "th," "s," "m," "r," "v," "g"
High-Frequency Words: "a," "an," "can," "has," "is," "the," "this"
Cycle 3
Introduced: "i," "ch," "k," "y," "sh," "z," "d," "l"
High-Frequency Words: "at," "and," "in," "look," "like," "his," "with"
Cycle 4
Introduced: "u," "q"
High-Frequency Words: "did," "on," "she," "her," "has," "are"

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Module at a Glance
Cycle 5
Introduced: "o," "b," "j," "w," "x," "p," and "g"
High-Frequency Words: "from," "wants," "says," "see," "he," "had"
Cycle 6
Introduced: "e," /e/
High-Frequency Words: "for," "get," "gone," "no," "to," "am"
Cycle 7
Introduced: "y" (as /i/)
High-Frequency Words: "will," "my," "of," "go," "not," "saw"
Cycle 8
Introduced: "wh," "ck"
High-Frequency Words: "who," "when," "where," "why," "what," "gives"
Cycle 9
Introduced: "ll," "ss," "ff," "zz"
High-Frequency Words: "all," "could," "said," "then"
Cycle 10
Introduced: mastery of double and triple consonant clusters (initial), including "bl," "cl," "fl," "gl," "pl," "sl," "sp," "spl"
High-Frequency Words: "by," "there"
Cycle 11
Introduced: "ou," continuation of consonant clusters
High-Frequency Words: "some," "think"

Practice #9: Example of Reviewing and Documenting Evidence for Systematic Phonics Instruction, *cont.*



Using the scope and sequence, this example reviews the GPC patterns taught in first grade for *EL Education*.

Module at a Glance

Cycle 12

Introduced: Syllable type CV/VC

High-Frequency Words: "was," "you," "they"

Cycle 13

Introduced: Syllable type VC/CV and compound words

High-Frequency Words: "do," "yes," "much"

Cycle 14

Introduced: Open syllable with long vowel sound

High-Frequency Words: "do," "behind," "began," "thank"

Cycle 15

Introduced: CVCe with an emphasis on /ð/

High-Frequency Words: "like," "they," "are," "make"

Cycle 16

Introduced: Continuation of CVCe, with a focus on /ð/ and /l/

High-Frequency Words: "next," "says," "still," "want"

Cycle 17

Introduced: Continuation of CVCe, with a focus on /ð/ and /l/

High-Frequency Words: "kind," "many," "these," "too," "your," "ways," "take"

Cycle 18

Introduced: Continuation of CVCe, with two-syllable words and suffixes

High-Frequency Words: "watch," "ago," "long," "time"

Module at a Glance

Cycle 19

Introduced: r-controlled vowels "a" and "o"

High-Frequency Words: "again," "bye," "could," "would," "does," "knew," "but," "around" "or," "just"

Cycle 20

Introduced: r-controlled vowels "i," "u," and "e"

High-Frequency Words: "about," "around," "old," "over"

Cycle 21

Introduced: Vowel teams "oa," "ai," "ea"

High-Frequency Words: "good," "only," "very," "would," "should," "eat," "after"

Cycle 22

Introduced: Vowel teams "oy" and "ow"

High-Frequency Words: "always," "today," "laugh," "both"

Cycle 23

Introduced: Vowel team "ee" and "-y" as /ē/

High-Frequency Words: "soon," "under," "little," "every," "really," "one," "anymore"

Cycle 24

Introduced: Vowel team "ie" and spelling pattern "igh," both producing the /ī/ sound

High-Frequency Words: "have," "sometimes," "through"

Cycle 25

Introduced: Two-syllable words

High-Frequency Words: "come," "himself," "together"

