



## Kindergarten Columns

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| <p><b>Column 1: Ready to read – phonics, short vowels plus CVC</b><br/>                 Students in this column have mastered letters, letter sounds and phonemic awareness skills.</p> <p><b>Universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Letter naming fluency at/above 40th percentile</li> <li>◆ Letter sound fluency at/above 40th percentile</li> <li>◆ Phoneme segmentation at/above 40th percentile</li> <li>◆ Initial sound fluency at/above 40th percentile</li> <li>◆ Composite score above 40th percentile</li> </ul> <p><b>Possible enrichment (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Sound Partners Kindergarten</li> <li>◆ Foundations</li> </ul> <p><b>Your enrichment tools here:</b></p> <p><b>Student names:</b></p> | <p><b>Column 2: Need letter naming</b><br/>                 Students in this column cannot identify some or all letters.</p> <p><b>Universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Letter naming fluency below 40th percentile</li> </ul> <p><b>Skill checklist:</b></p> <ul style="list-style-type: none"> <li>___ Makes random errors</li> <li>___ Errors on upper-case letters</li> <li>___ Errors on lower-case letters</li> <li>___ Errors on letters going below the line</li> <li>___ Errors in letters in student's name</li> <li>___ Doesn't track correctly</li> <li>___ Return sweep</li> <li>___ Consistent error on a specific letter</li> </ul> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Foundations (matched to student need)</li> <li>◆ www.fcrr.org</li> <li>◆ Sound Partners Kindergarten</li> <li>◆ Orton-Gillingham</li> </ul> <p><b>Your intervention tools here:</b></p> <p><b>Student names:</b></p> | <p><b>Column 3: Need letter sounds</b><br/>                 Students in this column do not know some or all letter sounds.</p> <p><b>Universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Letter sound fluency below 40th percentile</li> </ul> <p><b>Skill checklist:</b></p> <ul style="list-style-type: none"> <li>___ Makes random errors</li> <li>___ Errors on lower-case letters</li> <li>___ Errors on letters going below the line</li> <li>___ Errors in letters in student's name</li> <li>___ Doesn't track correctly</li> <li>___ Return sweep</li> <li>___ Consistent error on a specific letter</li> </ul> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Foundations (matched to student need)</li> <li>◆ www.fcrr.org</li> <li>◆ Sound Partners Kindergarten</li> <li>◆ Orton-Gillingham</li> </ul> <p><b>Your intervention tools here:</b></p> <p><b>Student names:</b></p> |
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| <p><b>Column 4: Need phonological awareness</b><br/>                 Students in this column need help with phonemic awareness skills<br/> <b>Universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Phoneme segmentation below 40th percentile</li> <li>◆ Initial sound fluency below 40th percentile</li> </ul> <p><b>Skill checklist:</b></p> <ul style="list-style-type: none"> <li>___ Concept of word</li> <li>___ Rhyming words</li> <li>___ Syllables</li> <li>___ Onset/rime</li> <li>___ Isolation of initial sounds</li> <li>___ Isolation of middle sounds</li> <li>___ Isolation of final sounds</li> <li>___ Blending</li> <li>___ Segmenting</li> <li>___ Addition</li> <li>___ Substitution</li> <li>___ Deletion</li> </ul> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Heggerty</li> <li>◆ <a href="http://www.fcrr.org">www.fcrr.org</a></li> <li>◆ LiPS</li> </ul> <p><b>Your intervention tools here:</b></p> <p><b>Student names:</b></p> | <p><b>Column 5: Need high frequency words</b><br/>                 Students in this column need support in identifying and application of basic sight words.</p> <p><b>Student names:</b></p> | <p><b>Teacher notes here:</b></p> |
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## First Grade, First Semester

### Column 1: Need to extend phonics work plus comprehension/standards work

Students in this column have phonological awareness and beginning phonics skills. These students can work on comprehension skills, extend farther into the phonics skills sequence beyond current grade level instruction, and make application to text with those new skills.

