



## Checklist of Foundational Literacy Skills

This checklist provides one possible sequence for teaching foundational literacy skills from simple to complex and may be used as an individualized student checklist of skills mastered. Instructional materials vary in the order in which these skills are taught, so please align this checklist with the scope and sequence within your High-Quality Curriculum or intervention materials. If your materials do not include an order of skills taught, however, this resource may serve as a scope and sequence. This checklist aligns with the Orton-Gillingham approach as well as guidance from Dr. Louisa Moats (Moats, 2020). Furthermore, this checklist is aligned with RIDE's Curriculum Materials Review: Foundational Reading Skills Tool. Skills should be taught explicitly, systematically, and in a cumulative manner, "As quick as you can, but as slowly as you must," (King, 1996) to ensure automaticity.

### Alphabet Knowledge and Letter Formation Skills

#### Alphabet knowledge

Student is able to:

- Say the alphabet
- Name upper-case letters
- Name lower-case letters
- Sequence letters in alphabet order
- Write upper case letters
- Write lower-case letters

### Phonological Awareness

#### Phonological Sensitivity:

Without the presence of letters, student is able to:

- Identify syllables, onsets, and rimes in isolation
- Blend syllables or onset/rime pairs to create words
- Segment syllables within a word
- Segment onsets from rimes within words

#### Phoneme Awareness:

- Identify individual phonemes in isolation
- Blend individual phonemes to create words
- Segment words into individual phonemes

#### Phoneme Manipulation:

- Delete individual phonemes in words
- Substitute individual phonemes in words

## Phoneme-Grapheme Correspondences:

Student is able to produce the correct phonemes for the following graphemes:

<input type="checkbox"/> a /ă/ <input type="checkbox"/> m <input type="checkbox"/> s <input type="checkbox"/> t <input type="checkbox"/> p <input type="checkbox"/> l	<input type="checkbox"/> i /ī/ <input type="checkbox"/> r <input type="checkbox"/> n <input type="checkbox"/> c/k/ <input type="checkbox"/> d <input type="checkbox"/> am	<input type="checkbox"/> o /ō/ <input type="checkbox"/> k <input type="checkbox"/> b <input type="checkbox"/> j <input type="checkbox"/> f <input type="checkbox"/> h	<input type="checkbox"/> e /ĕ/ <input type="checkbox"/> w <input type="checkbox"/> v <input type="checkbox"/> th (voiced) <u>this</u> <input type="checkbox"/> g /g/ <input type="checkbox"/> an	<input type="checkbox"/> u /ū/ <input type="checkbox"/> ch <input type="checkbox"/> y /y/ <input type="checkbox"/> z <input type="checkbox"/> wh <u>which</u> <input type="checkbox"/> sh
<input type="checkbox"/> a /ā/ <input type="checkbox"/> e /ĕ/ <input type="checkbox"/> i /ī/ <input type="checkbox"/> o /ō/ <input type="checkbox"/> u /ū/ <u>music</u> <input type="checkbox"/> u /oo/ <u>ruby</u> <input type="checkbox"/> th (unvoiced) <u>thin</u>	<input type="checkbox"/> _ng <u>sang,</u> <u>sing,</u> <u>song,</u> <u>sung</u> <input type="checkbox"/> _nk <u>sank,</u> <u>sink, sunk,</u> <u>honk</u> <input type="checkbox"/> qu /kw/ <input type="checkbox"/> x /ks/ <input type="checkbox"/> s/z/ <u>bugs</u> <input type="checkbox"/> y /ĕ/ <u>candy</u>	<input type="checkbox"/> a-e /ā/ <input type="checkbox"/> e-e /ĕ/ <input type="checkbox"/> i-e /ī/ <input type="checkbox"/> o-e o /ō/ <input type="checkbox"/> u-e /ū/ <u>mule</u> <input type="checkbox"/> u-e /oo/ <u>rule</u> <input type="checkbox"/> y /ī/ <u>gym</u>	<input type="checkbox"/> y-e /ī/ <u>style</u> <input type="checkbox"/> y /ī/ <u>gym</u> <input type="checkbox"/> c/s/ (before i, e, y) <u>cent</u> <input type="checkbox"/> g /j/ (before i, e, y) <u>gem</u> <input type="checkbox"/> ai /ā/ <u>aim,</u> <u>train</u> <input type="checkbox"/> ay /ā/ <u>play</u> <input type="checkbox"/> ee /ĕ/ <u>tree</u>	<input type="checkbox"/> ea /ē/ <u>eat</u> <input type="checkbox"/> _all <u>tall</u> <input type="checkbox"/> _ck /k/ <u>back</u> <input type="checkbox"/> oa /ō/ <u>boat</u> <input type="checkbox"/> ow /ō/ <u>snow</u> <input type="checkbox"/> igh /ī/ <u>sigh</u>
<input type="checkbox"/> er /er/ <u>her</u> <input type="checkbox"/> ir /er/ <u>bird</u> <input type="checkbox"/> ur /er/ <u>burn</u> <input type="checkbox"/> ar /ar/ <u>car</u> <input type="checkbox"/> or /or/ <u>horn</u> <input type="checkbox"/> ore/or/ <u>more</u>	<input type="checkbox"/> oi /oy/ <u>oil, soil</u> <input type="checkbox"/> oy /oy/ <u>toy</u> <input type="checkbox"/> ou /ow/ <u>out, about</u> <input type="checkbox"/> ow /ow/ <u>plow</u> <input type="checkbox"/> au /aw/ <u>August</u> <input type="checkbox"/> aw /aw/ <u>saw</u>	<input type="checkbox"/> oo /oo/ <u>soon</u> <input type="checkbox"/> ph /f/ <u>phone</u> <input type="checkbox"/> _tch /ch/ <u>itch</u> <input type="checkbox"/> ey /ā/ <u>they</u> <input type="checkbox"/> ey /ĕ/ <u>valley</u> <input type="checkbox"/> ch /k/ <u>ache</u>	<input type="checkbox"/> _tion /shun/ /chun/ <u>action,</u> <u>question</u> <input type="checkbox"/> _sion /shun/ <u>mission</u> /zhun/ <u>mission,</u> <u>vision</u> <input type="checkbox"/> ie /ĕ/ <u>chief</u> <input type="checkbox"/> ie /ī/ <u>pie</u> <input type="checkbox"/> ea /ā/ <u>steak</u> <input type="checkbox"/> schwa /ə/ <u>banang,</u> <u>blanket</u>	<input type="checkbox"/> _ge <u>gage</u> <input type="checkbox"/> _dge <u>edge</u> <input type="checkbox"/> ew /u/ <u>few, /oo/  <u>blew</u></u> <input type="checkbox"/> ue /ū/ <u>rescue</u> <u>/oo/ due</u> <input type="checkbox"/> eu /u/ <u>feud</u>