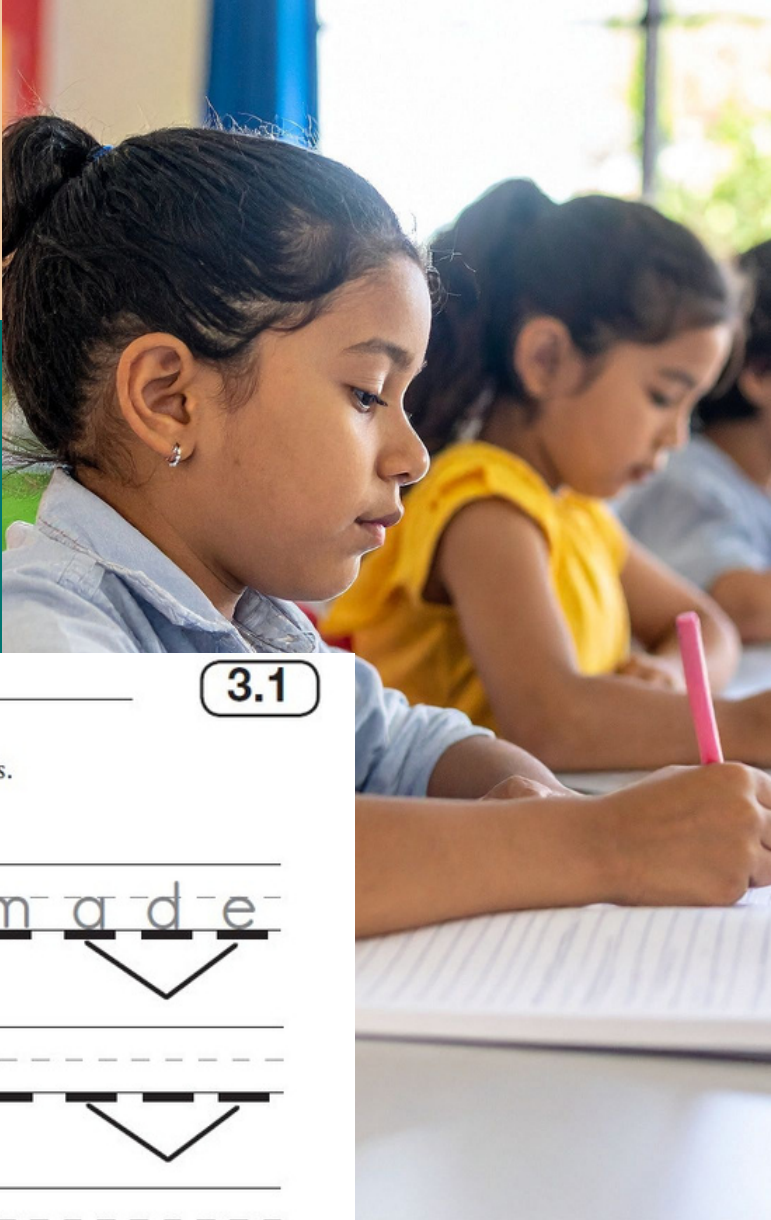
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Practice #9: Example of Reviewing and Documenting Evidence for Systematic Phonics Instruction, *cont.*

Instructional Practice	Documentation	Rating
9. Systematic Phonics Instruction Phonics instruction is systematic, following a clearly defined sequence.	Review the scope and sequence for kindergarten and first-grade HQIM, noting the grapheme-phoneme correspondence (GPC) pattern(s) taught by week across each grade level. Compare this to the recommended scope and sequence in the WWC Practice Guide. - For kindergarten: Does the scope and sequence cover CVC words with short vowels, CCVC/CVCC words with blends and digraphs, and CVCe words with long vowels? - For first grade: Does the scope and sequence review kindergarten patterns and also teach other long vowels and diphthongs (such as in CVVC words) and <i>r</i>-controlled vowels?	<u>Green Light</u> – The phonics scope and sequence includes all recommended GPC patterns and in the recommended sequence. <u>Yellow Light</u> – The phonics scope and sequence includes only some of the recommended GPC patterns, or the GPC patterns are only somewhat in the recommended sequence. <u>Red Light</u> – No phonics scope and sequence exists, or the GPC patterns are not taught in the recommended sequence.
	Based on the first-grade scope and sequence, the phonics skills taught include: - Reviewing CVC words with short vowels - CCVC/CVCC words with blends and digraphs - CVCe long vowel words - Long vowels, <i>r</i>-controlled vowels, diphthongs and some syllable patterns (open/closed)	 A rating of green was assigned because the kindergarten phonics skills are reviewed (CVC, blends/digraphs, CVCe) and then new patterns are taught including other long vowels, <i>r</i>-controlled vowels, and diphthongs.

