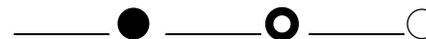


Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items — Phonemic Awareness Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (<i>ss</i>)			
● ● ○	2. Teaches skills explicitly and systematically (<i>w</i>).			
● ● ○	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (<i>w</i>)			
● ● ○	4. Integrates letter-sound correspondence instruction to phonological awareness. (<i>w</i>) [NRP, pg. 2-41]			
● ● ○	5. Focuses on segmentation or the combination of blending and segmenting for greatest transfer. (<i>ss</i>) [NRP, pg. 2-41]			

Kindergarten Phonemic Awareness Instruction — High Priority

Tally the number of elements with each rating.



Discretionary Items — Phonemic Awareness Instruction	
Rating	Criterion
● ○ ○	1. Focuses beginning instruction on the phonemic level of phonological units with short words (two to three phonemes; e.g., <i>at</i> , <i>mud</i> , <i>run</i>).
● ● ○	2. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next.
● ● ○	3. Focuses first on the initial sound (<i>s<u>a</u>t</i>), then on the final sound (<i>sa<u>t</u></i>), and lastly on the medial sound (<i>sa<u>t</u></i>) in words.
● ● ○	4. Provides brief instructional sessions. (Significant gains in phonemic awareness are often made in 15 to 20 minutes of daily instruction and practice over a period of 9 to 12 weeks.) [NRP 5-15 hrs total, pg. 2-41]

Kindergarten Phonemic Awareness Instruction — Discretionary

Tally the number of elements with each rating.

_____ ● _____ ● ○

Phonics is the ability to recognize words accurately, fluently, and independently is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words. [NRP, pg. 2-41; pg. 2-93]

High Priority Items — Letter-Sound Association Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)			
● ● ○	2. Explicitly models the sound of letter prior to student practice and assessment. (w)			
● ● ○	3. Incorporates frequent and cumulative review of taught letter sounds to automaticity. (st)			

Kindergarten Letter-Sound Association Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Discretionary Items — Letter-Sound Association Instruction	
Rating	Criterion
● ○ ○	1. Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/; /e/, /i/).
● ● ○	2. Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to segment and blend words.

Kindergarten Letter-Sound Association Instruction — Discretionary

Tally the number of elements with each rating.

_____ ● _____ ● ○

High Priority Items — Decoding Instruction

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Provides explicit strategy for blending words. (<i>w</i>) [NRP, pg. 2-96]			
● ● ○	2. Provides multiple opportunities within lessons for students to blend and read words. (<i>w</i>)			
● ● ○	3. Provides sufficient guided practice in decodable word lists and short, controlled connected text. (<i>w</i>) and (<i>ss</i>)			
● ● ○	4. Introduces regular word types (CV or CVC) first in the sequence. (<i>ss</i>)			
● ● ○	5. Introduces regular words for which students know all letter sounds. (<i>ss</i>)			

Kindergarten Decoding Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

High Priority Items — Irregular Words Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Introduces words of high utility (e.g., I, have, etc.) with ample practice for automaticity. (<i>w</i>) and (<i>st</i>)			

Kindergarten Irregular Words Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ○ _____ ○

Discretionary Items — Irregular Words Instruction	
Rating	Criterion
● ○ ○	1. Limits # of words introduced within a lesson.
● ○ ○	2. Separates highly similar words (e.g., was/saw).

Kindergarten Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.

_____ ● _____ ○ _____ ○

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items — Vocabulary Instruction				
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>)			

Kindergarten Vocabulary Instruction— High Priority

Tally the number of elements with each rating.

_____ ● _____ ● ○

Discretionary Items — Vocabulary Instruction	
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.

Kindergarten Vocabulary Instruction— Discretionary

Tally the number of elements with each rating.

_____ ● _____ ● ○

Listening Comprehension: *The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge. [NRP, pg. 2-97]*

High Priority Items — Listening Comprehension				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Models and systematically reviews critical comprehension strategies. (<i>st</i>) [NRP, pg. 4-126; pp 4-100] <ul style="list-style-type: none"> • Literal comprehension • Retelling 			
● ● ○	2. Models and guides the students through story structure (e.g., setting _____), thinking out loud as the elements are being identified. (<i>w</i>) [NRP, pg. 4-100]			
● ● ○	3. Strategically selects and reinforces critical vocabulary during story reading (connects with background knowledge and examples). (<i>w</i>) and (<i>ss</i>)			
● ● ○	4. 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. (<i>ss</i>) [NRP, pp 4-109]			

Kindergarten Listening Comprehension — High Priority

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Discretionary Items – Listening Comprehension	
Rating	Criterion
● ○ ○	1. Focuses on only a few important elements and introduces additional elements when the students can reliably identify those previously taught. [NRP, pg. 4-100]
● ● ○	2. Models multiple examples and provides extensive guided practice in listening-comprehension strategies. [NRP, pg. 4-107]
● ● ●	3. Inserts questions at strategic intervals to reduce the memory load for learners when introducing strategies in stories. (For example, have students retell the important events after each page rather than wait for the end of the story.) [NRP, pg. 4-110; pg. 4-111]

Kindergarten Listening Comprehension – Discretionary

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Summary of Kindergarten Ratings

High Priority Items	
Phonemic Awareness Instruction (5)	_____ ● _____ ● _____ ○
Letter-Sound Association Instruction (3)	_____ ● _____ ● _____ ○
Decoding Instruction (5)	_____ ● _____ ● _____ ○
Irregular Words Instruction (1)	_____ ● _____ ● _____ ○
Vocabulary Instruction (3)	_____ ● _____ ● _____ ○
Listening Comprehension Instruction (4)	_____ ● _____ ● _____ ○

<i>Kindergarten High Priority Totals</i>	_____ ● _____ ● _____ ○
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Discretionary Items	
Phonemic Awareness Instruction (4)	_____ ● _____ ● _____ ○
Letter-Sound Association Instruction (2)	_____ ● _____ ● _____ ○
Decoding Instruction (0)	_____ ● _____ ● _____ ○
Irregular Words Instruction (2)	_____ ● _____ ● _____ ○
Vocabulary Instruction (3)	_____ ● _____ ● _____ ○
Listening Comprehension Instruction (3)	_____ ● _____ ● _____ ○

<i>Kindergarten Discretionary Totals</i>	_____ ● _____ ● _____ ○
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Reviewer Code/Name: _____

KINDERGARTEN

Additional Comments