

English / Language Arts

Kindergarten

Students enter kindergarten with a wide range of individual differences in prior opportunities to hear, see, and learn the English language and alphabetic writing system. Thus, the challenge for educators is to determine the essential skills kindergartners must master and the way to organize and deliver instruction of maximum effectiveness and efficiency that addresses the range of (1) the skills and knowledge to be taught; and (2) the capacity of the learners.

Instruction in kindergarten is focused on developing foundational skills that prepare students for later learning in English.

Curriculum Outline

Below are the Montana content standards for the English / Language Arts and the local Ronan School District #30 standards that further explain the goals of our program:

MONTANA STANDARDS FOR READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information. Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Montana Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.

Montana Standard 2—Students apply a range of skills and strategies to read.

Montana Standard 3—Students set goals, monitor, and evaluate their progress in reading.

Montana Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.

Montana Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

MONTANA STANDARDS FOR LITERATURE

Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.

Montana Standard 1—Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

Montana Standard 2—Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

Montana Standard 3—Students reflect upon their literary experiences and purposefully select from a range of works.

Montana Standard 4—Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

Montana Standard 5—Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

Structural Features of Informational Materials

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

Evaluation of Progress in Reading.

- 2.6 Set fluency goals for use with SRI sub-category.
- 2.7 Participate in a home/school program to promote value and enjoy books and reading.
- 2.8 Maintain a record of books read at home

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

Cultural Reading

- Hear grade appropriate American Indian Text.
- Hear Text from various cultures and ethnic groups.
- Hear texts written by both genders.
- Hear about traditional and contemporary viewpoints.
- Listen and discuss.

Literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders are to be used.

MONTANA STANDARDS FOR WRITING

The standards set in this document represent what research and experience have described as important in the process of writing. Writing is essential to thinking and

learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writers use a range of skills and strategies in the process of writing to communicate with diverse audiences and for diverse purposes. Writing proficiency enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.

Montana Standard 1—Students write clearly and effectively.

Montana Standard 2—Students apply a range of skills and strategies in the writing process.

Montana Standard 3—Students evaluate and reflect on their growth as writers.

Montana Standard 4—Students write for a variety of purposes and audiences.

Montana Standard 5—Students recognize the structures of various forms and apply these characteristics to their own writing.

Montana Standard 6—Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Write by moving from left to right and from top to bottom.

Penmanship

- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions

The curriculum for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Students write and speak with a command of standard English conventions.

Sentence Structure

- 1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

- 1.2 Spell independently by using prephonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Evaluation and Reflection of Writing

Dialog with the teacher to identify strengths and weaknesses in their writing.

MONTANA STANDARDS FOR SPEAKING AND LISTENING

Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but critical. It is the responsibility of education to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction. The National Communication Association defines speaking as “the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”

Montana Standard 1—Students demonstrate knowledge and understanding of the communication process.

Montana Standard 2—Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.

Montana Standard 3—Students apply a range of skills and strategies to speaking and listening.

Montana Standard 4—Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

MONTANA STANDARDS FOR MEDIA LITERACY

We have long understood the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society.

Montana Standard 1—Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.

Montana Standard 2—Students distinguish among and use appropriate types of media for a variety of purposes.

Montana Standard 3—Students apply knowledge, skills and strategies to design and create media messages.

Montana Standard 4—Students identify, analyze and evaluate the impacts of media on individuals and societies.

1.0 Speaking, Listening, and Media Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.1 Understand and follow one- and two-step oral directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.2 Recite short poems, rhymes, and songs.
- 2.3 Relate an experience or creative story in a logical sequence.

3.0 Media

Use media to build background knowledge as another avenue of communication.
Use knowledge box clips to gain media information and knowledge.

Below is a narrative that describes and elaborates best practices research in English Language Arts and is the standard to which we strive.

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development, Concepts About Print

A primary focus of language arts instruction in kindergarten is making sense of the alphabet and its role in reading. Familiarity with the letters of the alphabet is a powerful predictor of early reading success (Ehri and McCormick 1998). Moreover, letter-sound knowledge is not optional in an alphabetic writing system. By the end of kindergarten, students should be able to name all uppercase and lowercase letters and match all letters with their associated sounds. Both uppercase and lowercase letters are generally introduced concurrently in our program; sometimes the introduction of capital letters dissimilar to their lowercase letters is delayed.