Practice #10: Example of
Reviewing and Documenting
Evidence for Encoding

Using the weekly lessons, this
example reviews the alignment
of encoding activities in First
Grade Unit 2 Lesson 3 of CKLA.



Name _____

3.1

Print the words that are said on the lines.

1.

m a d

→

m a d e

2.

→

3.

→

4.

→

5.

→

Directions: Have students write each word that you say.

Unit 2 11

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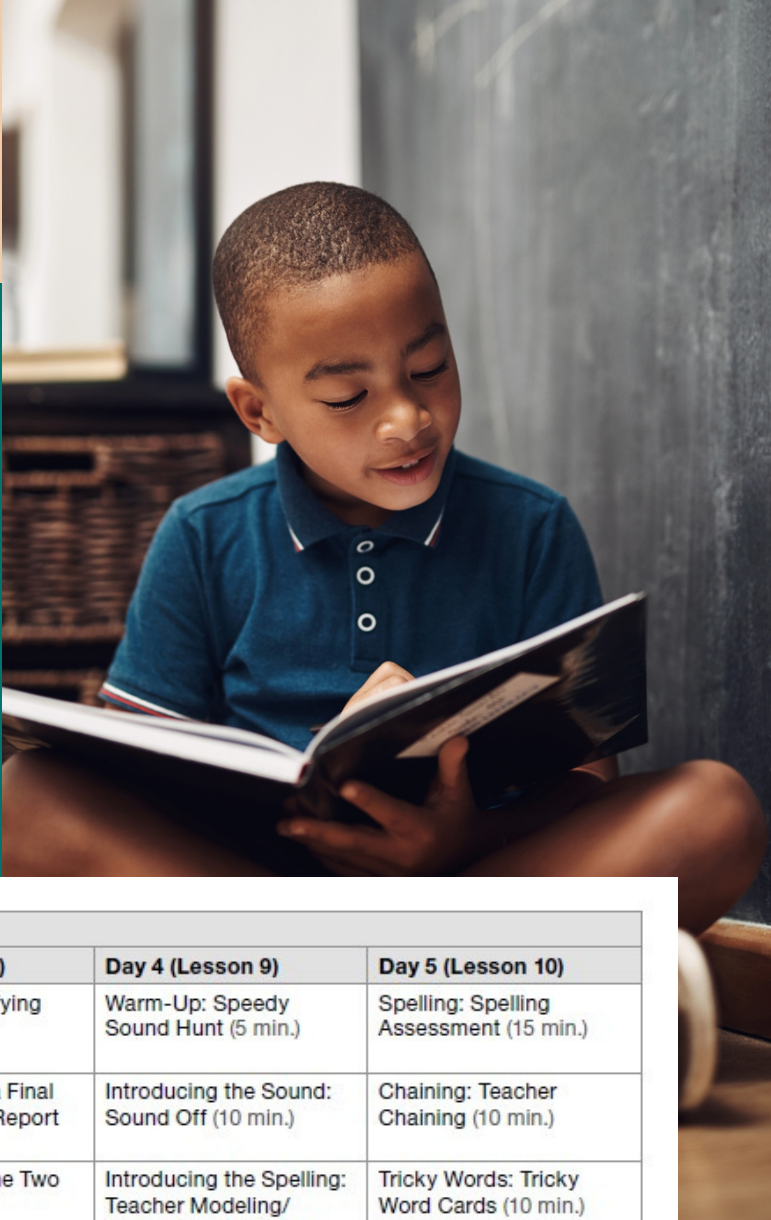
Practice #10: Example of Reviewing and Documenting Evidence for Encoding, *cont.*

Instructional Practice	Documentation	Rating
10. Encoding Encoding is present and connected to phonics instruction.	After identifying the scope and sequence of the GPC patterns across the kindergarten and first-grade HQIM, review the specific weekly lessons for each pattern to determine whether students are asked to encode (e.g., spell, build, make words) with the GPC being taught that day/week. Record whether this encoding instruction and practice are present for each GPC taught in the scope and sequence.	<u>Green Light</u> – The majority of GPC patterns taught have aligned encoding instruction and practice. <u>Yellow Light</u> – Around half of the GPC patterns taught have aligned encoding instruction and practice. <u>Red Light</u> – Only a few of the GPC patterns taught have aligned encoding instruction and practice.
	The GPC pattern students are learning is CVCe words with long a. Students have spelling or encoding instruction and practice aligned to that GPC pattern.	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.



