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Proposal For:

Jones County School District
Student Phonics and Spelling Foundational Reading Program

Proposal From:

Puzzle Piece Phonics:
A Word Study Program for the Balanced Literacy Classroom

Proposal Includes:

- Transmittal Letter
- Executive Summary
- Detailed Discussion
 - Brief Narrative
 - Professional References
 - Professional Resume
 - Alignment to Mississippi College and Career Readiness Standards
 - Statement and Timeline



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Transmittal Letter:

Puzzle Piece Phonics was designed by three first grade teachers who came together during a time of drastic changes in the world of education. As our school shifted from the North Carolina Standard Course of Study to the rigorous expectations of the Common Core State Standards, we were required to adapt our instruction. This included adopting Balanced Literacy in 2013. However, we quickly realized that there were few resources available to help teachers implement the word study component of Balanced Literacy. We sought a comprehensive program that was easy to implement, met the needs of all our diverse students, and embodied the vision of Balanced Literacy. This motivated us to develop *Puzzle Piece Phonics*, a program that teaches spelling reading foundations and comprehension through targeted instruction of phonics patterns.

We never intended for our resources to become a curriculum. However, as other educators visited our classrooms to observe our word study block, we realized that our program would benefit teachers and students beyond our team. Our mission moved from designing instruction that develops literate and analytical students in our classrooms to supporting other teachers in realizing this goal. We published *Puzzle Piece Phonics* for Kindergarten, First Grade, and Second Grade. We have seen tremendous growth in all of our students—regardless of academic ability or cultural background—throughout our years developing and implementing *Puzzle Piece Phonics* around the United States. Puzzle Piece Phonics, will help educators reach their full potential in teaching the most important component of Balanced Literacy; Word Study.

The owners of Puzzle Piece Phonics are also the authors of the curriculum. Danielle James and Elise Lund continue to work daily with Puzzle Piece customers answering their questions, helping with implantation, and creating custom resources for success. When choosing Puzzle Piece Phonics as your Word Study curriculum, you not only get an extremely compatible resource for a Balanced Literacy classroom, but you work directly with the authors of this curriculum throughout the purchase and implantation program. Working directly with the developers of the curriculum provides a unique experience for teachers and schools. Not only do participants leave training feeling prepared and confident, Danielle and Elise are available via email and phone for any questions that arise throughout the year.

Mission: To support educators and school leaders in understanding the components of effective foundational skills instruction and provide tools to successfully plan for implementing each piece.



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Executive Summary:

Puzzle Piece Phonics is a curriculum designed to teach Word Study in the Balanced Literacy classroom. While creating our program, we reviewed a variety of research, including that conducted by the Florida Center for Reading Research (FCRR). In light of our teaching experiences, we agree with FCRR that phonological awareness, phonics, reading fluency, vocabulary, and reading comprehension develop concurrently and must all be systematically taught. Each of these components is outlined in our daily routine. The components are applied in a variety of natural settings to ensure mastery and to build students' awareness of connections within the material they are learning. In *Puzzle Piece Phonics*, Students study focus spelling patterns for one week at a time. They connect the current focus patterns to other similar phonics patterns and learn to decode and encode the patterns throughout the week. Learning is facilitated by formal instruction about each phonics pattern, teacher guided practice reading and writing words that contain the pattern, and independent practice sorting, reading, and writing the words in isolation and within the context of a variety of text types. Many of the words that contain the weekly focus patterns are also vocabulary words or words that contain root words and affixes. While students learn how phonics patterns govern the English language, they also learn that word meaning affects spelling and pronunciation. We teach word study in this rigorous, integrated fashion so that students build a vast repertoire of strategies for tackling unfamiliar words when reading and writing. Today's students are increasingly expected to learn from a variety of text types and to communicate their thoughts in writing. They must be able to break words down structurally to represent and understand the unfamiliar. They must also be armed with a large vocabulary in order to comprehend their reading and make their written messages more precise. *Puzzle Piece Phonics* empowers students to love language and to use it to their advantage in a way that programs that teach only one or a few of the components or reading cannot.

The primary goal of *Puzzle Piece Phonics* is for all students to master all of the sound/spelling patterns and affixes outlined by the Common Core State Standards for their grade level. Students are also expected to apply their knowledge these patterns to improve reading comprehension. Students complete cumulative benchmark assessments throughout the year as well as weekly spelling and comprehension checks to monitor individual student progress towards the primary and secondary goals. Teachers use data from these assessments to flexibly group students, to provide remediation and enrichment, and to assist students in setting and reflection upon learning targets. Teaching and learning become individualized, and responsibility for growth is shared among teachers and students. *Puzzle Piece Phonics* creates primary learners who will be college and career ready.



