

Future Forward/ Science of Reading Curricular Alignment

“Science of reading” identifies explicit instruction in the essential components of reading, including phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Future Forward’s literacy instruction model introduces and reinforces each of the critical elements of the science of reading through a systematic, explicit, engaging scope and sequence based on each child’s individual mastery and need for reinforcement with each skill. This direct instruction is reinforced through family engagement, which bridges learning with natural, fun, home-based activities.

Phonological Awareness: *Foundational to learning to read, focuses on awareness of the sound structure of words. Future Forward supports **Phonological Awareness** by:*

- Including “Word Play” as a critical component of every tutoring lesson to build sound awareness and allow students to manipulate the sound-structure of words
- Including “PA Skill” practice during every lesson teaches students to move from letter/sound correspondence to phonemes, graphemes, syllables, and morphemes
 - PA Skills are arranged in “bins” corresponding to twelve teaching units, moving from more simple to more complex
 - All PA “bin” activities are auditory

Phonics: *Relationship between the sounds of the spoken language and the letters or letter groups/ syllables of our written language. Future Forward supports **Phonics** by:*

- Utilizing level-appropriate word sorts to improve understanding of language
 - Word sorts are sets of words that fall into spelling, sound, or semantic categories
- Using Sort Pattern Journals to give students a regular opportunity to manipulate phonemes through deleting, substituting, reversing phonemes, and noticing the sound structure of spoken words
- Practicing “Making Words,” an activity that allows students to manipulate letters and sounds to blend and segment sounds to make words.
- Playing with Flip Books to reinforce and practice phonics skills

Fluency: *The ability to read with accuracy, appropriate speed, and correct expression and intonation. Future Forward supports **Fluency** by:*

- Spending significant time in every tutoring session with student instructional reading, which incorporates phonics skills with reading at a child’s appropriate reading level
- Students reading introduced text through two to three sessions to emphasize fluency with words and text
- Tutors reading aloud to student to give them the opportunity to hear fluent, expressive reading
- Family engagement reinforcing and supporting student fluency by prioritizing time to conduct read-alouds at each family event to demonstrate fluency skills and encouraging and emphasizing the importance of reading aloud at home

Vocabulary: *Knowledge of the definition of words necessary to understand the meaning of what is read. Future Forward supports **Vocabulary** by:*

- Before introducing any new text or as reinforcement after reading a book, requiring tutor to identify new vocabulary to ensure student familiarity with words



- At the beginning of Student Instructional Reading, conducting “book walks” is an essential opportunity to reinforce pronunciation (phonemic awareness) and fluency and introduce and reinforce challenging or new vocabulary
- Sharing activities during family events and in ongoing communication to families to provide reinforcement skills for vocabulary development, including using text from books to describe pictures, defining new words, and using them appropriately in context

Comprehension: *The purpose of reading and reading instruction; the ability to understand and make meaning from text that is read. Future Forward supports **Comprehension** by:*

- Conducting “book walks” before reaching any new text so tutors or family engagement staff can engage with students to make predictions about what will be read and discuss the content of the text before reading to help with comprehension
- After students have read a text, asking comprehension questions to ensure accurate understanding and make appropriate meaning from the story they’ve read.
- Asking higher-order questions that will stimulate deeper thinking even with very introductory level text, including things like “have you ever had this happen...” “how would you feel about...” to encourage and stimulate deeper comprehension
- Reading aloud to student to reinforce comprehension skills such as prediction, visualization, and retelling
- Working with caregivers to build skills at home for emphasizing comprehension and conversation around reading, helping students build meaning from words and stories, making predictions, and practicing more complex analysis in ways that feel natural and reflective of conversation in real life
- Practicing student level-appropriate writing
 - May include letter formation, labeling, simple or complex sentence formation, simple story writing
 - Tutors have students connect writing to phonics skills, story comprehension, or vocabulary

Embedded and Ongoing Assessment:

- Tutoring sessions regularly include Running Records to assess student fluency and comprehension
- Appropriate alignment to and mastery of every PA bin verified by pre and post assessments
- Appropriate alignment to and mastery of every phonics unit verified by pre and post “spell checks”
- Writing activities allow for informal assessment of reading and expressive skills
- Letter name and identification awareness is tracked and charted
- Vocabulary is tracked using site word tracking sheets



Future Forward Kindergarten Scope and Sequence

Kindergarten students participating in the Future Forward program generally begin with little or no literacy skills. Because of this, they can work through the lesson plans* in any order.

- Every K lesson is designed around a nursery rhyme or a repetitive, predictable text for a total of 24 different lessons.
- Lesson progression is not aligned with text level; each book is selected so it can be adapted to the skills a student is working to master.
- The title nursery rhyme or book a lesson is based around is not dependent on student's reading level. Early emergent readers are not expected to read the text independently, they work on leveled books aligned with their actual reading level.
- Every K lesson is taught at least three times over three separate tutoring sessions in a week.
- Every K lesson is prewritten and designed for appropriate customization for each student's learning needs.