#### For students in this column, complete the universal screener:

- ◆ Example: Phoneme segmentation fluency at/above 40th percentile
- ◆ Example: Nonsense word fluency at/above 40th percentile
- ◆ Example: Composite score at/above 40th percentile

**Instructional focus:** Application to text; identify comprehension skill; next phonics need in skills sequence

#### Possible enrichments (examples):

- ◆ Application to text

#### Your enrichment tools here:

**Student names:**

### Column 2: Need beginning phonics and application to text

Students in this column have phonological awareness skills, but need to work on beginning phonics. Kids falling in this column will have different phonics needs. You will determine where the student falls within the scope and sequence of phonics. Once this is determined, you should group students according to these phonics skills.

#### For students in this column, complete the universal screener:

- ◆ Example: Phoneme segmentation fluency at/above 40th percentile
- ◆ Example: Nonsense word fluency below the 40th percentile

#### Next steps:

- ◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics

**Instructional focus:** Phonics skill building; application of known phonics skills to text

#### Possible interventions (examples) (use guidelines of the intervention to find beginning instruction based on phonics survey):

- ◆ Foundations
- ◆ Sound Partners
- ◆ [www.fcrr.org](http://www.fcrr.org)

#### Your intervention tools here:

**Student names:**



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| <p><b>Column 3: Need phonological awareness, has basic phonics</b><br/>                 Students in this column master basic phonics skills. There is a deficit in phonological awareness skills.</p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: Phoneme segmentation fluency below 40th percentile</li> <li>◆ Example: Nonsense word fluency above 40th percentile</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonological awareness diagnostic to pinpoint where students are in the scope and sequence of phonological awareness</li> </ul> <p><b>Instructional focus:</b> Specific skills in the phonological awareness scope and sequence</p> <p><b>Possible interventions (examples) (use guidelines of the intervention to find beginning instruction based on PA diagnostic):</b></p> <ul style="list-style-type: none"> <li>◆ Phonological awareness: Heggerty; fcr.org; LiPS</li> </ul> <p><b>Your intervention tools here:</b></p><br><br><p><b>Student names:</b></p> | <p><b>Column 4: Need phonics and phonological awareness skills</b><br/>                 Students in this column are low in both phonics and phonological awareness skills. <b>A distinction for this column is that students fall in the 25th through 39th percentiles in phonics.</b></p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: Phoneme segmentation fluency below 40th percentile</li> <li>◆ Example: Nonsense word fluency between 25th and 39th percentiles</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics</li> <li>◆ Complete the phonological awareness diagnostic to pinpoint where students are in the scope and sequence of phonological awareness</li> </ul> <p><b>Instructional focus:</b> Phonics skill building; application of known phonics skills to text</p> <p><b>Possible interventions (examples) (use guidelines of the intervention to find beginning instruction based on phonics survey and PA diagnostic):</b></p> <ul style="list-style-type: none"> <li>◆ Phonological awareness: Heggerty; fcr.org; LiPS</li> <li>◆ Phonics: Foundations; Sound Partners; Wilson Reading System; Barton Reading; Orton-Gillingham</li> </ul> <p><b>Your intervention tools here:</b></p><br><br><p><b>Student names:</b></p> |
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| <p><b>Column 5: Need basic phonics and phonological awareness</b></p> <p>Students in this column are low in both phonics and phonological awareness skills. Students know letters and letter sounds.</p> <p><b>A distinction is that students in this column fall in between the 11th and 24th percentiles in phonics.</b></p><br><p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: Phoneme segmentation fluency below 40th percentile</li> <li>◆ Example: Nonsense word fluency between 11th and 24th percentiles</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics</li> <li>◆ Complete the phonological awareness diagnostic to pinpoint where students are in the scope and sequence of phonological awareness</li> </ul><br><p><b>Instructional focus:</b> Specific skills in phonics and phonological awareness scope and sequence</p> <p><b>Possible interventions (examples) (use guidelines of the intervention to find beginning instruction based on phonics survey and PA diagnostic):</b></p> <ul style="list-style-type: none"> <li>◆ Phonics: Foundations; Sound Partners; Orton-Gillingham</li> <li>◆ Phonological awareness: Heggerty; fcr.org; LiPS</li> </ul> <p><b>Your intervention tools here:</b></p><br><p><b>Student names:</b></p> | <p><b>Column 6: May need work with letter identification and letter sounds plus very beginning phonics plus phonological awareness</b></p> <p>Students in this column may need support with identifying some letters and/or letter sounds. They need support with phonological awareness and the very beginning skills in the phonics sequence.</p> <p><b>A distinction is that students in this column fall below the 10th percentile in phonics.</b></p><br><p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: Phoneme segmentation fluency below 40th percentile</li> <li>◆ Example: AIMSweb nonsense word fluency below 10th percentile</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics</li> <li>◆ Complete the phonological awareness diagnostic to pinpoint where students are in the scope and sequence of phonological awareness</li> <li>◆ If letter naming fluency and letter sound fluency are not included in the phonics survey or phonological awareness diagnostic, then administer separately</li> </ul><br><p><b>Instructional focus:</b> Letter identification and letter sound; specific skills in phonological awareness scope and sequence</p> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Phonics: Foundations; LiPS; letter recognition and letter/sound correspondence; Wilson Reading System; Barton Reading; Orton-Gillingham</li> <li>◆ Phonological awareness: Heggerty</li> </ul> <p><b>Your intervention tools here:</b></p><br><p><b>Student names:</b></p> |
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## First Grade, Second Semester