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Detailed Discussion:

Puzzle Piece Phonics is written for individual classroom teachers to implement. We have outlined programs for Kindergarten, first grade, and second grade that follow a similar but grade-level appropriate format. Our goal with *Puzzle Piece Phonics* is to transform word study in the lower elementary grades. The program for each grade level is separated into four main resources: the *Puzzle Piece Phonics Teacher Guide*, the *Puzzle Piece Phonics* classroom reference pieces, the *Puzzle Piece Phonics Learner's Notebook*, and the *Puzzle Piece Phonics Fluency Notebook*. The writing style of each varies in order to suit its purpose.

The *Puzzle Piece Phonics Teacher Guide* includes an Introduction, Chapter Overviews, Week at a Glance sections, and Daily Lessons. The Introduction explains each component of our word study program in detail so teachers understand the goals, purpose, and routine of each one as well as the connections to the Common Core State Standards. Teachers can reference the Introduction in order to understand the goals and procedures of the program as well as to facilitate professional development. Chapter Overviews briefly explain how chapters are grouped together to teach the major concepts of phonics. These sections can be used to facilitate long-range planning and to make the connections among the major rules of phonics evident to teachers and thereby to students. The Week at a Glance sections help teachers plan for the week and consider ways to transform *Puzzle Piece Phonics* into something that fits for them and their students. The Daily Lessons are concise instructions on how to implement each component of word study for that specific day. The writing style of the Daily Lessons is different from that of the other sections in the Teacher Guide. In this section, the lessons are condensed so teachers may move fluidly through the components of word study every day.

Each week of instruction in the Teacher Guide is accompanied by an average of five pages in the Learner's Notebook. The pages include two differentiated picture and/or word sorts, space for students to record their word during guided practice, space for students to record their work during independent practice, and weekly spelling and comprehension check points. There are also benchmark assessments (pre- and post-assessments of previously taught and upcoming skills) included in the workbook pages for Chapters one, five, nine, and eleven. These are the chapters taught before the major concepts of phonics are introduced. The Fluency Notebook contains differentiated poems, chants, or reader's theaters depending on the grade-level that also correspond to the weekly phonics patterns.

Finally, we have created classroom reference pieces. These are large graphics that hang in the classroom. They show the spelling of each focus pattern and a word and a picture that contains the focus pattern. The shape of the individual pieces vary to demonstrate the major rules of phonics. Pieces displaying similar patterns can be linked vertically to help students connect examples of each pattern type. Pieces that can also be used to form words that follow the rules of phonics can be connected horizontally to help students demonstrate how patterns can and cannot be applied. The classroom reference pieces are intended to hang throughout the school year to help students apply phonics patterns when reading and writing in all content areas.



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The Teacher Guide, Learner's Notebook, Fluency Notebook, and classroom reference pieces combine to create a program that meets our aforementioned goals for word study. Phonological awareness, phonics, reading fluency, vocabulary, and reading comprehension must be systematically taught each day to fully equip children as readers. The Daily Lessons include every component:

- **Phonological Awareness:** Word Study begins with a warm-up that requires students to orally segment and blend words, isolate initial, medial, and final sounds, and syllabicate words.
- **Phonics:** Weekly puzzle pieces are taught and reviewed on a daily basis. The puzzle pieces display the focus sound/spelling patterns of the week as well as an example picture and word. Students blend and discuss example and non-example words during blending. They also encode example and non-example words during Quick Switch and Dictation (routines that alternate each day).
- **Reading Fluency:** The Student Book includes a fluency notebook with four poems per week. Two of the poems are written for students working with the grade-level words, and two of the poems are written for students working with the enriched words. Students build reading fluency by practicing the poems throughout the week and by returning to poems from previous weeks. We encourage teachers to hold "Fluency Celebrations" in which students have the opportunity to present a poem they have mastered.
- **Vocabulary:** Vocabulary words are included in both the grade-level sort and the enriched sorts. Students read and discuss these words during blending. They also sort and apply their words during independent practice. Blending contains words with common affixes that are related to those in the weekly sorts. The Week at a Glance section outlines how teachers can discuss these words with students to develop their understanding of word structure and their strategies to determine the meaning of unknown words.
- **Reading Comprehension:** The class reads one or two sentences each day during blending. This routine is a brief but valuable opportunity to make meaning while blending. Students are also encouraged to visualize, act out, and read their fluency poems with expression. Finally, the program includes weekly comprehension checkpoints. The checkpoints require students to read a new text that contains spelling patterns that have been introduced up until that point. Students must read a section of the text and draw what they visualized. Then, students must complete three written questions related to the text. The questions range from within-the-text questions to beyond-the-text questions and are designed to help students both reference what they have read and express their ideas in writing.

