



The Consortium
Alberta Professional Learning Consortium

Assessment for Learning in ELAL K-6: Phonics



Phonics - Kindergarten

- Identify letters by characteristics
- Recognize most upper and lower case letters by name
- Make connections between letters and sounds in words
- Recognize the first, middle, or ending letters or sound in words

Phonics – Grade 1

- Recognize upper and lower case letters fluently
- Distinguish between letter that are consonants and vowels
- Make connections between letters and sounds in words
- Associate sounds to letters and letter sequences
- Experiment with letters, sounds, and words to create new words
- Read 1 & 2 syllable words that include the 60 most frequent letter-sound correspondences
- Recognize and use short and long vowel sounds in words
- Read and write consonant sounds in the beginning, middle, and end of words using the letters that represent them
- Read and write 2 consonant letters that represent 1 sound (digraphs) in the beginning, middle, and end of words (sh, th, wh, ph)
- Identify short vowel sounds in words & identify the letters that represent them
- Identify long vowel sounds in words & identify the letters that represent them
- Recognize how the letter <r> can influence the vowel sound

Phonics - Grade 2

- Make connections between letter combinations
 - Vowel patterns
 - Blends
 - Digraphs
 - Diphthongs
- Apply knowledge of silent letters when learning new words
- Recognize how the letter <r> can influence the vowel sound
- Read words that include the 120 most frequent letter-sound correspondences

Phonics – Grade 3

- Recognize consonant clusters up to 3 consonant sounds at the beginning and ending of a word
- Recognize and apply less frequent consonant digraphs
- Recognize and apply consonant letters that represent no sounds (e.g., kn, wr)
- Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words
- Use phonetic strategies to decode complex words in continuous text

What Assessments do you Already Have?

LeNS - determine phonics patterns in isolation

CC3 - application of phonics in reading

Words Their Way or other developmental spelling Inventory - for encoding

Do you have other assessments you are using? Are there any gaps?

LeNS Class Summary

LeNS - Card 1

• Sept.

• Nov

Name	t		n		k		l		a		c		p		m		f		o	
	N	S	N	S	N	S	N	S	N	S	N	S	N	S	N	S	N	S	N	S
Corwin	█	█	█	█	█	█	█		█	█	█	█			█	█	█	█	█	█
Lauren	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Dwayne	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Sam	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Annette	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Gabe	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Kelsey	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Jade	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Instructional Planning Document

Planning Template

Print Concepts

Whole Group	What patterns do I see from my assessment? What do I need to teach my whole class based on assessment &/or curriculum?	What strategy or instructional materials will I use?
Small Group - if able to	What groups will I make and what skill will we work on first?	What strategy or instructional materials will I use?
Individuals - students you need to target for instruction	Who needs additional "doses" or reinforcement? What skill will we work on first?	What strategy or instructional materials will I use?

Phonics Rules & Generalizations

1. English words don't end in the letter *v*; you must add an *e*.
2. English words don't end in the letter *j*: you must use *ge* or *dge*.
3. The position of spellings in words matters (e.g. long *ā*: *ai* never appears at the end of a word, but *ay* does).
4. FLSZ/Floss Rule: The letters *ff*, *ll*, *ss*, *zz*, and others are doubled after a short vowel.
5. Soft *c* and *g* before *e*, *i*, or *y*.
6. The letter *q* is followed by a *u*.
7. The letter *y* at the beginning of a word is a consonant; *y* at the end is a vowel.
8. Use *ck* or *tch* after a short vowel; otherwise use *k* or *ch*.

P. 227

Blevins, W. (2023). *Teaching phonics & word study in the intermediate grades*. Scholastic: New York, NY.

Phonics Lesson Do-s

- Uses a logical sequence
- Keep lessons short, fast-paced & focused
- Begin with the known
- Create an environment of word watchers and detectives
- Build in review
- Adjust pace & regroup based on needs
- Link to spelling
- Make learning public
- Provide opportunities to be reflective

Blevins, W. (2017). *Phonics from A to Z: A practical guide*. Scholastic: Toronto, ON.

Decodable Text

- Practice newly targeted skill
- Goal is application to new texts
- Temporary “crutch”

Fisher, D., Frey, N., & Lapp, D. (2023). *Teaching reading: A playbook for developing skills readers through word recognition and language comprehension, grades Pre K-6*. Corwin: Thousand Oaks, CA.



COMPREHENSIVE LITERACY GUIDES

Grades K-6

Read Alouds | Shared Reading | Small Group Reading Instruction |
Vocabulary | Fluency | Writing | Phonological Awareness | **Phonics**
Oral Language | Independent Reading



For more resources and Professional Learning Opportunities visit: aplc.ca

To contact our office directly email: info@aplc.ca