



Guide for Reading Instruction

Teacher: _____ Grade: _____ School: _____

A Phonemic Awareness	
A1	Songs and rhymes
A2	Syllable awareness
A3	Work on blending sounds orally
A4	Work on segmenting sounds orally

B Graphophonemic Knowledge	
B1	Work on identifying letter sounds
B2	Work on identifying letter names
B2	Work on word building with manipulatives (e.g., using letter blocks to blend words, add/change beginning, middle or endings to words)
B3	Work on sounding out words by phonemes/syllables (e.g., parsing and/or chunking)
B4	Work on phonic elements and structural analysis (e.g., plurals and past tense, silent e, vowel teams, blends)
B5	Word work with individual words/manipulatives (e.g., word sort, word wizard)
B6	Work on whole words, sight words and/or high-frequency words

C Reading Practice/Fluency	
C1	Oral reading with text (e.g., choral, echo, partner)
C2	Silent reading with text

D Spelling	
D1	Spelling instruction based on spelling list, spelling curriculum or adopted text (e.g., sound symbol patterns, word structure, spelling rules)

E Oral Language/Listening Comprehension/Writing	
E1	Read aloud a. Work on listening comprehension b. Work on vocabulary building
E2	Writing

F Reading Comprehension	
F1	Work on improving vocabulary by use of examples, synonyms and definitions
F2	Work on identifying main idea and summarizing the text
F3	Work on identifying story elements, features and structure
F4	Work on answering text-related questions and story understanding (explicitly stated in text)
F5	Work on identifying inferences and implicit information
F6	Work on developing reading and thinking strategies

Small Group Name or Number: _____

Instructional Focus (letter and number): _____

Activity Name and Source: _____

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