As our school transitioned to the Common Core State Standards, we received bi-weekly training in Balanced Literacy. According to the Balanced Literacy model, Word Study includes phonemic awareness, phonics, vocabulary, and word structure instruction. The model suggests students engage in Word Study for a minimum of twenty minutes each day. While we agree with the components outlined in the model, we advocate for extending the Word Study block so students have the opportunity to apply newly acquired knowledge of phonics and word-structure to support reading fluency and comprehension. This extension strengthens the connections made during word study and enables students to understand how word study grows them as readers and writers overall. Teachers



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are able to balance rigor and relevance in their instruction. Susan M. Drake¹ notes that such a balance is essential to student success. She explains that students will not learn if they do not see the curriculum as relevant to their lives. However, today's educator is accountable for student mastery of the standards. Therefore teachers must introduce content in a way that makes its application to students' personal goals evident.

Puzzle Piece Phonics is formatted to make balancing rigor and relevance an attainable goal. Students study sound/spelling patterns for a week. During that week, they have ample opportunities to orally manipulate, read, and write example words both with teacher guidance and independently. This ensures students are able to master the expected standards. However, students also apply their weekly words to write sentences and stories that they are encouraged to share. Students must also recognize the weekly patterns within new words to decode fluency poems and to read comprehension checks. Students' growth can be monitored by teachers and recognized by students as they read fluency poems with expression and voice and are able to add increasing detail to their visualizations of the texts included in comprehension checks. Students become so familiar with the sound/spelling patterns and with the practice of breaking new words apart into recognizable pieces that they extend these skills to decode words in all content areas. We each can call to mind images of our students joyfully realizing that they are turning into readers. What were once unreadable words to students in our classrooms became recognizable once the spelling patterns were studied. We as teachers were able to predict student success with particular reading passages based on the number of unintroduced spelling patterns included in the passage. We knew that once the patterns had been introduced and studied through our program, our students would be equipped with the skills to decode words containing the pattern, even if they were not included in the weekly sort.

Puzzle Piece Phonics also gives students the opportunity to reflect on their personal growth. The program includes the four essential elements of the formative assessment as identified by the American Institutes for Research²: (1) identify the gap; (2) feedback; (3) student involvement; and (4) learning progression. Pre-assessments help teachers identify the gap. Teachers can see which of the upcoming and previously learned spelling patterns students do and do not understand. Pre-assessments are used to flexibly group students. They can also be shared with students to help them understand their current level of ability and the level to which they need to progress. Then, there are multiple opportunities for feedback during the week as students study a particular set of spelling patterns. Students sort and complete practice activities daily. Sometimes they sort independently, and at other times they sort with a partner. Peers are taught to give their partners feedback as they sort words and pictures together. Teachers are also expected to circulate and monitor students while they sort and complete practice activities. This gives teachers the opportunity to provide immediate feedback to individual students as they work to internalize the weekly patterns. Student involvement in the learning process is natural within the *Puzzle Piece Phonics* program.

¹ Drake, S.M. (2012). *Creating Standards-Based Integrated Curriculum: The Common Core Standards Edition*. Thousand Oaks, California: Corwin.

² Pinchok, N. (2009). *Connecting Formative Assessment Research to Practice: An Introductory Guide for Educators. Highlights Research Findings, Policy and Practice Options, and Resources*. Retrieved from: http://www.air.org/sites/default/files/downloads/report/FormativeAssessment_0.pdf.



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Students check their own work during the Dictation routine, and they are encouraged to reflect upon whether or not sorting is becoming easier as the week continues. After the weekly spelling check, teachers and students reflect together on the effort individual students put into supported and independent practice during the week and their performance on spelling and comprehension checks. In our experience, students are motivated by success. They learn the correlation between hard work on practice pieces and performance on spelling and comprehension checks. With *Puzzle Piece Phonics*, students learn to recognize what they know and are able to do. Over time, they recognize the spelling patterns and vocabulary studied during Word Study in texts from all content areas throughout the day. Students understand the relevance of Word Study, as it gives them the tools to become readers and writers.



