STEPPING Together

Phonics Differentiation with Corrective Feedback (First Grade)

Phonics Activity		If the Student...	Then...
Picture Sorting	**Scaffold**	• Has difficulty correctly isolating the phoneme	• Have student repeat the picture name and emphasize the targeted phoneme. • Reference the ABC Poster, Vowel Poster, or Digraph-Blend Card and link the phoneme to the grapheme.
	Enrich	• Successfully sorts the target sounds	• Have them produce words that begin with each target sound.
Making Words	**Scaffold**	• Has difficulty selecting the correct letter to represent the sound	• Reference the ABC Poster, Vowel Poster, or Digraph-Blend Card. • Run you hand over the students' heads and slowly pronounce the word with them, so they see where the sound/letter link is mismatched and needs to be changed. • Say the new word slowly modeling where the change needs to be made. • Model how to blend the word. • Tell the students the word to make (encoding) instead of which letter(s) to change (decoding).
	Enrich	• Successfully and fluently selects the correct letters to represent the sounds	• Add blends and/or digraphs to a series that contains only CVC words (e.g., *sap, sat, mat, map, cap,* **CLAP**). Provide the additional letters needed to those students ready for enrichment. • Add inflectional endings by providing the additional letters such as *ing, ed,* and/or *s* to those students.
Sound Boxes	**Scaffold**	• Has difficulty isolating phonemes • Has difficulty identifying the correct letter(s) to represent each sound	• Have them push a chip into each box, without writing. • Model how to say a word slowly, stretching the sounds while running your finger under the boxes. Have students repeat the process. • Reference the ABC Poster, Vowel Poster/Chart Card, or Digraph-Blend Card.
	Enrich	• Successfully and fluently identifies the correct letters to identify each sound	• Add blends and/or digraphs to a list that contains only CVC words (e.g., *sap, map, cap,* **CLAP**).

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Phonics Differentiation with Corrective Feedback (First Grade) (cont.)

Phonics Activity		If the Student...	Then...
Breaking Words	**Scaffold**	• Has difficulty breaking words at onset-rime (i.e. breaks apart each individual letter)	• Model how to find the vowel and break the word in one place.
	Enrich	• Successfully and fluently breaks words, demonstrating control of the rime	• Have the student orally produce and make additional words that contain the same rime.
Breaking Big Words	**Scaffold**	• Has difficulty blending the word after breaking it	• Model continuous blending of the parts. Then have the student repeat as they run their finger below the word. • Remove the inflectional ending and have the student use the Breaking Words procedure to break the word at the onset-rime. Then demonstrate adding the inflectional ending back on.
		• Has difficulty reading the third new word that includes a different onset and inflectional ending	• Continue to change the onset but keep the inflectional ending the same for all three words.
	Enrich	• Successfully breaks and reads words with inflectional endings	• Have the student orally produce, then make, break, and read additional words containing the same rime and different onsets and inflectional endings.
Analogy Charts	**Scaffold**	• Writes the word in the wrong column	• Compare the dictated word to each header word or label. Have the student put their thumb up if it sounds the same or down if it does not. • Have the student run their finger under the word as they say it slowly. • Reference the ABC Poster, Vowel Poster/Chart Card, or Digraph-Blend Card.
		• Writes the word in the correct column, but it is misspelled	
	Enrich	• Writes the correctly spelled words in the appropriate column	• Add inflectional endings to some of the words.

Phonics Differentiation with Corrective Feedback (First Grade) (cont.)

Phonics Activity		If the Student...	Then...
Decoding Words in Decodable Text **(Super Stories)**	**Scaffold**	• Has difficulty decoding words containing previously taught and current phonic targets	• Model saying each of the sounds in the words, then blending sounds together. • Connect the isolated word work activities, procedures, and prompts used (e.g., break it at the vowel) to reading words in connected text.
	Enrich	• Successfully and fluently decodes and read words containing previously taught and current phonic targets	• Have the student locate words with the target phonic element and ask them to change one letter or letter cluster to make a new word (e.g., *Find the word* hop. *Change the* o *to an* i. *What is the new word?*).