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| <p><b>Column 1: Need to extend phonics work plus comprehension/standards work</b></p> <p>Students in this column have phonemic awareness and beginning phonics skills. These children are able to read connected text at an appropriate rate according to grade level assessment. They are fluent. These students can work on comprehension skills, extend farther into the phonics skills sequence beyond current grade level instruction, and make application to text with those new skills.</p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: AIMSweb oral reading at/above 40th percentile</li> <li>◆ Example: Composite score at/above 40th percentile</li> </ul> <p><b>Instructional focus:</b> Application to text; identify comprehension skill; next phonics need in skills sequence</p> <p><b>Possible enrichment (example):</b></p> <ul style="list-style-type: none"> <li>◆ Application to text</li> </ul> <p><b>Your intervention tools here:</b></p> <p><b>Student names:</b></p> | <p><b>Column 2: Need beginning phonics and application to text</b></p> <p>Students in this column have phonemic awareness skills. They mastered some basic phonics skills, but are low in rate of fluency. They need to fluently read the phonics skills that they have mastered. Determine where the student falls within the scope and sequence of phonics. Once this is determined, you should group students according to these phonics skills and work to increase fluent application of phonics and decoding skills to text.</p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: AIMSweb oral reading between 25th and 39th percentiles</li> <li>◆ Example: Composite score between 25th and 39th percentiles</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey – no phonics concerns should be found for Column 2</li> <li>◆ Complete the phonological awareness diagnostic – no concerns should be found for Column 2</li> </ul> <p><b>Instructional focus:</b> Application of known phonics skills to text; increase in rate of fluency</p> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Foundations</li> <li>◆ <a href="http://www.fcrr.org">www.fcrr.org</a></li> </ul> <p><b>Your intervention tools here:</b></p> <p><b>Student names:</b></p> |
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| <p><b>Column 3: Need basic phonics and possibly phonological awareness skills</b></p> <p>Students in this column are low in both phonics and phonemic awareness skills. Students have not mastered some basic phonics skills. Students know letters and letter sounds.</p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: AIMSweb oral reading between 11th and 24th percentiles</li> <li>◆ Example: Composite score between 11th and 24th percentiles</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics</li> <li>◆ Complete the phonological awareness diagnostic to pinpoint where students are in the scope and sequence of phonological awareness</li> </ul> <p><b>Instructional focus:</b> Specific skills in phonics and phonological awareness scope and sequence</p> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Phonics: Sound Partners; Foundations; Orton-Gillingham</li> <li>◆ Phonological awareness: Heggerty; www.fcrr.org (match need to areas of deficit on the phonological awareness survey); LiPS</li> </ul> <p><b>Your intervention tools here:</b></p><br><br><p><b>Student names – phonics only:</b></p><br><br><p><b>Student names – phonics and phonological awareness:</b></p> | <p><b>Column 4: Need work with letter identification and letter sounds</b></p> <p>Students in this column need support with identifying some letters and/or letter sounds. They also need support with phonological awareness.