The kindergarten experience should also expose students to a range of print forms and functions. Students learn to use conventions of print not only to negotiate print but also to aid comprehension. A recommended sequence is to present (1) the particular concept of print (e.g., books are read front to back, print moves from left to right), as would be done with any other basic concept; and (2) a learning activity in which books are used.

Phonemic Awareness

The most essential element of language arts instruction in kindergarten is the development of phonemic awareness; that is, teaching students the sound structure of language. Phonemic awareness is:

1. The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp 1988). Early phonemic awareness is all auditory; it does not involve print.
2. Fundamental to later mapping speech to print. If a child cannot hear that *man* and *moon* begin with the same sound or cannot blend the sounds /rrrruuuuunnnn/ to *run*, that child typically has difficulty connecting sounds with their written symbols.
3. Essential to learning to read in an alphabetic writing system because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.
4. A strong predictor of early reading success.

Instruction in phonemic awareness can span two years, kindergarten and first grade. But in this aspect of teaching as in others, the teacher must be guided by the students' developing competencies. Some students require little training in phonemic awareness; others might require quite a bit. Although early phonemic awareness is oral, the teacher must be careful not to delay in providing learning opportunities with print. Learning phonics and learning to decode and write words all help students continue to develop phonemic awareness. In addition, students who have developed or are successfully developing phonemic awareness should not have to spend an unnecessary amount of time being instructed in such awareness. Adequate, ongoing assessment of student progress is essential. Oral activities in kindergarten should focus on such simple tasks as rhyming, matching words with beginning sounds, and blending sounds into words. Midyear screening of all students to determine their phonemic awareness and need for further instruction is also important.

In a review of phonemic awareness interventions to enhance the early reading achievement of students with and without disabilities, the following instructional strategies were found effective (Smith, Simmons, and Kame'enui 1998):

1. Modeling phonemic awareness tasks and responses orally and following with students' production of the task
2. Making students' cognitive manipulations of sounds overt by using concrete representations (e.g., markers, pictures, and Elkonin boxes) or auditory cues that signal the movement of one sound to the next (e.g., claps)
3. Teaching skills explicitly and systematically
4. Adding letter-sound correspondence instruction to phonological awareness interventions after students demonstrate early phonemic awareness
5. Progressing from the easier phonemic awareness activities to the more difficult—from rhyming and sound matching to blending, segmentation, and manipulation
6. Focusing on segmentation or the combination of blending and segmenting
7. Starting with larger linguistic units (words and syllables) and proceeding to smaller linguistic units (phonemes)
8. Focusing beginning instruction on the phonemic level of phonological units with short words (two to three phonemes; e.g., *at*, *mud*, *run*)
9. Focusing first on the initial sound (*sat*), then on the final sound (*sat*), and lastly on the medial sound (*sat*) in words
10. Introducing several continuous sounds first (e.g., /m/, /r/, /s/) before introducing stop sounds (e.g., /t/, /b/, /k/) because stop sounds are more difficult to isolate
11. Providing 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.)

Decoding and Word Recognition

In kindergarten students begin to work with words in three important ways: decoding, spelling, and writing. Decoding is of primary importance. The students learn the prerequisites (phonemic awareness, letter-sound correspondences) and requisites (blending individual letter sound correspondences to read whole words) of decoding. The ability to associate consonant and vowel sounds with appropriate letters is fundamental to reliable decoding and will be the focus of the curricular and instructional profile presented later in this section. The selection, sequencing, review, and practice of letter-sound correspondences require careful analysis to optimize successful early reading. Selected guidelines include:

- Scheduling high-utility letter sounds early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/)
- Including a few short vowels early in the sequence so that students can use letter-sound knowledge to form and read words
- Sequencing instruction, separating the introduction of letter sounds that are easily confused (e.g., /p/, /b/, /v/; /e/, /i/)
- Using student knowledge of letter sounds to help them read and spell words (The difficulty of the words students spell should parallel the difficulty of the word patterns they read.)

Vocabulary and Concept Development

Curriculum and instruction in kindergarten must also develop understanding of concepts and vocabulary as building blocks of language: categories of color, shape, and words used in kindergarten instruction (e.g., *group*, *pair*, *same*). Vocabulary is developed through direct

instruction in specific concepts and vocabulary and exposure to a broad and diverse vocabulary while listening to stories. For students who enter kindergarten with limited knowledge of vocabulary, special instruction in concept and language development should be provided to help close the widening vocabulary gap between them and their peers. Teachers should identify vocabulary words critical to listening comprehension and teach those words directly. Factors that influence the learning of vocabulary are (1) providing multiple exposures to words; (2) selecting and teaching words that are important to understanding a story or are high-utility words; (3) having students process words deeply and in multiple contexts; and (4) providing definitional and contextual support.

