

**Phonemic Awareness** is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items — Phonemic Awareness Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Allocates appropriate amount of daily time to blending, segmenting, and manipulating tasks until proficient. (w) [NRP, pg. 2-41]			
● ○ ○	2. Incorporates letters into phonemic awareness activities. (w) [NRP, pg. 2-41]			

First Grade Phonemic Awareness Instruction — High Priority

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ \_\_\_\_\_ ○

**Discretionary Items — Phonemic Awareness Instruction**

Rating	Criterion
● ○ ○	1. Analyzes words at the phoneme level (i.e., working with individual sounds within words).
● ● ○	2. Works with phonemes in all position in words (initial, final, medial).
● ● ○	3. Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.
● ● ○	4. Works with increasingly longer words (three to four phonemes).
● ● ○	5. Expands beyond consonant-vowel-consonant words (e.g., <i>sun</i> ) to more complex phonemic structures (consonant blends).

First Grade Phonemic Awareness Instruction — Discretionary

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ● ○

**High Priority Items – Phonics Instruction**

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Progresses <u>systematically</u> from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. ( <i>ss</i> ) [NRP, pg. 2-132]			
● ● ○	2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). ( <i>w</i> ) and ( <i>ss</i> )			
● ● ○	3. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. ( <i>w</i> )			
● ● ○	4. Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences. ( <i>w</i> ) and ( <i>ss</i> ) [NRP, pg. 3-28]			

<b>High Priority Items – Phonics Instruction</b>				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	5. Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. ( <i>w</i> ) and ( <i>ss</i> )			

First Grade Phonics Instruction – High Priority

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ ○

<b>Discretionary Items – Phonics Instruction</b>	
Rating	Criterion
● ○ ○	1. Provides integrated proactive instruction and practice in words that students first read, spell, and write.
● ○ ○	2. Sequences words strategically to incorporate known letters or letter-sound combinations. [NRP, pg. 2-132]
● ○ ○	3. Begins instruction in word families and word patterns (i.e., reading orthographic units of text, such as <i>at, sat, fat, rat</i> ) <u>after</u> students have learned the letter-sound correspondences in the unit. [NRP, pg. 2-132]
● ○ ○	4. Teaches students to process larger, highly represented patterns to increase fluency in word recognition.

First Grade Phonics Instruction – Discretionary

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ ○

<b>High Priority Items — Irregular Words Instruction</b>			
Rating	Criterion	Evidence	
		Initial Instruction	Week _____
● ○ ○	1. Selects words of high utility with ample practice for automaticity. ( <i>st</i> )		Week _____
● ○ ○	2. Controls the number of irregular words introduced at one time. ( <i>w</i> )		Week _____

First Grade Irregular Words Instruction — High Priority

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ ○

<b>Discretionary Items — Irregular Words Instruction</b>	
Rating	Criterion
● ○ ○	1. Strategically separates high-frequency words (e.g., <i>was, saw; them, they, there</i> ), that are often confused by students.
● ○ ○	2. Points out irregularities while focusing student attention on all letters in the word.

First Grade Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ ○

<b>High Priority Items – Connected Text and Fluency Instruction</b>				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Introduces passage reading soon after students can read a sufficient number of words accurately. ( <i>w</i> )			
● ● ○	2. Contains regular words comprised of letter-sounds and words types that have been taught. ( <i>w</i> ) and ( <i>ss</i> )			
● ● ○	3. Contains only high-frequency irregular words that have been previously taught. ( <i>ss</i> )			
● ● ○	4. Uses initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). ( <i>w</i> )			
● ● ○	5. Builds toward a 60 word per minute fluency goal by end of grade. ( <i>ss</i> ) [NRP, pg. 3-4]			

<b>High Priority Items — Connected Text and Fluency Instruction</b>				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	6. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. ( <i>w</i> ) and ( <i>ss</i> ) [NRP, pg. 3-28]			