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Professional References

Mount Vernon School

124 E. Lawrence St.
Mount Vernon WA 98273
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Total Impact since 2021-2022 Implementation

- 60 Classrooms
- 1,160 students
- 16hrs of Professional Development

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Global Ambassador Language Academy

13442 Lorain Avenue
Cleveland, OH 44111
www.galacleveland.org

Total Impact since 2020-2022 Implementation

- 20 Classrooms
- 400 students
- 10hrs of Professional Development

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Marion City Schools

100 Executive Dr.
Marion, Ohio 43302
www.marioncityschools.org

Total Impact since 2020-2022 Implementation

- 40 Classrooms
- 600 students
- 10hrs of Professional Development

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Cannon School

5801 Poplar Tent Road
Concord, NC 28027
www.cannonschool.org

Implemented Puzzle Piece Phonics in 2018-2022

- 60 Classrooms
- 1,200 students
- 50hrs of Professional Development

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Professional Resume

<p>Danielle C. James 5 Mountain Oaks Dr Fletcher, NC 28732 (704) 576-7115 danielle.jamesc@gmail.com</p> <p>EDUCATION August, 2006 – May, 2010 Western Carolina University - Major: Bachelor of Science in Education</p>	<p>Elise J. Lund 19825 Deer Valley Drive Cornelius, NC 28031 (614) 598-2323 elisejlund@gmail.com</p> <p>EDUCATION August, 2007 – May, 2011 Marietta College - Major: Bachelor of Education - Endorsement: Reading</p>
<p>Author Team of: Danielle C. James and Elise J. Lund</p> <p>EDUCATIONAL PUBLICATIONS Banuelos, C. J., James, D. C., & Lund, E. J. (2018). <i>Puzzle Piece Phonics: Word Study for the Balanced Literacy Classroom</i>. Thousand Oaks, CA: Corwin Literacy. - Comprehensive Word Study program with Introduction and 35 weeks of daily lessons - Published by Corwin Literacy for Kindergarten, 1st Grade, and 2nd Grade</p> <p>EDUCATIONAL CONSULTING EXPERIENCE July 2015– Present Catawba Press LLC - Design and implement Professional Development trainings focused on Foundational Skills - Model sample lessons for phonics instruction that align lessons with state standards - Provide continuous support of Puzzle Piece Phonics implementation throughout the school year - Coach, mentor teachers with instructional strategies for diverse learners</p> <p>SPEAKING ENGAGEMENTS NCRA, April 2019 CCIRA, February 2019 ILA, July 2018</p> <p>TEACHING EXPERIENCE - Collectively taught for over 10 years - Mentor Teaching for over 5 years</p>	

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Mississippi College- and Career-Readiness Standards for English Language Arts

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards is to provide a basis for curriculum development for Grades K-12 English Language Arts teachers in Mississippi. This document provides an outline of what students should know and be able to do by the end of each grade level in preparation for college and career. The primary purpose of this document is to provide a basis for curriculum development for K-12 English Language Arts teachers, outlining what students should know and be able to do by the end of each grade level and course. Mississippi-specific courses that were revised to align with the Mississippi College- and Career-Readiness Standards include Survey of African American Writing, Creative Writing, Debate, Foundations of Journalism, Broadcast Journalism, Print Journalism, Mississippi Writers, Oral Communication, Technical and Workplace Writing, Survey of Twentieth Century Writing, and World Literature. The new Southern Regional Education Board (SREB) Literacy Ready course is included as a transition to college English course.

Reading Foundational Skills: Kindergarten			
Standard	Expectation	Breakout	Book Citations
<u>Print Concepts:</u> RF.K.1: Demonstrate understanding of the organization and basic features of print			
	ELA-Literacy.RF.K.1.a Follow words from left to right, top to bottom, and page by page.		Teachers may use the Fluency routine to teach this skill, e.g., TG pgs. I-32-33; FN pg. 23-46
	ELA-Literacy.RF.K.1.a Follow words from left to right, top to bottom, and page by page.	Follow words from left to right	Teachers may use the Fluency routine to teach this skill, e.g., TG pgs. I-32-33; FN pg. 23-46
	ELA-Literacy.RF.K.1.a Follow words from left to right, top to bottom, and page by page.	Follow words from top to bottom	This skill is outside the scope of PPP– can be modeled by teacher while using PPP resources
	ELA-Literacy.RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	Follow words page by page	Students learn the sound-letter connection through the Puzzle Pieces, Blending, Dictation, and Sorting routines, eg., TG pgs. I-10, I-17-19, I-21-28; 148-155; LN pgs. 117-124; FN pg. 23
	ELA-Literacy.RF.K.1.c Understand that words are separated by spaces in print.	Recognize that spoken words are represented in written language by specific sequences of letters.	Teachers may use the Fluency routine to teach this skill, e.g., TG pgs. I-32-33; FN pgs. 23-46
	ELA-Literacy.RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	Understand that words are separated by spaces in print. Recognize all uppercase letters of the alphabet	Students can practice this skill through the Letter Matrix activity, e.g., LN pgs. 18, 28, 68, 100, 112