Reading

Reading Comprehension

Most students are not able to read sophisticated stories in kindergarten on their own but learn to identify and use strategies to comprehend the stories that are read to them daily. In the kindergarten curriculum important strategies for teaching comprehension as students listen to stories are (1) using pictures and context to make predictions; (2) retelling familiar stories; and (3) answering and asking questions about essential elements. Factors to be considered when introducing comprehension strategies are: 1. Easing into instruction, beginning with stories containing obvious information and considering the complexity of the text 2. Controlling the difficulty of the task initially by introducing the strategy first in sentences and paragraphs and then in stories 3. Modeling multiple examples and providing extensive guided practice in listening-comprehension strategies 4. Inserting 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.) 5. Using both narrative and expository text.

Reading

Literary Response and Analysis

One of the most powerful structures students learn in kindergarten is the schema or map of stories. The elements of *story grammar* (see glossary) can be applied to most stories and provide students with an important anchor when listening to stories, recalling them, and eventually writing their own. Story grammar can be used as a curriculum for beginning to teach higher-level comprehension skills. Students who have learned story grammar can begin to summarize by using the elements to retell the story. In kindergarten three elements are introduced: setting, characters, and important events. The remaining elements are gradually introduced in successive grades. Suggested strategies for teaching story elements are to:

- Introduce stories where elements are explicit (e.g., setting is described specifically).
- Focus on only a few important elements and introduce additional elements when the students can reliably identify those previously taught.
- Model and guide the students through stories, thinking out loud as the elements are being identified.
- Have students discuss the elements orally and compare with other stories.
- Use elements of story grammar as a structure for recalling and retelling the story. Model retelling, using the setting, characters, and important events as recall anchors. Provide picture cues to help students learn the essential elements.
- Provide plentiful opportunities to listen to and explore a variety of text forms and to engage in interactive discussion of the messages and meanings of the text. As students retell stories or answer questions about stories, they are provided with models of oral English-language conventions together with opportunities to produce complete, coherent sentences.

Writing

Writing Strategies

Kindergarten students learn not only to recognize, identify, and comprehend but also to write letters, words, and beginning narratives. The connections in content between reading and writing are important in reinforcing essential skills. As students study the sound structure of language and learn how to read phonetically regular words and to write letters, they begin to use that knowledge to document their ideas in words. The National Research Council (1998, 187) states that “at the earliest stages, writing may consist of scribbling or strings of letter-like forms. If opportunities to write are ample and well complemented by other literacy activities and alphabetic instruction, kindergartners should be using real letters to spell out words phonetically before the school year is out. The practice of encouraging children to write and spell words as they sound (sometimes called temporary spelling) has been shown to hasten refinement of children’s phonemic awareness and to accelerate their acquisition of conventional spelling when it is taught in first grade and up.”

Listening and Speaking

Listening and Speaking Strategies; Speaking Applications

Kindergarten instruction focuses on the development of receptive and expressive language. Initially, preschool students learn to process and retain sentence-level instructions. Eventually, they begin to use their knowledge of sentence structure to produce their own clear, coherent sentences. To do so, the students must have models of such sentences and opportunities to produce them. For some, instruction begins first with statement repetition and progresses to statement production. Instruction in this focus area must be carefully organized to include:

1. Explicit modeling of standard English
2. Carefully constructed linguistic units that progress from short sentences to longer sentences
3. Frequent opportunities to repeat sentences
4. Additional, gentle modeling emphasizing specific elements of sentences omitted or pronounced incorrectly
5. Strategically designed instruction that shifts from statement repetition to statement Production
6. Structured statement production whereby students first generate responses to questions from pictures or prompts and then generate questions or responses without prompts. Kindergarten students expand their speaking skills by reciting poems, rhymes, and songs. They make brief oral presentations about familiar experiences or interests and learn to describe people, places, things, location, size, color, shape, and action.

Prerequisite or corequisite standards.

1. Recognize and name all uppercase and lowercase letters.
2. Track and represent the number, sameness or difference, and order of two and three isolated phonemes.
3. Track and represent changes in simple syllables and words with two and three sounds.
4. Blend vowel-consonant sounds orally to make words or syllables.