</p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: AIMSweb oral reading below 10th percentile</li> <li>◆ Example: Composite score below 10th percentile</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics</li> <li>◆ Complete the phonological awareness diagnostic to pinpoint where students are in the scope and sequence of phonological awareness</li> </ul> <p><b>Instructional focus:</b> Specific skills in the phonological awareness scope and sequence; fluency of letter identification and letter sound</p> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Phonics: Sound Partners; Foundations; letter recognition and letter/sound correspondence; Wilson Reading System; Barton Reading; Orton-Gillingham</li> <li>◆ Phonological awareness: Heggerty; LiPS</li> </ul> <p><b>Your intervention tools here:</b></p><br><br><p><b>Student names:</b></p> |
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| <p><b>Column 3: Phonics needed, possibly phonological awareness</b></p> <p>Students in this column need direct, explicit instruction in phonics skills and in application of phonics in connected text.</p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: Oral reading fluency between 11th and 24th percentiles</li> <li>◆ Example: Composite score between 11th and 24th percentiles</li> <li>◆ Students in Column 2 found to have phonics concerns as determined by a phonics survey will be moved to Column 3</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics</li> <li>◆ Complete the phonological awareness diagnostic to rule out a phonological deficit OR confirm the deficit to determine the instructional focus</li> </ul> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Phonics: Sound Partners; Foundations</li> <li>◆ Phonological awareness: Heggerty; <a href="http://www.fcrr.org">www.fcrr.org</a> (match need to areas of deficit on the phonological awareness survey); LiPS</li> </ul> <p><b>Your intervention tools here:</b></p><br><p><b>Student names – phonics only:</b></p><br><p><b>Student names – phonics and phonological awareness:</b></p> | <p><b>Column 4: Phonics needed, phonological awareness needed</b></p> <p>Students in this column need direct, explicit instruction in phonics and phonological awareness.</p> <p><b>For students in this column, complete the universal screener:</b></p> <ul style="list-style-type: none"> <li>◆ Example: Oral reading fluency below 10th percentile</li> <li>◆ Example: Composite score below 10th percentile</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>◆ Complete the phonics survey to pinpoint where students are in the scope and sequence of phonics – identify the instructional focus</li> <li>◆ Complete the phonological awareness diagnostic to identify needs within the scope and sequence of phonological awareness</li> <li>◆ It is possible students in this column could pass the phonological awareness diagnostic. If they do, they will only require phonics intervention</li> </ul> <p><b>Possible interventions (examples):</b></p> <ul style="list-style-type: none"> <li>◆ Phonics: Sound Partners; Foundations; Wilson Reading System; Barton Reading; Orton-Gillingham</li> <li>◆ Phonological awareness: Heggerty; <a href="http://www.fcrr.org">www.fcrr.org</a> (match need to areas of deficit on the phonological awareness diagnostic); LiPS</li> </ul> <p><b>Your intervention tools here:</b></p><br><p><b>Student names – phonics only:</b></p><br><p><b>Student names – phonics and phonological awareness:</b></p> |
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