Lessons include each of the following components:

- *Letter/sound focus*
Each lesson plan focuses on two or three letter sounds. All letters are covered at least once. Letters are found multiple times in the book/nursery rhyme.
- *Phonological Awareness skills*
Students will work through activity bins that focus on 12 phonological awareness skills. Students start at Unit 1 and are guided at their own learning pace through the units.
- *Letter formation*
Every tutoring session, students work on proper letter formation of the letters emphasized in the week's text/ nursery rhyme.
- *Dolch/sight words*
Lessons give students practice with Dolch/sight words found in the book or nursery rhyme. Words from the Dolch lists are added or modified based on a student's need.
- *Student Reading*
Students start reading lowest level "AA" books and move to higher levels of text as they build skills. Students independently read the books with support from their tutor. A tutor and student do "book walks" and have discussions about independent reading books to check for comprehension.
- *Tutor/student shared reading*
The lesson's selected text (nursery rhyme or repetitive book) is read and accompanied by activities including focus on:
 1. Selected letters
 2. Vocabulary words selected from reading
 3. Dolch/sight words

* Two sample lesson plans at the end of this document.

4. Comprehension
 5. Echo, choral and repeated readings
 6. Retelling
- *Writing*
Based on student ability and interest, writing activities are progressed to align with student need and growth

Future Forward's early emergent reader (kindergarten) tutoring lessons are based on Phonological Awareness → phonemic awareness → phonics

1. Words in a sentence
2. Rhyming
3. Syllables
 - 1-2 syllables
 - 2-3 syllables
 - More than 3
4. Initial sounds
 - B M R S
 - T G N P
 - C H F D
 - L K J W
 - Y Z V
 - Short vowels
5. Final sounds
6. Medial sounds
 - Short vowel
 - Mixed short vowel families
7. Onset and rime
 - at
 - an and ad
 - op and og
 - et, eg and en
 - ug, ut and un
 - ip, ig and ill
8. Phoneme Blending
 - s, t and st
 - sp, sk, sm
 - sc, sn, sw
 - p, l and pl
 - pl, sl, bl
 - cr, cl, fl, fr
 - bl, br, gr, gl
 - pr, tr, dr
 - k, wh, qu, tw
9. Phoneme Segmentation
 - 2 sounds
 - 3 sounds
 - 4 or more sounds
10. Segment and blend phonemes
 - 2 sounds
 - 3 sounds
 - 4 or more sounds
11. Phoneme Deletion
 - Initial sound
 - Final sound
 - Medial sound
12. Phoneme Manipulation/substitution
 - Beginning sounds
 - End sounds
 - Medial sounds

Skill focus and progression plan:

Initial skill mastery

Sentence Length	Rhyming	Word Length
<ul style="list-style-type: none">• 3 words• 4 words• More than 4	<ul style="list-style-type: none">• Identify which doesn't belong• Generate rhymes	<ul style="list-style-type: none">• 1 syllable• 2 and 3 syllables• 4 or more syllables

Secondary skill mastery

Initial Sounds	Final sounds	Medial Sounds
<ul style="list-style-type: none">• B M R S• T G N P• C H F D• L K J W• Y Z V• Short vowels	<ul style="list-style-type: none">• Sound discrimination	<ul style="list-style-type: none">• Short vowels• Mixed short vowel families

Progressing literacy

Onset and Rime

- at
- an and ad
- op and og
- et, eg and en
- ug, ut and un
- ip, ig and ill

Phoneme Blending

- s, t and st
- sp, sk, sm
- sc, sn, sw
- p, l, pl
- pl, sl, bl
- cr, cl, fl, fr
- bl, br, gr, gl
- pr, tr, dr

Phoneme Segmentation

- 2 sounds
- 3 sounds
- 4 or more sounds

Proficiency skills

Segment and blend phonemes

- 2 sounds
- 3 sounds
- 4 or more sounds

Phoneme Deletion

- Initial sounds
- Final sounds
- Medial sounds

Phoneme Manipulation

- Initial sounds
- Final sounds
- Medial sounds

Day 1 Date: _____ Day 2 Date: _____ Day 3 Date: _____

Notes

PA Skill to Review				
	Letter Formation			
Star Words	for you down have and the yes			
	Student Read: Big (AA) or Bedtime Counting (A) or Bb book.			
Reading	Intro Vocab Words wool master dame	Read rhyme from printable book.	Read rhyme.	
	Read rhyme from printable book. Echo read rhyme.	Echo read with student using listening phone. Have student point to Bb words using pointer.	Have student put hand up when a star word is read.	
Activity of PA Skill	PA Skill: _____ Lesson: _____	Fill in the sheep parts sheet. Color sheep.	Color and cut out character cards. Retell rhyme using cards.	
	<ul style="list-style-type: none"> Black (& Blue) start with b Student draws a picture of something black in the bag and something blue in the bag Write word on line 	Have student write a sentence about the sheep from activity above.	Make a list of words that rhyme with sheep.	
Hallway Walk	Recite rhyme together.	Hallway Letter Hunt: Bb	Hallway Word Hunt: you, the, and, have	
Take Home				

Day 1 Date: _____

Day 2 Date: _____

Day 3 Date: _____

Notes

PA Skill to Review				
	Practice writing letters on dry erase board. Have student pick the best of each one.			
Letter Formation				
Star Words	a and the no off on to very he			
Reading	Student Read: Aa or Cc Book			
	Book Walk Intro Vocab Words Cocoon Nibbled Plums Caterpillar Read book	Read book. Retell using story telling kit.	Read book. Have student echo read.	
	PA Skill: _____ Lesson: _____	Make caterpillar with sight words. Ask student to read words. If they get it correct, cut and glue it to the caterpillar head.	Select activity from shelf.	
Writing	Have student complete one of the "If you were a hungry caterpillar..." sheets.	Have student make a list of their favorite foods.	Write sentence describing the butterfly.	
Hallway Walk	Hallway Letter Hunt: Aa, Cc	Fly like a butterfly.	Have a conversation about food.	
Take Home				