


Bridging Phonics and Phonemic Awareness in the Reading Recovery Lesson

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Further Reading:


Ehri (2022)

 The Reading Teacher - 2022 - Ehri - What Teachers Need to Know and Do to Teach Letter...


Mesner & Kambach (2022)

 The Reading Teacher - 2022 - Mesmer - Beyond Labels and Agendas Research Teachers...

Flanigan, Solic, & Gordon (2022)

 The Reading Teacher - 2022 - Flanigan - The P Word Revisited 8 Principles for Tackling T...

Scharer (2018)

 jrr_18-2_scharer.pdf

Level 1 Scope & Sequence

Level 1 of Foundations* will set a very strong foundation for reading and writing. In addition to Foundations, provide students with a wide variety of text experiences, and expose them to poetry and narrative and informational text.

By the End of Level 1, Students Will Be Able To:

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, base words, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing base words

Level 1 of Foundations* includes the basic skills and concepts that are essential for reading and writing. It is designed to be a strong foundation for the skills and concepts that are taught in the other levels of the program.

Key Concepts:

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
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Dear Administrator

https://readingrecovery.org/wp-content/uploads/2019/05/Phonemic_Awareness_Phonics.pdf