	ELA-Literacy.RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	Recognize all lowercase letters of the alphabet	Students can practice this skill through the Letter Matrix activity, e.g., LN pgs. 38, 48, 58, 68, 90
	ELA-Literacy.RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	Name all uppercase letters of the alphabet	Students can practice this skill through the Puzzle Pieces and Sorting routines, e.g., PP pgs. I-10, 5-63, 223-227; LN pgs. 13, 73, 107
	ELA-Literacy.RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	Name all lowercase letters of the alphabet	Students can practice this skill through the Puzzle Pieces and Sorting routines, e.g., PP pgs. I-10, 5-63, 223-227; LN pgs. 13, 73, 107
Phonological Awareness: RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds			
	ELA-Literacy.RF.K.2.a Recognize and produce rhyming words.	Recognize rhyming words	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 8-12, 16-20, 217-218, 243-245, 270-273
	ELA-Literacy.RF.K.2.a Recognize and produce rhyming words.	Produce rhyming words	Teachers may expand upon the Phonemic Awareness activities by encouraging students to produce an additional rhyming word, e.g., TG pgs. 8-12, 16-20, 217-218, 243-245, 270-273
	ELA-Literacy.RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	Count syllables in spoken words.	This objective is met in later levels. For example, see the following: 1TG pgs. 87, 89, 111-112, 234, 236

	ELA-Literacy.RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	Pronounce syllables in spoken words.	This objective is met in later levels. For example, see the following: 1TG pgs. 87, 89, 111-112, 234, 236
	ELA-Literacy.RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	Blend syllables in spoken words.	This objective is met in later levels. For example, see the following: 1TG pgs. 87, 89, 111-112, 234, 236
	ELA-Literacy.RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	Segment syllables in spoken words.	This objective is met in later levels. For example, see the following: 1TG pgs. 87, 89, 111-112, 234, 236
	ELA-Literacy.RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	Blend onsets and rimes of single-syllable spoken words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 26, 30, 38, 40, 44
	ELA-Literacy.RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	Segment onsets and rimes of single-syllable spoken words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 49, 50, 52, 60, 62, 64-66
	ELA-Literacy.RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Isolate the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Students isolate the initial sound before changing it through Phonemic Awareness activities, e.g., TG pgs. 150, 151, 153, 230, 259

	<p>ELA-Literacy.RF.K.2.d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Isolate the medial vowel sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words</p>	<p>Students can demonstrate this skill through Phonemic Awareness activities, e.g.,</p> <p>TG pgs. 374, 375, 385, 389, 397</p>
	<p>ELA-Literacy.RF.K.2.d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Isolate the final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words</p>	<p>Students isolate the final sound before changing it through Phonemic Awareness activities, e.g.,</p> <p>TG pgs. 161, 163, 165, 166, 194</p>
	<p>ELA-Literacy.RF.K.2.d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Pronounce the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p>	<p>Students can demonstrate this skill through Phonemic Awareness activities, e.g.,</p> <p>TG pgs. 196, 198, 208, 209</p>
	<p>ELA-Literacy.RF.K.2.d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Pronounce the medial vowel sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words</p>	<p>Students can demonstrate this skill through Phonemic Awareness activities, e.g.,</p> <p>TG pgs. 196, 198, 208, 209</p>

	ELA-Literacy.RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	Pronounce the final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 196, 198, 208, 209
	ELA-Literacy.RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Add individual sounds (phonemes) in simple, one-syllable words to make new words.	Teachers may use the Phonemic Awareness routine and discussions to teach this skill, e.g., TG pgs. 1-15, 148, 150, 151, 153
	ELA-Literacy.RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 228, 230, 232, 254, 256, 257, 309
Phonics and Word Recognition: RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words			
	ELA-Literacy.RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. 1-10, 5-63, 223-227; TG pgs. 148, 150, 151, 153; LN pgs. 117-119

	ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Associate the short sounds with the common spellings (graphemes) for vowel a	Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 55, 71-83; TG pgs. 216-218, 230-232; LN pgs. 161, 169-171
	ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Associate the short sounds with the common spellings (graphemes) for vowel e	Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 57, 85-99; TG pgs. 242-245, 254-259; LN pgs. 179, 187-189
	ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Associate the short sounds with the common spellings (graphemes) for vowel i	Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 59, 101-115; TG pgs. 269-272, 280-285; LN pgs. 197, 205-207
	ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Associate the short sounds with the common spellings (graphemes) for vowel o	Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 61, 117-131; TG pgs. 295-298, 307-313; LN pgs. 215, 225-227
	ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Associate the short sounds with the common spellings (graphemes) for vowel u	Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 63, 133-147; TG pgs. 323-327, 338-344; LN pgs. 235, 245-247

	<p>ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Associate the long sounds with the common spellings (graphemes) for vowel a</p>	<p>Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 151; TG pgs. 407-410; LN pgs. 291-293</p>
	<p>ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Associate the long sounds with the common spellings (graphemes) for vowel e</p>	<p>Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 153; TG pgs. 417-422; LN pgs. 299-301</p>
	<p>ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Associate the long sounds with the common spellings (graphemes) for vowel i</p>	<p>Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 155; TG pgs. 430-434; LN pgs. 307-309</p>
	<p>ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Associate the long sounds with the common spellings (graphemes) for vowel o</p>	<p>Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 157; TG pgs. 441-445; LN pgs. 315-317</p>
	<p>ELA-Literacy.RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Associate the long sounds with the common spellings (graphemes) for vowel u</p>	<p>Students can demonstrate this skill through Puzzle Pieces, Blending, and Sorting routines, e.g., PP pgs. I-10, 159; TG pgs. 454-459; LN pgs. 325-327</p>

	ELA-Literacy.RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Read common high-frequency words by sight	Students can practice this skill during the Blending routine and using the HFW flash cards, e.g., TG pgs. 355, 368, 374, 385, 397; PP pgs. 207-219
	ELA-Literacy.RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ	This skill is taught throughout the program through all Quick Switch activities, e.g., TG pgs. I-23-24, 192, 270, 327 ; LN pgs. 147, 199, 238
Fluency: RF.K. 4: Read emergent-reader texts with purpose and understanding			
	ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.	Read emergent-reader texts with purpose and understanding.	Students can practice this skill during the Fluency and Comprehension Check routines, e.g., FN pgs. 1-46 (entire Fluency Notebook); LN pgs. 124, 196, 290, 322; TG pgs. I-30-33, I-36

Reading Foundational Skills: Grade 1				
Standard	Expectation	Breakout	Book Citations	
<u>Print Concepts:</u> RF.1.1: Demonstrate understanding of the organization and basic features of print.				
	ELA-Literacy.RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Recognize the distinguishing features of a sentence (e.g., first word).	Teachers may use the Blending sentence routine and discussions to build this skill, e.g., TG pgs. I-19, 20, 77, 79, 178	
	ELA-Literacy.RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Recognize the distinguishing features of a sentence (e.g., capitalization).	Teachers may use the Blending sentence routine and discussions to build this skill, e.g., TG pgs. I-19, 189, 219, 292, 323	
	ELA-Literacy.RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Recognize the distinguishing features of a sentence (e.g., ending punctuation).	Teachers may use the Blending sentence routine and discussions to build this skill, e.g., TG pgs. I-19, 111-113, 164, 323	
<u>Phonological Awareness:</u> RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
	ELA-Literacy.RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	Distinguish long from short vowel sounds in spoken single-syllable words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 177-179, 202, 204, 206-207	

	ELA-Literacy.RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Orally produce single-syllable words by blending sounds (phonemes)	This skill is explicitly taught in earlier PPP levels through Phonemic Awareness, students also apply this skill during their Blending and Sorting routines, eg., KTG pgs. 71, 73, 75, 86, 88, 90, 91; 1TG pgs. 29, 31, 40; 1LN pgs. 9, 15
	ELA-Literacy.RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Orally produce single-syllable words by blending consonant blends	Students can apply this skill during Blending and Sorting routines, eg., TG pgs. 89-90, 101-103, 11-114; LN pgs. 51-53, 59-61, 67-69
	ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Isolate initial sounds (phonemes) in spoken single-syllable words	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 56, 67, 78, 161
	ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Isolate medial vowel sounds (phonemes) in spoken single-syllable words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 24, 35, 371, 373, 375, 388, 389, 390
	ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Isolate final sounds (phonemes) in spoken single-syllable words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 40, 42, 44, 45, 57, 68
	ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Pronounce initial sounds (phonemes) in spoken single-syllable words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 56, 67, 78, 161

	ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Pronounce medial vowel sounds (phonemes) in spoken single-syllable words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 24, 35, 371, 373, 375, 388, 389, 390
	ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Pronounce final sounds (phonemes) in spoken single-syllable words.	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs. 40, 42, 44, 45, 57, 68
	ELA-Literacy.RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Students can demonstrate this skill through Phonemic Awareness activities, e.g., TG pgs 56, 67, 78
Phonics and Word Recognition: RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.			
	ELA-Literacy.RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.	Know the spelling-sound correspondences for common consonant digraphs.	Students can identify sound spelling patterns through the Puzzle Pieces, The Big Reveal, and Puzzle Piece Review e.g., PP pgs. 71-79 (consonant digraph pieces); TG pgs. l-12, 53, 55, 64, 66, 75, 77
	ELA-Literacy.RF.1.3.b Decode regularly spelled one-syllable words.	Decode regularly spelled one-syllable words.	Students can practice decoding skills through the Blending and Sorting routines, e.g., TG pgs. l-17-l-19, 19, 20, 29, 31, 77; LN pgs. 21, 51, 75, 103

	ELA-Literacy.RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	Know final -e conventions for representing long vowel sounds.	Students can identify sound spelling patterns through the Puzzle Pieces, The Big Reveal, and Puzzle Piece Review e.g., PP pgs. 147-155 (vowel_e pieces); TG pgs. I-12, 175, 177, 188, 189
	ELA-Literacy.RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.		Students can identify sound spelling patterns through the Puzzle Pieces, The Big Reveal, and Puzzle Piece Review e.g., PP pgs. 159-171 (vowel team pieces); TG pgs. I-12, 202, 204, 217, 219
	ELA-Literacy.RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Students syllabicate printed words during the Blending, and Sorting routines e.g., TG pgs. I-18, 227, 231-232, 237, 250; LN pgs. 151-153
	ELA-Literacy.RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	Decode two-syllable words following basic patterns by breaking the words into syllables.	Students decode multi-syllabic words during the Blending, and Sorting routines e.g., TG pgs. I-18, 438, 440, 442-444, 453, 455
	ELA-Literacy.RF.1.3.f Read words with inflectional endings.	Read words with inflectional endings.	Students can practice decoding skills through the Blending routine, Weekly Sorts, Fluency, and Comprehension, e.g., TG pgs. 90, 103, 206-207, 455-456; LN pgs. 130, 182, 287-289; FN pgs. 21-22, 48-49
	ELA-Literacy.RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	Recognize grade-appropriate irregularly spelled words.	Students can apply this skill using the HFW flash cards, e.g., PP pgs. 243-269 (HFW flash cards)

	ELA-Literacy.RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	Read grade-appropriate irregularly spelled words.	Students can practice this skill during the Blending routine, e.g., TG pgs. 1-19-20, 77-79, 188-190, 294-295, 402-405
Fluency: RF.1.4: Read emergent-reader texts with purpose and understanding.			
	ELA-Literacy.RF.1.4.a Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.	Students can practice this skill during the Fluency and Comprehension Check routines, e.g., FN pgs. 1-70 (entire Fluency Notebook); LN pgs. 34, 110, 160; TG pgs. 1-29, 1-31
	ELA-Literacy.RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy on successive readings.	Students can practice this skill during the Fluency routine, e.g., FN pgs. 1-70 (entire Fluency Notebook); TG pg. 1-29
	ELA-Literacy.RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with appropriate rate on successive readings.	Students can practice this skill during the Fluency routine, e.g., FN pgs. 1-70 (entire Fluency Notebook); TG pg. 1-29
	ELA-Literacy.RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with expression on successive readings.	Students can practice this skill during the Fluency routine, e.g., FN pgs. 1-70 (entire Fluency Notebook); TG pg. 1-29
	ELA-Literacy.RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students discuss whether words make sense during the Blending routine, e.g., TG pgs. 38, 103, 132, 172, 290, 340

