

## Fidelity Checklist

### Isolating the Phonemes or Sounds in the Beginning and End of Words

Isolation of Phonemes is a strategy that helps students decode and recognize words. Phonological awareness is a term that describes the sounds within words like rhymes and syllables, as well as identifies the beginning and end sounds of words. Since phonological awareness is such a fundamental skill for early literacy, using a strategy like Isolating the Phonemes or Sounds in the Beginning and End of Words, develops future proficient readers. Proficient readers are able to break words into their specific sounds and hold those sounds in their memory banks to be used when decoding (Nunn & Rutherford-Quach, 2019).

The strategy of Phoneme Isolation first breaks words into individual sounds. Students then discover that sounds relate to words through the alphabetic principle. Students start to understand that beginning and end sounds are similar in other words (Nunn & Rutherford-Quach, 2019). Teaching Phoneme Isolation should be taught explicitly with activities to further scaffold learning (Wisconsin Department of Public Instruction, 2021). Students should complete activities where they are asked to find the beginning, middle, and end sounds in words to assess the students' abilities to decode words.

**Science of Reading connection:** The Science of Reading explains the importance of teachers using effective instruction to teach the essentials of reading, which includes teaching the skills needed for students to become proficient readers. One of the most basic skills students need to learn is phonological awareness and how sounds relate to letters. Teachers use evidence-based strategies focusing on word recognition because they are proven to be effective and help students improve in their literacy. In connecting to Scarborough's Reading Rope, the strategy of Isolating Beginning and End Phonemes relates to the word recognition strategy of phonological awareness (Scarborough, 2018). When students isolate the beginning and end sounds of words, they are aware of the different phonemes, their placements and sounds within the words, and how they relate to the letters. The strategy helps students to focus their attention on the individual syllables, phonemes, and organization of the word. Students need to be able to recognize the sounds within words to help with decoding and sight recognition. Ultimately, students will be able to become fluent readers and will fully comprehend a text because teachers have successfully taught them how to engage in phoneme isolation.

Date:

Activity/Class:

<b>Isolating the Phonemes/Sounds at the Beginning and End of Words</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Prepare students by activating prior knowledge about beginning, middle, and end sequences. Remind students that beginning comes first, end comes last, and middle is what is between the first and last.			
2. Show students a word. Ask students to tell you the beginning sound of the word. Give the students several more words having them identify the beginning sound of each word. For example, say, "What is the beginning sound of the word tap?" Students would answer "/t/."			
3. Again, ask students in a similar way to tell you the end sound of a word. For example, say, "What is the end sound of the word tap?" Students would answer "/p/." Since this strategy focuses specifically on			

beginning and ending sounds of words, the teacher may omit the students identifying the middle sounds of words.			
4. Have students work in pairs, giving their partner a word and asking them to give the beginning or end sounds of the words.			
5. Provide students with a word sort where they place the word on a chart, matching the words with similar beginning or end sounds. Have students explain their reasoning behind their placements to the teacher or peer.			
Total steps completed accurately:			
Percentage of steps completed accurately:			

Additional notes or comments:

