



# STEPPING Together

## Phonics Differentiation with Corrective Feedback (Kindergarten)

Phonics Activity		If the Student ...	Then ...
Picture Sorting	Scaffold	<ul style="list-style-type: none"> <li>Has difficulty correctly isolating the phoneme</li> </ul>	<ul style="list-style-type: none"> <li>Have the student repeat the picture name and emphasize the targeted phoneme.</li> <li>Reference the ABC Chart Card and/or the Digraph-Blend Card and link the phoneme to the grapheme.</li> </ul>
	Enrich	<ul style="list-style-type: none"> <li>Successfully sorts the target sounds</li> </ul>	<ul style="list-style-type: none"> <li>Have the student produce words that begin with each target sound.</li> </ul>
Letter Detectives	Scaffold	<ul style="list-style-type: none"> <li>Has difficulty visually discriminating letters</li> </ul>	<ul style="list-style-type: none"> <li>Model forming the letter in the air while saying the verbal pathway for the letter formation. Then have the student practice writing the letter in the air while repeating the verbal pathway.</li> <li>Discuss the attributes of each letter.</li> <li>Use a 3D model of the letters.</li> </ul>
	Enrich	<ul style="list-style-type: none"> <li>Successfully visually discriminates letters</li> </ul>	<ul style="list-style-type: none"> <li>Have the student name other letters that are formed similarly or have similar attributes to the target letter(s).</li> </ul>
Making Words	Scaffold	<ul style="list-style-type: none"> <li>Has difficulty selecting the correct letter(s) to represent the sound</li> </ul>	<ul style="list-style-type: none"> <li>Reference the ABC Chart Card/Poster and/or the Digraph-Blend Card.</li> <li>Run your 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.</li> <li>Say the new word slowly, modeling where the change needs to be made.</li> <li>Model how to blend the sounds in the word.</li> <li>Tell the students the word to make (encoding) instead of which letter(s) to change (decoding).</li> </ul>
	Enrich	<ul style="list-style-type: none"> <li>Successfully and fluently selects the correct letters to represent the sounds</li> </ul>	<ul style="list-style-type: none"> <li>Add blends and/or digraphs to a series that contains only CVC words (e.g., <i>sap, sat, mat, map, cap, CLAP</i>). Provide the additional letters needed for the enrichment.</li> <li>Add inflectional endings by providing the additional letters such as <i>ing, ed, and/or s</i> to the student.</li> </ul>
Sound Boxes	Scaffold	<ul style="list-style-type: none"> <li>Has difficulty isolating phonemes</li> <li>Has difficulty identifying the correct letter(s) to represent each sound</li> </ul>	<ul style="list-style-type: none"> <li>Have the student push a chip into each box, without writing the letter(s).</li> <li>Model how to say a word slowly, stretching the sounds while running your finger under the boxes. Have the student repeat the process.</li> <li>Reference the ABC Chart Card/Poster and/or the Digraph-Blend Card.</li> </ul>
	Enrich	<ul style="list-style-type: none"> <li>Successfully and fluently identifies the correct letters to identify each sound</li> </ul>	<ul style="list-style-type: none"> <li>Add blends and/or digraphs to a list that contains only CVC words (e.g., <i>sap, map, cap, CLAP</i>).</li> </ul>
Breaking Words	Scaffold	<ul style="list-style-type: none"> <li>Has difficulty breaking words at onset-rime (i.e., breaks apart each individual letter)</li> </ul>	<ul style="list-style-type: none"> <li>Model how to find the vowel and break the word in one place.</li> </ul>
	Enrich	<ul style="list-style-type: none"> <li>Successfully and fluently breaks words, demonstrating control of the rime</li> </ul>	<ul style="list-style-type: none"> <li>Have the student orally produce and make additional words that contain the same rime.</li> </ul>
Decoding Words in Decodable Text (Super Stories)	Scaffold	<ul style="list-style-type: none"> <li>Has difficulty decoding words containing previously taught and current phonic targets</li> </ul>	<ul style="list-style-type: none"> <li>Model saying each of the sounds in words, then blending the sounds together.</li> <li>Connect the isolated word study activities, procedures, and prompts used (e.g., break it at the vowel) to reading words in connected text.</li> </ul>
	Enrich	<ul style="list-style-type: none"> <li>Successfully and fluently decodes and reads words containing previously taught and current phonic targets</li> </ul>	<ul style="list-style-type: none"> <li>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., <i>Find the word hop. Change the o to an i. What is the new word?</i>)</li> </ul>