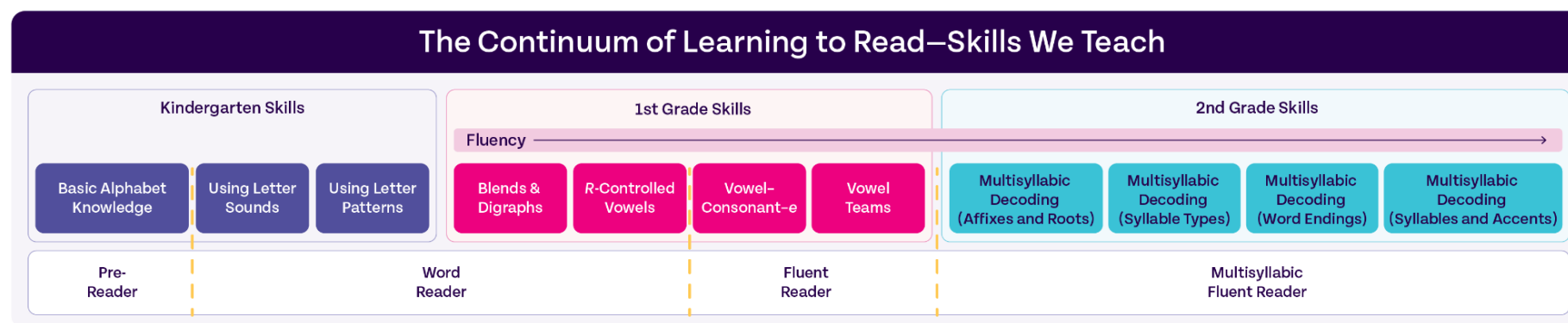


## Differentiated Instruction Continuum and Competencies<sup>1</sup>



| Protocol Competencies |                          |                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Protocol              |                          | Competencies                                                                                                                                                                                                                                                                                                                                             |
| Kindergarten Skills   | Basic Alphabet Knowledge | <ul style="list-style-type: none"> <li>Name all lowercase and uppercase letters</li> <li>Produce the most common sound made by each lowercase and uppercase letter</li> <li>Identify letter names and sounds out of order</li> <li>Match initial sounds in spoken words to pictures with the same initial sound</li> <li>Track memorized text</li> </ul> |
|                       | Using Letter Sounds      | <ul style="list-style-type: none"> <li>Segment and blend sounds for words presented orally</li> <li>Sound and blend CVC words (decoding)</li> </ul>                                                                                                                                                                                                      |
|                       | Using Letter Patterns    | <ul style="list-style-type: none"> <li>Segment and blend sounds for words presented orally</li> <li>Sound and blend onsets and rimes</li> </ul>                                                                                                                                                                                                          |

<sup>1</sup> From *How to Plan Differentiated Reading Instruction, Second Edition*, by Sharon Walpole and Michael C. McKenna. Copyright © 2017 The Guilford Press.

