

CHECKLIST

Next, you need to know how your child's reading program is doing. Is it setting your child up for failure or to be a lifelong reader?

Place your checkmarks where appropriate and find out!

Are students asked or allowed to guess at unknown words? For example, are they asked "What word would make sense in this sentence?" Are they encouraged to look at a picture to help figure out a word?

Are students asked or allowed to skip words they don't know?

Are students asked or allowed to substitute a known word for an unknown word? For example, are they allowed to substitute "pony" for "horse" while reading?

Are students encouraged or allowed to use "invented" or creative spelling? For example, students may write ct for cat, mr for mother, usually leaving out vowel sounds.

Are students taught to look at beginning and ending consonants, but not the vowels in between?

Do the reading selections introduce words before students are taught the sounds and spelling patterns that make up those words?

See Results

Are at least one short-vowel sound and several consonant sounds taught in isolation before whole words using only those sounds are introduced? For example: Short **a** and consonant sounds **t**, **p**, and **n** are taught before students read words such as **tap**, **tan**, **nap**.

Are all 44 sounds in the English language and the 70 most common ways of spelling those sounds taught in isolation? For example: **th**, **sh**, **ch**, **wh**, **ck**, **ay**, **ai**, **eigh**, **ea**, **ee**, **ei**, **ie**, **igh**, **oe**, **ough**, **ow**, **ou**, **ew**, **ue**, **oo**, **oy**, **oi**, **ar**, **er**, **ur**, **or** and so on.

Are students taught to blend and read each letter in each word, from left to right?

Do the reading selections conform to the phonics rules already taught? That is, are the reading selections decodable by students, without guessing?

See Results