Foundational Skills: Grade 2			
Standard	Expectation	Breakout	Book Citations
<u>Print Concepts:</u> no standards listed in 2nd grade			
<u>Phonological Awareness:</u> no standards listed in 2nd grade			
<u>Phonics and Word Recognition:</u> RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.			
	ELA-Literacy.RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Students can demonstrate this skill through the Blending routine and Weekly Sorts, e.g., TG pgs. 12-13, 15, 22, 24-25; LN pgs. 3, 9
	ELA-Literacy.RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.	Know spelling-sound correspondences for additional common vowel teams.	Students can demonstrate this skill through the Puzzle Pieces, Blending routine, and Weekly Sorts, e.g., PP pgs. 153-167 (vowel teams pieces); TG pgs. 87-88, 99-100, 143-144; LN pgs. 59-61, 67-69, 91-93
	ELA-Literacy.RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	Decode regularly spelled two-syllable words with long vowels.	Students can demonstrate this skill through the Blending routine and Weekly Sorts, e.g., TG pgs. 143-144, 155-156, 160; LN pgs. 91-93, 105-107, 115-117

	ELA-Literacy.RF.2.3.d Decode words with common prefixes and suffixes.	Decode words with common prefixes	Students can demonstrate this skill through the Blending routine and Weekly Sorts, e.g., TG pgs. 375, 377, 389, 391, 401; LN pgs. 285-287, 301-303, 309-311
	ELA-Literacy.RF.2.3.d Decode words with common prefixes and suffixes.	Decode words with common suffixes.	Students can demonstrate this skill through the Blending routine and Weekly Sorts, e.g., TG pgs. 419-420, 430, 432, 446-447; LN pgs. 325-327, 333-335, 349-351
	ELA-Literacy.RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	Identify words with inconsistent but common spelling-sound correspondences.	Students can demonstrate this skill through the Blending routine and Weekly Sorts, e.g., TG pgs. 50-51, 73, 202-203, 262-263 ; LN pgs. 25-27, 53-55, 153-155, 203-205
	ELA-Literacy.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	Recognize grade-appropriate irregularly spelled words.	Students can apply this skill using the HFW flash cards, e.g., PP pgs. 331-357 (HFW flash cards)
	ELA-Literacy.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	Read grade-appropriate irregularly spelled words.	Students can practice this skill during the Blending routine, e.g., TG pgs. I-21-22, 12-13, 174, 263, 315
Fluency: RF.2.4: Read emergent-reader texts with purpose and understanding.			

	ELA-Literacy.RF.2.4.a Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.	Students can practice this skill during the Fluency and Comprehension resources, e.g., FN pgs. 1-94 (entire Fluency Notebook); LN pgs. 33-36, 145-151, 265-271; TG pgs. I-31, I-33-34, 146, 205
	ELA-Literacy.RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy on successive readings.	Students can practice this skill during the Fluency and Comprehension resources, e.g., FN pgs. 1-94 (entire Fluency Notebook); LN pgs. 33-36, 145-151, 265-271; TG pgs. I-31, I-33-34, 146, 205
	ELA-Literacy.RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with appropriate rate on successive readings.	Students can practice this skill during the Fluency and Comprehension resources, e.g., FN pgs. 1-94 (entire Fluency Notebook); LN pgs. 33-36, 145-151, 265-271; TG pgs. I-31, I-33-34, 146, 205
	ELA-Literacy.RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with expression on successive readings.	Students can practice this skill during the Fluency and Comprehension resources, e.g., FN pgs. 1-94 (entire Fluency Notebook); LN pgs. 33-36, 145-151, 265-271; TG pgs. I-31, I-33-34, 146, 205
	ELA-Literacy.RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students discuss whether words make sense during the Blending routine, e.g., TG pgs. 10, 12, 15, 22, 24, 25, 72, 212, 215, 221



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Statement and Timeline

Puzzle Piece Phonics works directly with Boingo Printing Company in Charlotte, NC. Under their arrangement, they are a full service printer including FedEx Ground Shipping allowing for freight shipping.

For the purpose of this proposal see an example timeline below starting with order placement ending with implementation.

- Approved Quote by Jones County
- Invoice sent from Puzzle Piece Phonics
- 50% deposit received from Jones County to Catawba Press
- Printing Approval from Puzzle Piece Phonics
- Puzzle Piece Phonics and Jones County agree on Professional Development Training Date(s)
- 3-5 Week Printing Time from Boingo Printing
- Shipping with FedEx ground and Tracking
 - Warehouse Shipping and/or Drop Shipping Available
- Puzzle Piece Phonics confirms shipment of resources to Jones County
- Remaining 50% of deposit due from Jones County to Catawba Press
- Jones County Distributes Materials
- Puzzle Piece Phonics provides agreed upon training
- Jones County implements Puzzle Piece Phonics