Practice #11: Example of Reviewing and Documenting Evidence for Decodable Text

Using the teacher guidance and included texts, this example reviews the amount of decodable text in First-Grade Skills 3, Lessons 6-10 of CKLA.



Week Two				
Day 1 (Lesson 6)	Day 2 (Lesson 7)	Day 3 (Lesson 8)	Day 4 (Lesson 9)	Day 5 (Lesson 10)
Spelling: Introduce Spelling Words (10 min.)	Warm-Up: Spelling Word Review (5 min.)	Grammar: Identifying Verbs (10 min.)	Warm-Up: Speedy Sound Hunt (5 min.)	Spelling: Spelling Assessment (15 min.)
Writing: Planning and Writing a Draft of a Book Report (30 min.)	Introducing the Spelling: The Tricky Spelling 'oo' (25 min.)	Writing: Writing a Final Copy of a Book Report (25 min.)	Introducing the Sound: Sound Off (10 min.)	Chaining: Teacher Chaining (10 min.)
Small Group: "The Hares and the Frogs" (20 min.)	Tricky Words: Tricky Word Cards (10 min.)	Small Group: "The Two Mules" (25 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Spellings/ Matching Words and Pictures (30 min.)	Tricky Words: Tricky Word Cards (10 min.)
	Writing: Editing a Book Report (20 min.)		Small Group: "The Two Mules" (15 min.)	Grammar: Identifying Verbs (10 min.)
				Whole Group: "The Dog and the Mule" (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

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Practice #11: Example of Reviewing and Documenting Evidence for Decodable Text, *cont.*

Instructional Practice	Documentation	Rating
11. Decodable Text Decodable text (sentences and connected text) is used for students to apply decoding skills to recently learned patterns.	Review the daily lesson guides of the kindergarten and first-grade HQIM, noting whether students were asked to practice reading a connected text. Collect information on the percentage of lessons in which students are given the opportunity to read text. Review the texts to determine whether those texts are mostly decodable, based on the GPC patterns and high-frequency words students have been taught.	<u>Green Light</u> – Decodable text is provided, and a majority of lessons have time for students to practice reading connected text. <u>Yellow Light</u> – Decodable text is provided, and less than the majority but nearly half of the lessons have time for students to practice reading connected text. <u>Red Light</u> – Limited decodable text is provided and/or only a small percentage of the lessons have time for students to practice reading connected text.
	Students read connected text in lessons 6, 8, 9, and 10. The connected texts include: <i>The Hares and the Frogs</i>, <i>The Two Mules</i>, and <i>The Dog and the Mule</i>. (80% of these 5 lessons) These texts are decodable and aligned to phonics skills being taught. For example, the “oo” and “ou” sounds are highlighted in <i>The Dog and the Mule</i> through words such as <i>food</i>, <i>spoon</i>, <i>look</i>, <i>out</i>, and <i>shout</i>.	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.



Practice #12: Example of Reviewing and Documenting Evidence for High-Frequency Word Instruction

Using the scope and sequence as well as the teacher guidance, this example reviews the high-frequency words taught and practiced in First Grade Cycle 3 of *EL Education*.



High-Frequency Words

"at," "and," "in," "look," "like," "his," "with"

High-frequency words are words that occur most frequently in written material and do not follow phonetic rules or, as we say in the EL Education curriculum, "don't play fair." Due to this fact, it is important that students are able to navigate these words with ease to improve their reading fluency and comprehension. While high-frequency words on their own don't carry much meaning, they are essential to sentences and help students gather meaning. Below you will find five activities for each day of the week that teachers can do with students or parents can do with their children at home as high-frequency words are being introduced cycle by cycle.