<input type="checkbox"/> ei/ <u>ē</u> / <i>receive</i> <input type="checkbox"/> ei / <u>ā</u> / <i>vein</i> <input type="checkbox"/> eigh / <u>ā</u> / <i>weigh</i> <input type="checkbox"/> ea / <u>ě</u> / <i>bread</i> <input type="checkbox"/> ture /cher/ <i>picture</i> <input type="checkbox"/> ain / <u>in</u> / <i>mountain</i> <input type="checkbox"/> ci, ti, xi /sh/ <i>gracious,</i> <i>patient,</i> <i>anxious</i>	<input type="checkbox"/> ar /er/ <i>dollar</i> <input type="checkbox"/> or /er/ <i>worm</i> <input type="checkbox"/> ar /or/ <i>wart</i> <input type="checkbox"/> or /er/ <i>actor</i> <input type="checkbox"/> ear /er/ <i>learn</i>	<input type="checkbox"/> kn /n/ <i>know</i> <input type="checkbox"/> gn /n/ <i>gnome</i> <input type="checkbox"/> wr /r/ <i>wrench</i> <input type="checkbox"/> aught <i>caught</i> <input type="checkbox"/> ought <i>bought</i> <input type="checkbox"/> _age <i>package</i>	<input type="checkbox"/> our /er/ <i>journey</i> <input type="checkbox"/> _ard <i>wizard</i> <input type="checkbox"/> ine / <u>ē</u> / <i>machine</i> <input type="checkbox"/> / <u>in</u> / <i>engine</i> <input type="checkbox"/> ou / <u>ū</u> / <i>young</i> <input type="checkbox"/> cian <i>/shun/</i> <i>musician</i> <input type="checkbox"/> _ate / <u>it</u> / <i>private</i>	<input type="checkbox"/> t /ch/ <i>fortune</i> <input type="checkbox"/> eau/ <u>ō</u> / <i>plateau</i> <input type="checkbox"/> ui /oo/ <i>fruit</i> <input type="checkbox"/> i / <u>ē</u> / <i>scorpion</i> <input type="checkbox"/> /y/ <i>onion</i> <input type="checkbox"/> _ace /is/ <i>furnace</i> <input type="checkbox"/> que /k/ <i>unique</i>
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### Syllable Types

Student is able to decode real and nonsense words of the following syllable types:

- Closed
- Open
- Vowel-consonant-e
- R-controlled
- Vowel team
- Consonant-le
- Rule breakers (-ild –old –ind –ost, final stable syllables, schwa)

### Dividing Multisyllable Words

Student is able to use the following syllable division strategies when needed:

- VCCV
- VCV
- VCCCV
- VCCCVV
- Cle
- VV
- Layering

Student is able to recognize and draw a box around common:

- Prefixes
- Suffixes

Student is able to recognize and underline common:

