LITERACY Footprints

Phonics in Literacy Footprints Lessons by Level

TEXT LEVEL	PHONICS SKILL	PHONOLOGICAL AWARENESS	READING APPLICATION	WRITING APPLICATION

Beginner Steps	• Identify letters by name and sound
	• Form letters correctly
	• Develop flexibility with letter and sound knowledge
		• Hear, say, and clap syllables
		• Hear, say, and identify rhyming words
		• Isolate initial consonant sound, and link it to a letter (phoneme-grapheme correspondences)
			• Choral reading using simple patterned text to learn concepts of print and language structures
			• Begin to use known letters and sounds
				• Write simple sentences with teacher support (interactive writing)
				  » Phonemic awareness
				  » Letter names and sounds
				  » Print concepts
				  » Letter formation
				• Remake cut-up sentences
				  » Attend to initial letter with prompting

EMERGENT LESSONS TEXT LEVEL	PHONICS SKILL	WORD STUDY ACTIVITIES	READING APPLICATION	WRITING APPLICATION
A	• Initial consonants • Long vowels	• Picture Sorting • Making Words • Sound Boxes	• Read text to learn concepts of print, language structures, and sight words • Begin to attend to initial letters	• Write a dictated sentence that includes known sight words and sounds
B	• Initial and final consonants • Short a and o	• Picture Sorting • Making Words • Sound Boxes	• Read text to learn concepts of print, language structures, and sight words • Begin to attend to initial and final letters	• Write a dictated sentence that includes known sight words, initial and final consonants, and short a and o vowel sounds
C	• All short vowels • CVC words	• Picture Sorting • Making Words • Sound Boxes	• Read simple text with controlled high-frequency words and CVC words • Sound out small words by attending to initial, medial, and final letters	• Write a dictated sentence that includes known sight words, CVC words, and unfamiliar words students can sound out

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EARLY LESSONS TEXT LEVEL	PHONICS SKILL	WORD STUDY ACTIVITIES	READING APPLICATION	WRITING APPLICATION
D	• Digraphs	• Picture Sorting • Making Words • Sound Boxes • Breaking Words	• Read nonpatterned text with controlled sight word vocabulary • Decode words with digraphs	• Write a dictated sentence that includes known sight words, CVC words, and words with digraphs
E	• Initial blends	• Picture Sorting • Making Words • Sound Boxes • Breaking Words	• Read nonpatterned text with many known words • Decode words with initial consonant blends	• Write two simple sentences that include familiar sight words and unknown words with digraphs and initial blends
F	• Final blends • Inflectional endings • Contractions	• Making Words • Sound Boxes • Breaking Words	• Read text with many known words • Decode words with initial and final consonant blends, contractions, and inflectional endings	• Write two or three sentences that include familiar sight words, contractions, and unknown words that contain digraphs and initial and final blends
G	• Initial and final blends • Compound words • Silent e • Inflectional endings	• Making Words • Breaking Words • Analogy Charts	• Read increasingly complex texts with many known words • Decode compound words and words with initial and final blends, inflectional endings, and silent e	• Write three sentences that include contractions, compound words, and/or unknown words that contain initial and final blends, inflectional endings, or silent e
H–I	• Silent e • Vowel teams • Inflectional endings • *r*-controlled vowels	• Analogy Charts • Breaking Big Words • Make a Big Word	• Read complex texts with many known words • Decode compound words and words that contain silent e, vowel teams, and inflectional endings	• Write several sentences that include compound words and unknown words with silent e, vowel patterns, and inflectional endings

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TRANSITIONAL LESSONS TEXT LEVEL	PHONICS SKILL	WORD STUDY ACTIVITIES	READING APPLICATION	WRITING APPLICATION
J–N	• Silent e • Vowel teams • Diphthongs • r-controlled vowels • Added inflectional endings with spelling changes • Compound words • Prefixes and suffixes	• Analogy Charts • Breaking Big Words • Make a Big Word • Write a Big Word	• Read complex texts with unfamiliar concepts and varied text structures • Decode unfamiliar words using a variety of phonics skills, including vowel patterns, r-controlled vowels, inflectional endings, multiple syllables, compound words, and prefixes and suffixes	• Write a paragraph that includes complex sentences, compound words, multisyllabic words, vowel patterns, and common prefixes and suffixes
O–Z	• Vowel teams • Diphthongs • Added inflectional endings with spelling changes • Prefixes and suffixes	• Make a Big Word • Write a Big Word • Advanced Breaking Words • Affix Routine	• Read increasingly longer and more complex text • Decode words using knowlege of syllables, prefixes, and suffixes	• Write increasingly longer text including complex sentences, using accurate spelling, multisyllabic words, and words with affixes

PROCEDURE	PURPOSE FOR WORD STUDY ACTIVITIES
Picture Sorting	Hear and link sounds to letters (phonemic awareness)
Making Words	Monitor with sounds and letters (synchrony)
Sound Boxes	Hear and record sounds in sequence (orthographic mapping)
Breaking Words	Break words into smaller parts to promote efficient decoding skills (onset and rime)
Writing Words	Develop phoneme-grapheme correspondence
Analogy Charts	Learn vowel patterns, silent e feature, and inflectional endings (analogies)
Breaking Big Words	Break words into smaller parts (onset, rime, inflectional ending)
Make a Big Word	Break words into syllables (syllabication)
Reading and Writing Words	Visual scanning/synchrony
Advanced Breaking Big Words	Identify and utilize affixes and common word parts to decode multisyllabic words
Write a Big Word	Learn prefixes and suffixes in order to read and write multisyllabic words (morphology)