- Read it, say it, write it, read it again
- Use high-frequency words in sentences (oral and written)
- Read a list of high-frequency words and time yourself on fluency (keep running list)
- Search for high-frequency words in sentences / poems and underline them
- Fishing for high-frequency words (one person reads the word aloud, other students find the word in a stack of other high-frequency words)

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Practice #12: Example of Reviewing and Documenting Evidence for High-Frequency Word Instruction, *cont.*

Instructional Practice	Documentation	Rating
12. High-Frequency Word Instruction Regular high-frequency words are taught with decoding strategies. Instruction with irregular high-frequency words, including those temporarily irregular based on the GPCs that have not been taught, draws students' attention to the irregular parts that must be learned (e.g., see, say spell; marking heart parts; repetition).	- Review the scope and sequence for kindergarten and first-grade HQIM, noting the high-frequency words that are taught each week. - Review the daily lesson guides of the kindergarten and first-grade HQIM, noting whether high-frequency word instruction or practice occurred in that lesson and which strategies were used. Strategies include spelling the word orally, reading the word, writing the word, using the word in a sentence, and marking heart parts. - Further extension can include determining whether each high-frequency word is regular (i.e., decodable), irregular (i.e., not decodable), or temporarily irregular (i.e., students do not yet know GPC needed to decode the word based on the sequence of GPC for that HQIM and grade level).	<u>Green Light</u> – A majority of the high-frequency words targeted for instruction are irregular or temporarily irregular, and the majority of the lessons use a research-based strategy for teaching high-frequency words. <u>Yellow Light</u> – Some but not all of the green light criteria are met. <u>Red Light</u> – None of the green light criteria are met, or there is no high-frequency word instruction.
	For Cycle 3, the high-frequency words include <i>at</i>, and, in, <i>look</i>, <i>like</i>, <i>his</i>, and <i>with</i>. High-frequency words are taught in Cycle 3 with the following strategies: reading the word, writing the word, and using the word in a sentence. Each word can then be marked as <i>regular</i>, <i>irregular</i>, or <i>temporarily irregular</i>: <i>at</i> (regular), and (regular), in (regular), <i>look</i> (temporarily irregular), <i>like</i> (regular), <i>his</i> (temporarily irregular), and <i>with</i> (regular).	 No rating is provided for this practice as this HQIM example only allows for partial documentation of the evidence needed for completing the rating.

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Appendix

Tool for Evaluating HQIM Alignment with Code-Focused Research

This form can be used to document evidence and rate the HQIM being reviewed for each of the 12 research-based practices.

For each practice, reviewers complete three steps:

1. Read the suggested way(s) to collect evidence about each practice and determine which one will be used.
2. Review the HQIM and document the evidence for each practice.
3. Rate the HQIM on the strength of the evidence for each practice using the suggested criteria: clear alignment with the practice (green light), some alignment with the practice (yellow light), or minimal alignment with the practice (red light).

Instructional Practice	Instructional Practice	Rating
1. Focus on Phonemic Awareness Instruction addressing larger units of phonological awareness (word, syllable, onset-rime) is present, but the instructional focus is at the phoneme level (phonemic awareness).	There are two options for collecting evidence, depending on the amount of time and personnel available. The first option is more detailed and thorough. Option 1: Review all daily lesson guides of the kindergarten and first-grade HQIM, noting for each lesson which units of phonological awareness (i.e., words and compound words, rhyming, onset-rime, syllables, phonemes) are taught or practiced. Option 2: Review the scope and sequence of the kindergarten and first-grade HQIM, noting how many weeks instruction is focused on larger units of phonological awareness (i.e., words and compound words, rhyming, onset-rime, syllables) versus how many weeks focus instruction on phonemic awareness.	<u>Green Light</u> - All levels of phonological awareness instruction are included, and a majority of the phonological instruction reviewed includes instruction at the phoneme level. <u>Yellow Light</u> - All levels of phonological awareness instruction are included, and approximately half of the phonological awareness instruction reviewed includes instruction at the phoneme level. <u>Red Light</u> - Some of the levels of phonological awareness instruction are missing and/or minimal instruction occurs at the phoneme level.
<i>Use this row to document evidence and rate the HQIM.</i>		



Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
2. Use of Articulatory Gestures Teacher instruction of phoneme articulation (e.g., placement of teeth, tongue, and lips) is present in phoneme instruction.	Identify the lessons in the HQIM (kindergarten only) where each letter-sound (or phoneme-grapheme) correspondence is initially taught. Determine if the teacher guide or resources provide instruction for phoneme articulation for each sound or phoneme associated with the 26 letters of the alphabet.	<u>Green Light</u> – All 26 letters of the alphabet include articulatory guidance for the phoneme of each letter. <u>Yellow Light</u> – Some but not all of 26 letters of the alphabet include articulatory guidance for the phoneme of each letter. <u>Red Light</u> – No articulatory guidance is provided in the materials.
<i>Use this row to document evidence and rate the HQIM.</i>		



Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
3. Appropriate Pacing for Letter-Sound Instruction Pacing of letter-sound instruction is quicker than one letter per week (e.g., 2-4 per week).	Review the HQIM (kindergarten only) scope and sequence for letter-sound instruction (i.e., 26 letters of the alphabet and the corresponding sounds). Record how many letters are taught per week across the weeks of teaching the 26 letter-sound correspondences.	<u>Green Light</u> – Pacing for letter-sound instruction is 2-4 letters per week for the majority of the weeks where letter-sound instruction occurs. <u>Yellow Light</u> – About half of the weeks introduce one letter-sound correspondence per week, and about half of the weeks introduce 2-4 letter-sound correspondences per week. <u>Red Light</u> – The majority of the letter-sound instruction follows a pace that introduces one letter-sound correspondence per week.
<i>Use this row to document evidence and rate the HQIM.</i>		



Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
4. Explicit Instruction for Letter-Sounds Explicit instruction (i.e., modeling, guided practice, and independent practice) in letter-sound instruction is present and not merely the teaching of letters in context (e.g., pointing out letters in shared reading activities).	Identify the lessons in the HQIM (kindergarten only) where each letter-sound (or phoneme-grapheme) correspondence is initially taught. Determine if the lesson guides use explicit instruction: • Teacher explicitly tells or models for students the letter form, letter name, and sound correspondence. • Students have guided practice with identifying the form, name, and sound of the letter taught in the lesson. • Students have opportunities to practice independently identifying the form, name, and sound of the letter taught in the lesson.	<u>Green Light</u> – Explicit instruction occurs for the majority of letter-sound correspondences taught. <u>Yellow Light</u> – Explicit instruction occurs for around half of letter-sound correspondences taught. <u>Red Light</u> – Explicit instruction does not occur for the majority of letter-sound correspondences taught and is rarely seen in the lessons.
<i>Use this row to document evidence and rate the HQIM.</i>		

Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
5. Instructional Progression of Letter-Sound Instruction The instructional order of letter sounds follows a research-based progression including: 1. Introducing a short vowel or two early on to allow for decoding/encoding words, meaning not all consonants are introduced before the vowels; 2. Introducing continuous phonemes (e.g., /m/, /s/) early as continuous phonemes may be easier to manipulate (e.g., blend); 3. Separating visually or phonetically similar letters from each other (e.g., <i>b</i> and <i>d</i> or <i>v</i> and <i>f</i>).	Review the HQIM (kindergarten only) scope and sequence for letter-sound instruction (i.e., 26 letters of the alphabet and the corresponding sounds). Ask questions about the scope and sequence to assess alignment with recommendations: • When is the first vowel introduced? How many of the first five letters taught are vowels? How many of the first ten letters are vowels? • How many of the first five consonants are continuous phonemes? How many of the first ten consonants are continuous phonemes? • How many pairs of adjacent letters are visually similar? How many pairs of adjacent letters are phonetically similar? If pairs of similar letters are noted, do the lesson guides address any similarities between adjacent letters in the recommended instruction?	<u>Green Light</u> – Progression includes at least one vowel and one continuous phoneme in the first five letter-sounds introduced. A high percentage (> 80%) of adjacent pairs of letters in the scope and sequence were not visually or phonetically similar. <u>Yellow Light</u> – Some, but not all, of the criteria to receive a green light are met. <u>Red Light</u> – None of the criteria to receive a green light are met.
<i>Use this row to document evidence and rate the HQIM.</i>		

Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
6. Connecting Phonemic Awareness and Print Phonemic awareness activities include the use of letters/print to link students' knowledge of letter-sound relationships with phonemic awareness.	There are two options for collecting evidence, depending on the amount of time and personnel available. The first option is more detailed and thorough. Option 1: Review all daily lesson guides of the kindergarten and first-grade HQIM, noting whether phonemic awareness activities are all oral/listening or connect to letters/print. For each day, record oral only, connect to letters/print, or both (i.e., there was a lesson activity that was oral only AND another lesson activity that connected phonemic awareness with letters/print). Option 2: Review a selection of lessons across units for a grade level to get an estimate of the percentage of lessons that fall into each category (i.e., all oral only, all connected to letters/print, both).	<u>Green Light</u> – The majority of lessons teach phonemic awareness connected to print/letters. <u>Yellow Light</u> – The majority of lessons teach phonemic awareness with a combination of both oral-only activities and activities connected to print/letters. <u>Red Light</u> – The majority of lessons teach phonemic awareness as an oral-only activity without connecting it to print/letters.
<i>Use this row to document evidence and rate the HQIM.</i>		



Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
7. Dosage of Isolated Phonemic Awareness The time spent on isolated (i.e., oral only, not connected to print/phonics) phonemic awareness instruction aligns with research, which suggests around 10 total hours may be sufficient.	When reviewing the daily lesson guides of the kindergarten and first-grade HQIM phonemic awareness instruction as suggested for Practice #6, record the number of minutes recommended for any isolated (i.e., oral only, not connected to print/phonics) phonemic awareness instruction. Add these minutes across all HQIM lessons reviewed to determine the duration of this instruction.	<u>Green Light</u> – Across kindergarten and first grade, the amount of oral-only phonemic awareness instruction is approximately 10 hours and within the range of 5-18 hours. <u>Yellow Light</u> – Across kindergarten and first grade, the amount of oral-only phonemic awareness instruction is higher than 10 hours but still within the range of 5-18 hours. <u>Red Light</u> – Across kindergarten and first grade, the amount of oral-only phonemic awareness instruction is higher than 10 hours and not within the range of 5-18 hours.
<i>Use this row to document evidence and rate the HQIM.</i>		

Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
8. Focus on Blending and Segmenting Skills Phonemic awareness instruction focuses on one or two skills at a time, with blending and segmenting being commonly instructed skills.	When reviewing the daily lesson guides of the kindergarten and first-grade HQIM phonemic awareness instruction as suggested in Practices #6 and #7, record the specific phonemic awareness skills being taught or practiced. For each lesson, note the number of skills and whether blending and/or segmenting were taught or practiced. Phonemic awareness skills: 1. Identification: the ability to recognize words with a certain phoneme (bat and ball start with the same sound) 2. Categorization: the ability to group or exclude words from a set based on phonemes (mat, mop, and mug go together but pin does not) 3. Isolation: the ability to produce a phoneme from a word (mop starts with /m/) 4. Blending: the ability to combine phonemes to pronounce a word (/h/ /o/ /p/ makes the word hop) 5. Segmenting: the ability to produce all the phonemes in a spoken word (fog breaks into /f/ /o/ /g/) 6. Addition: the ability to add a phoneme to a word to create a new word (add /s/ to the beginning of top to make stop) 7. Deletion: the ability to remove a phoneme from a word (delete /b/ from brake to get rake) 8. Substitution: the ability to change one phoneme to another in a word (change the /p/ in pin to /t/ to get tin)	<u>Green Light</u> – A majority of the lessons focus on blending and/or segmenting, and the majority of the lessons focus on one or two phonemic awareness skills per lesson. <u>Yellow Light</u> – Approximately half of the lessons focus on blending and/or segmenting, or approximately half of the lessons focus on one or two phonemic awareness skills per lesson. <u>Red Light</u> – Only a small percentage of the lessons focus on blending and/or segmenting, or only a small percentage of the lessons focus on one or two phonemic awareness skills per lesson.



Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
Use this row to document evidence and rate the HQIM.		





Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
9. Systematic Phonics Instruction Phonics instruction is systematic, following a clearly defined sequence.	Review the scope and sequence for kindergarten and first-grade HQIM, noting the grapheme-phoneme correspondence (GPC) pattern(s) taught by week across each grade level. Compare this to the recommended scope and sequence in the WWC Practice Guide. • For kindergarten: Does the scope and sequence cover CVC words with short vowels, CCVC/CVCC words with blends and digraphs, and CVCe words with long vowels? • For first grade: Does the scope and sequence review kindergarten patterns and also teach other long vowels and diphthongs (such as in CVVC words) and r-controlled vowels?	<u>Green Light</u> – The phonics scope and sequence includes all recommended GPC patterns and in the recommended sequence. <u>Yellow Light</u> – The phonics scope and sequence includes only some of the recommended GPC patterns, or the GPC patterns are only somewhat in the recommended sequence. <u>Red Light</u> – No phonics scope and sequence exists, or the GPC patterns are not taught in the recommended sequence.
<i>Use this row to document evidence and rate the HQIM.</i>		



Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
10. Encoding Encoding is present and connected to phonics instruction.	After identifying the scope and sequence of the GPC patterns across the kindergarten and first-grade HQIM, review the specific weekly lessons for each pattern to determine whether students are asked to encode (e.g., spell, build, make words) with the GPC being taught that day/week. Record whether this encoding instruction and practice are present for each GPC taught in the scope and sequence.	<u>Green Light</u> – The majority of GPC patterns taught have aligned encoding instruction and practice. <u>Yellow Light</u> – Around half of the GPC patterns taught have aligned encoding instruction and practice. <u>Red Light</u> – Only a few of the GPC patterns taught have aligned encoding instruction and practice.
<i>Use this row to document evidence and rate the HQIM.</i>		



Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
11. Decodable Text Decodable text (sentences and connected text) is used for students to apply decoding skills to recently learned patterns.	Review the daily lesson guides of the kindergarten and first-grade HQIM, noting whether students were asked to practice reading a connected text. Collect information on the percentage of lessons in which students are given the opportunity to read text. Review the texts to determine whether those texts are mostly decodable, based on the GPC patterns and high-frequency words students have been taught.	<u>Green Light</u> - Decodable text is provided, and a majority of lessons have time for students to practice reading connected text. <u>Yellow Light</u> - Decodable text is provided, and less than the majority but nearly half of the lessons have time for students to practice reading connected text. <u>Red Light</u> - Limited decodable text is provided and/or only a small percentage of the lessons have time for students to practice reading connected text.
<i>Use this row to document evidence and rate the HQIM.</i>		

Tool for Evaluating HQIM Alignment with Code-Focused Research, *cont.*

Instructional Practice	Documentation	Rating
12. High-Frequency Word Instruction Regular high-frequency words are taught with decoding strategies. Instruction with irregular high-frequency words, including those temporarily irregular based on the GPCs that have not been taught, draws students' attention to the irregular parts that must be learned (e.g., see, say spell; marking heart parts; repetition).	- Review the scope and sequence for kindergarten and first-grade HQIM, noting the high-frequency words that are taught each week. - Review the daily lesson guides of the kindergarten and first-grade HQIM, noting whether high-frequency word instruction or practice occurred in that lesson and which strategies were used. Strategies include spelling the word orally, reading the word, writing the word, using the word in a sentence, and marking heart parts. - Further extension can include determining whether each high-frequency word is regular (i.e., decodable), irregular (i.e., not decodable), or temporarily irregular (i.e., students do not yet know GPC needed to decode the word based on the sequence of GPC for that HQIM and grade level).	<u>Green Light</u> – A majority of the high-frequency words targeted for instruction are irregular or temporarily irregular, and the majority of the lessons use a research-based strategy for teaching high-frequency words. <u>Yellow Light</u> – Some but not all of the green light criteria are met. <u>Red Light</u> – None of the green light criteria are met, or there is no high-frequency word instruction.
<i>Use this row to document evidence and rate the HQIM.</i>		



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