

## Directions for Phonics Scope and Sequence Checklist

**Purpose:** This tool is designed to assist teachers in a more diagnostic approach to their instruction in phonics. Each foundational skill lesson should provide the teacher with data about the next steps to take with each student. For example, after each lesson the teacher must determine the answers to important guiding questions:

1. Has the student mastered the phonics concept, and is the student ready to progress?
2. Is the student in need of review?
3. Does the student need more explicit teaching with additional scaffolds?

The *Phonics Scope and Sequence Checklist* is designed to progress from simple to complex sound-symbol correspondences. However, due to missed instruction, many students may need instruction on particular skills that are out of order. It is essential for fluent reading that phonics skills are learned to automaticity (orthographically mapped). These learning gaps can be addressed individually or students may be grouped according to skill deficits for reading interventions in alignment with the Science of Reading.

### Directions for Applying the *Phonics Scope and Sequence Checklist*:

1. Administer diagnostic phonics assessments, such as a nonsense word screener, and an alphabetic assessment to determine the phonics skills that a student has mastered (LETRS Assessment, Quick Phonics Screener, CLKA nonsense word assessment, etc.). Take notes while you administer the assessment to note any hesitation or decoding errors.
2. Check off the phonics concepts on the *Phonics Scope and Sequence Checklist* that were mastered (hesitations, slow segmenting, decoding errors indicate a lack of mastery).
3. The assessment data provides a baseline of where to begin your instruction.
4. As students master skills from your systematic, explicit, cumulative, and diagnostic teaching, check off the skills that the student consistently applies correctly. This could be that they read words in a decodable text that apply the skill 10 times in a row in one lesson, three days in a row. Teach to mastery.

5. When skills are mastered, check them off. Move forward to the next skill in the sequence and cumulatively review the skills you have recently taught and checked off through oral reading of decodable text, isolated word reading, and spelling dictation.