Content and Instructional Connections

The following activities integrate standards across domains, strands, and academic disciplines. Teachers may wish to:

1. Read aloud and discuss quality literature to extend students’ oral vocabulary, concepts about print, and understanding of characters, settings, and important events.
2. Begin letter-sound instruction when students demonstrate some phonemic awareness. Then incorporate instruction in letter sounds and simple decoding to help phonemic

- awareness develop further.
3. Use only previously taught letters and letter-sound associations to spell words.
 4. Use words students can read in writing activities.
 5. Incorporate words from vocabulary instruction throughout the day and across subject disciplines.
 6. Provide multiple opportunities for students to hear and practice new vocabulary.
 7. Provide opportunities for students to retell stories and model retelling familiar stories, emphasizing English-language conventions.
 8. Read aloud and discuss expository text consistent with the kindergarten science, mathematics, and history– social science standards.

Prerequisite or corequisite standards. **Kindergarten Word Analysis, Fluency, and Systematic Vocabulary Development.**

- 1: Recognize and name all uppercase and lowercase letters.
- 2: Track and represent the number, sameness or difference, and order of two and three isolated phonemes.
- 3: Track and represent changes in simple syllables and words with two and three sounds.
- 4: Blend vowel-consonant sounds orally to make words or syllables.

Meeting Students' Diverse Needs

1. *Students with Reading Difficulties or Disabilities*
 - a. Determine whether the rate of introduction is acceptable for students with special needs. If the pace is too rapid, provide additional instruction, such as an extra preteaching period (before the lesson). If students are grouped heterogeneously, the entire group is given extra scaffolded instruction. Homogeneous groups will allow the teacher to preteach only those students who need the extra help.
 - b. For students having difficulty in retaining letter-sound knowledge, schedule a booster session sometime during the day. Review troublesome letter sounds or newly introduced information for one to two minutes.
2. *Students Who Are Advanced Learners.* Assess students for both accuracy and fluency. Keep in mind that when many advanced learners enter kindergarten, they may be reading at three to four or more grade levels above their age peers and may not need instruction in this skill area. Suggested procedures to follow are to:
 - a. Provide explicit instruction if many letter sounds are unfamiliar to students. Keep in mind that some students may acquire letter-sound knowledge very quickly. Accelerate movement through instructional materials if appropriate.
 - b. Design an instructional schedule to address any unknown skills if students have mastered the majority of letter-sound correspondences.
 - c. Assess higher-level reading skills if students are proficient in all letter sounds (i.e., can produce the sounds accurately and fluently). On the basis of a thorough assessment, they should be placed at an appropriate instructional level that provides academic challenge. For advanced students who have already mastered the language arts standards for kindergarten, grouping those students with first graders for language arts instruction is a simple and inexpensive way to provide the appropriate level of instruction. Their rate of learning should be subject to ongoing monitoring to ensure that they are learning at a rate commensurate with their ability.

3. *Students Who Are English Learners.* The following suggestions assume that students will begin language arts instruction in English and that literacy instruction will be augmented by concurrent formal linguistic instruction in English (English language development). If language arts instruction is provided in part in a primary language, instruction in the primary language should be designed according to the same standards and principles indicated for language arts instruction in this framework. Suggested procedures to follow are to:

- a. Ensure that students have had sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Teachers should be aware of phonological differences between English and the students' primary language and provide additional exposure to and practice with the difficult sounds.
- b. Provide students with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
- c. Schedule additional brief practice sessions for English learners who have difficulty in learning letter-sound correspondences. They should benefit from additional review and practice of particularly difficult letter sounds.
- d. Ensure that (1) students receive instruction or have had experiences (or both) with the words to be used in simple word reading; and (2) they understand the meaning of the words.
- e. Encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.
- f. Sequence the introduction of letter-sound correspondences, strategically separating easily confused sounds (e.g., /p/, /b/, /v/ and vowel sounds, especially /e/ and /i/) and introducing high utility sounds first.
- g. Scan the introduction of letter sounds for potential problems. The goal of letter-sound instruction is to provide the tools needed for word reading. Instructional texts should first introduce letter sounds in isolation. Then sounds that have been taught should be incorporated into words.
- h. Include entry-level and progress-monitoring measures as well as assessments that allow teachers to identify advanced learners.
- i. Ensure that similar skills (e.g., phonemic awareness and word reading) are correlated and that connections are made in instructional materials and instruction.
- j. Proceed to simple instruction in word reading once students develop a set of letter sounds that allow them to read vowel-consonant or consonant-vowel-consonant words (not necessarily all sounds).