- Bases or Combining Forms

## Spelling Generalizations

Student applies the following generalizations correctly when spelling:

- <y> says /ī/ at the end of single syllable words and /ē/ at the end of multisyllabic words
- <ai> says /ā/ at the beginning and middle of words and <ay> says /ā/ at the end of words
- Use \_ck to spell /k/ at the end of a one-syllable word after a short vowel
- Use <y> to spell /ē/ at the end of most words, use <ey> to spell /ē/ after about 40 common nouns
- Use \_tch to spell /ch/ at the end of a one-syllable word after a short vowel
- <oi> says /oy/ in the beginning or middle of a word and <oy> says /oy/ at the end of a word
- <ou> says /ow/ in the beginning of a word, <ow> says /ow/ at the end of a word or before *n, l, el, er, and d.*
- <au> says /aw/ in the beginning of a word, <aw> says /aw/ at the end of a word or before *n, l, and k.*
- use <a> to spell the schwa sound when it is an individual first or final syllable (e.g., about, maga)

## Spelling Rules

Student applies the following rules correctly when spelling:

- \_ff, \_ll, \_ss
- Doubling the final consonant in a single syllable word when adding a vowel suffix
- E-Rule
- Y-Rule
- ie/ei Rule
- Doubling the final consonant in a multisyllabic word when adding a vowel suffix

## Morphemes

Student understands the meaning of the following morphemes and can correctly spell words containing the following common prefixes. Students should continue studying [additional morphemes](#) as they progress through grades.

Inflections:	Prefixes:	Bases: (Advanced)	Derivational suffixes:	Combining Forms: (Very Advanced)
<ul style="list-style-type: none"> <li><input type="checkbox"/> -s</li> <li><input type="checkbox"/> -es</li> <li><input type="checkbox"/> -ing</li> <li><input type="checkbox"/> -ed /ĕd/ /d/ and /t/</li> <li><input type="checkbox"/> -er</li> <li><input type="checkbox"/> -est</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Un-</li> <li><input type="checkbox"/> Re-</li> <li><input type="checkbox"/> Pre-</li> <li><input type="checkbox"/> Mis-</li> <li><input type="checkbox"/> Sub-</li> <li><input type="checkbox"/> In- (into)</li> <li><input type="checkbox"/> Dis-</li> <li><input type="checkbox"/> E-/Ex-</li> <li><input type="checkbox"/> In- (not)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> cent</li> <li><input type="checkbox"/> dic/dict</li> <li><input type="checkbox"/> duc/duct</li> <li><input type="checkbox"/> fic/fac/fec</li> <li><input type="checkbox"/> form</li> <li><input type="checkbox"/> fort</li> <li><input type="checkbox"/> fract</li> <li><input type="checkbox"/> ject</li> <li><input type="checkbox"/> mit/mis</li> <li><input type="checkbox"/> multi</li> <li><input type="checkbox"/> port</li> <li><input type="checkbox"/> rupt</li> <li><input type="checkbox"/> scrib</li> <li><input type="checkbox"/> struct</li> <li><input type="checkbox"/> vis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> -y</li> <li><input type="checkbox"/> -ful</li> <li><input type="checkbox"/> -less</li> <li><input type="checkbox"/> -ly</li> <li><input type="checkbox"/> -er</li> <li><input type="checkbox"/> -ion</li> <li><input type="checkbox"/> -ous</li> <li><input type="checkbox"/> -en</li> <li><input type="checkbox"/> -ment</li> <li><input type="checkbox"/> -ness</li> <li><input type="checkbox"/> -ible</li> <li><input type="checkbox"/> -able</li> <li><input type="checkbox"/> -al</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> anti</li> <li><input type="checkbox"/> bio</li> <li><input type="checkbox"/> graph</li> <li><input type="checkbox"/> geo</li> <li><input type="checkbox"/> logy</li> <li><input type="checkbox"/> phon</li> </ul>

## Syntax

- Student understands the difference between phrases and complete clauses

Student can accurately write sentences of the following types:

- Simple sentence with compound subjects
- Simple sentence with compound predicates
- Simple sentence with both compound subjects and predicates
- Complete clause
- Declarative sentence
- Interrogative sentence
- Exclamatory sentence
- Imperative sentence

Student can accurately write and punctuate the following:

- Independent clauses
- Compound sentences using all coordinate conjunctions (e.g., for, and, nor, but, or, yet, so)
- Dependent clauses
- Complex sentences

## Works Cited

King, D.H. (July, 1996), "Remembering Miss Gillingham." *AOGPE Newsletter*. Retrieved from [https://www.ortonacademy.org/wp-content/uploads/2016/12/Remembering-Miss-Gillingham\\_King-1.pdf](https://www.ortonacademy.org/wp-content/uploads/2016/12/Remembering-Miss-Gillingham_King-1.pdf)

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