First Grade Connected Text & Fluency Instruction — High Priority

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ ○

<b>Discretionary Items — Connected Text and Fluency Instruction</b>	
Rating	Criterion
● ○ ○	1. Teaches explicit strategy to move from reading words in lists to reading words in sentences and passages.
● ○ ○	2. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-28; pg. 3-15]

First Grade Connected Text & Fluency Instruction — Discretionary

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ ○

<b>High Priority Items – Vocabulary Instruction</b>				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Provides direct instruction of specific concepts and vocabulary. ( <i>w</i> )			
● ● ○	2. Provides repeated and multiple exposures to critical vocabulary. ( <i>w</i> ) and ( <i>st</i> )			
● ● ○	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. ( <i>w</i> )			

First Grade Vocabulary Instruction— High Priority

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ● ○

<b>Discretionary Items – Vocabulary Instruction</b>	
Rating	Criterion
● ○ ○	1. Reviews previously introduced words cumulatively.
● ● ○	2. Provides opportunity for daily listening, speaking, and language experience.
● ● ○	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

First Grade Vocabulary Instruction— Discretionary

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ● ○



<b>High Priority Items – Reading Comprehension Instruction</b>				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Guides students through sample text in which teachers think out loud as they identify the components of story structure. (w) [NRP, pg. 4-122]			
● ● ○	2. Provides plentiful opportunities to listen to and explore narrative and expository text forms and to engage in interactive discussion of the messages and meanings of the text. (ss) [NRP, pg. 4-109]			
● ● ○	3. Explicitly teaches critical comprehension strategy (e.g., main idea, literal, inferential, retell, prediction). (w) and (ss)			

First Grade Reading Comprehension Instruction – Discretionary

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ● \_\_\_\_\_ ○

<b>Discretionary Items — Reading Comprehension Instruction</b>	
Rating	Criterion
● ○ ○	1. The text for initial instruction in comprehension: -begins with text units appropriate for the learner -uses familiar vocabulary -activates prior knowledge [NRP, pg. 4-108] -uses simple sentences -begins with short passages to reduce the memory load for learners
● ● ○	2. Introduces text where the structure of text is explicit (beginning, middle, and end being obvious). [NRP, pg. 4-112]
● ● ○	3. Has students discuss the story structure orally and make comparisons with other stories. [NRP, pg. 4-100]

First Grade Reading Comprehension Instruction — Discretionary

Tally the number of elements with each rating.

\_\_\_\_\_ ● \_\_\_\_\_ ○ \_\_\_\_\_ ○

**Summary of First Grade Ratings**

<b>High Priority Items</b>	
Phonemic Awareness Instruction (2)	_____ ● _____ ○ _____ ○
Phonics Instruction (5)	_____ ● _____ ○ _____ ○
Irregular Words Instruction (2)	_____ ● _____ ○ _____ ○
Connected Text and Fluency Instruction (6)	_____ ● _____ ○ _____ ○
Vocabulary Development (3)	_____ ● _____ ○ _____ ○
Reading Comprehension Instruction (3)	_____ ● _____ ○ _____ ○
<b><i>First Grade High Priority Totals</i></b>	_____ ● _____ ○ _____ ○

<b>Discretionary Items</b>	
Phonemic Awareness Instruction (5)	_____ ● _____ ○ _____ ○
Phonics Instruction (4)	_____ ● _____ ○ _____ ○
Irregular Words Instruction (2)	_____ ● _____ ○ _____ ○
Connected Text and Fluency Instruction (2)	_____ ● _____ ○ _____ ○
Vocabulary Development (3)	_____ ● _____ ○ _____ ○
Reading Comprehension Instruction (3)	_____ ● _____ ○ _____ ○
<b><i>First Grade Discretionary Totals</i></b>	_____ ● _____ ○ _____ ○



Reviewer Code/Name: \_\_\_\_\_

**FIRST GRADE**

<b>Additional Comments</b>