|                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1st Grade Skills |                     | <ul style="list-style-type: none"> <li>• Read words with vowel patterns</li> <li>• Spell words with vowel patterns</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                  | Blends and Digraphs | <ul style="list-style-type: none"> <li>• Sound and blend (decode) CCVC words (chat or sled)</li> <li>• Sound and blend (decode) CVCC words (math or mast)</li> <li>• Sound and blend (decode) CCVCC words (stand or shift)</li> <li>• Read short-vowel words with initial digraphs (sh, ch, th)</li> <li>• Read short-vowel words with initial blends (i.e., sl, sp, gr, cl)</li> <li>• Read short-vowel words with initial and final blends</li> <li>• Read short-vowel words with initial and final blends and digraphs</li> <li>• Read controlled passage with fluency</li> </ul> |
|                  | R-Controlled Vowels | <ul style="list-style-type: none"> <li>• Recognize that when a short vowel is followed by an r it is not read in isolation</li> <li>• Differentiate between short a and ar to sound and blend words</li> <li>• Differentiate between short o and or to sound and blend words</li> <li>• Differentiate between short i and ir to sound and blend words</li> <li>• Differentiate between short e and er to sound and blend words</li> <li>• Differentiate between short u and ur to sound and blend words</li> <li>• Read controlled passage with fluency</li> </ul>                   |
|                  | Vowel-Consonant-e   | <ul style="list-style-type: none"> <li>• Attend to spelling patterns to determine the correct vowel sounds</li> <li>• Listen to words and match them to pictures of words with the same vowel sound</li> <li>• Compare/contrast and read short a and aCe words</li> <li>• Compare/contrast and read short i and iCe words</li> <li>• Compare/contrast and read short o and oCe words</li> <li>• Compare/contrast and read short u and uCe words</li> <li>• Read controlled passages with fluency</li> <li>• Spell words with vowel patterns</li> </ul>                               |
|                  | Vowel Teams         | <ul style="list-style-type: none"> <li>• Find vowel patterns visually and use known words to read new words</li> <li>• Read words with long-a teams (ai, ay, ei)</li> <li>• Read words with long-o teams (oa, ow, oe, oCC)</li> <li>• Read words with long-i teams (igh, y, iCC)</li> <li>• Read words with long-e teams (ee, ea, ie)</li> </ul>                                                                                                                                                                                                                                     |

|                  |                                                                 |                                                                                                                                                                                                                                                                                                                                         |
|------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                 | <ul style="list-style-type: none"> <li>• Read words with long-u teams (ue, ui, ew)</li> <li>• Read words with diphthongs (ou, ow, oi, oy)</li> <li>• Read controlled passages with fluency</li> </ul>                                                                                                                                   |
| 2nd Grade Skills | Multisyllabic Decoding<br>Week 1-3<br>(Affixes and Roots)       | <ul style="list-style-type: none"> <li>• Identify word parts- Prefixes, Suffixes, and Root Words</li> <li>• Read multisyllabic words</li> <li>• Spell multisyllabic words</li> <li>• Read controlled passages with fluency</li> </ul>                                                                                                   |
|                  | Multisyllabic Decoding<br>Week 4-6<br>(Affixes and Roots)       | <ul style="list-style-type: none"> <li>• Identify word parts: Prefixes, Suffixes, and Root Words</li> <li>• Read multisyllabic words</li> <li>• Spell multisyllabic words</li> <li>• Read controlled passages with fluency</li> </ul>                                                                                                   |
|                  | Multisyllabic Decoding<br>Week 7-9<br>(Syllable Types)          | <ul style="list-style-type: none"> <li>• Identify Syllable Type: Open, Closed, Vowel-Consonant-e</li> <li>• Read multisyllabic words</li> <li>• Spell multisyllabic words</li> <li>• Read controlled passages with fluency</li> </ul>                                                                                                   |
|                  | Multisyllabic Decoding<br>Week 10-12<br>(Syllable Types)        | <ul style="list-style-type: none"> <li>• Identify Syllable Type: R-Controlled, Vowel Teams, Consonant-le</li> <li>• Read multisyllabic words</li> <li>• Spell multisyllabic words</li> <li>• Read controlled passages with fluency</li> </ul>                                                                                           |
|                  | Multisyllabic Decoding<br>Week 13-14<br>(Word Endings)          | <ul style="list-style-type: none"> <li>• Identify spelling rules for word ending s, -ing, -es, -ies, and -s</li> <li>• Read multisyllabic words</li> <li>• Spell multisyllabic words</li> <li>• Read controlled passages with fluency</li> </ul>                                                                                        |
|                  | Multisyllabic Decoding<br>Week 15-18<br>(Syllables and Accents) | <ul style="list-style-type: none"> <li>• Identify Syllable Type: Open, Closed, Vowel Consonant-e, R-Controlled, Vowel Teams, Consonant-le</li> <li>• Identify accent rules for multisyllabic words</li> <li>• Read multisyllabic words</li> <li>• Spell multisyllabic words</li> <li>• Read controlled passages with fluency</li> </ul> |

