



READING LINKS

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# Phonics Manual Participants

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# The LINKS Project

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The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development of web assisted professional development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website ([www.linkslearning.org](http://www.linkslearning.org)) as well as on CDs.

Reading LINKS also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information provided in the lessons endeavors to provide teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance that played a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from the Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and be useful in ensuring that all children learn to read and read well by the end of third grade and to continue their reading skills development throughout their school experience.

Shirley McCune  
Links Project Director

## Reading LINKS

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This publication was developed by the LINKS project of the Washington Office of the Superintendent of Public Instruction. It was supported by grant [R303K010044A](#) and grant [R303K000037](#) from the U.S. Department of Education as administered by the Fund for Improvement of Education. The information and opinions do not necessarily represent the positions or policies of the Fund for the Improvement of Education or the U.S. Department of Education.

The LINKS project wishes to thank the many persons who contributed to the training materials that support and extend 18 Reading LINKS videos. ([www.linkslearning.org](http://www.linkslearning.org))

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# READING LINKS AGENDA

<b>10 minutes</b>	<b>Introduction and Expectations</b>
<b>10 - 15 minutes</b>	<b>Overview</b> Reading Links Project ROPES Guiding Structure Participant Manual Layout
<b>25 - 30 minutes</b>	<b>Section 1: Review Participant Background Knowledge and Understanding</b>
<b>15 minutes</b>	<b>Section 2: Overview</b> Key Learning Goals Building Blocks
<b>15 minutes</b>	<b>Section 3: Presentation</b> Research-based Information and Content
<b>10 minutes</b>	<b>BREAK</b>
<b>75 - 85 minutes</b>	<b>Section 4: Engagement and Practice</b> Classroom Strategies and Applications Assessment Video Modeling Action Planning
<b>10 - 15 minutes</b>	<b>Section 5: Summarizing Key Learnings</b>
<b>10 - 15 minutes</b>	<b>Evaluation and Feedback</b>



## Reading LI NKS Lessons

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Parent: Early Oral Language Development	Joan Moser: Comprehension II
Marti MacPhee: Oral Language/ Pre-Reading Development	Robin Totten: Upper Elementary Comprehension Strategies (Non-Fiction)
Kessler School: Phonemic Awareness	Robin Totten: Upper Elementary Comprehension Strategies (Fiction)
Kessler School: Phonics Instruction	Judy Rex: Comprehension and Vocabulary
Anita Archer: Primary Grades Reading	Judy Rex: Vocabulary and Pre-writing
Gail Boushey: Early Guided Writing	Kathy Garcia: ESL Instruction I
Gail Boushey: Early Comprehension/Fluency	Kathy Garcia: ESL Instruction II
Anita Archer: Intermediate Grades Reading	Kessler School: Turning a School around
Joan Moser: Comprehension I	Mark Jewell/Tom Murphy: Strategic Change

Also available at: [www.linkslearning.com](http://www.linkslearning.com)

## ROPES: A GUIDING STRUCTURE FOR LEARNING

R	<b>Review</b> – entry learning designed to activate and assess prior knowledge and to focus the session
O	<b>Overview</b> – explicit statement of the goals and objectives of the session
P	<b>Presentation</b> – presentation and discussion of research-based concepts that are needed to build background knowledge
E	<b>Engagement and Practice</b> – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	<b>Summary</b> – summarizing key learnings

(adapted from a model designed by R. Carkhuff)

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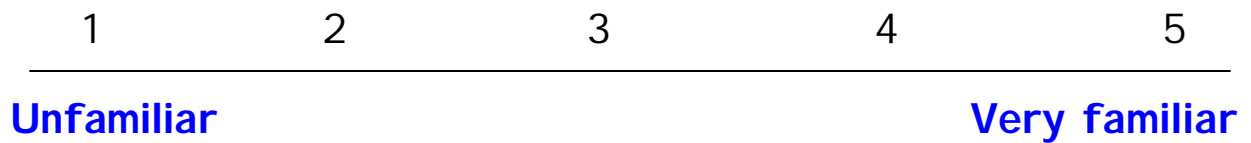
# PHONICS

## SECTION 1: REVIEW

## What Do I Already Know About Phonics?

### THINK - INK - PAIR - SHARE

**THINK - INK:** Rate your familiarity with phonics by placing an X on the continuum and completing the Guiding Questions Chart.



### Guiding Questions Chart

What are some terms or labels people use when discussing phonics?	What can children who understand phonics skills do?
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# What Is Phonics?

Phonics is knowing the **relationship** between **printed letters** (graphemes) of written language and the **individual sounds** (phonemes) of spoken language.

The following terms or labels are often used when people discuss phonics:

- Graphophonic cues
- Letter/sound relationship or letter/sound correspondence
- Sound/symbol relationship or sound/symbol correspondence
- Sound/spellings

Children who understand phonics skills can

- tell you which letter makes the first sound in *bat*
- tell you which letter makes the last sound in *car*

(Armbruster, Lehr, & Osborn, 2001; IRA's Position Statement on PA, 1998)

## What Is the Purpose for Teaching Phonics?



The purpose for teaching phonics is to enable students to learn and apply the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds.

Knowledge of these relationships contributes to the ability to comprehend or to read and understand words in isolation as well as in connected text.

Thus, the ultimate goal of teaching phonics is comprehension of written language.

(Armbruster, Lehr, & Osborn, 2001)

## How Are Phonemic Awareness and Phonics Connected?

<p>Phonemic Awareness</p>  <p>Sounds</p>	<p>Phonics</p>  <p>Letters</p>
<p>Given the spoken word "dog," the student can tell you that the beginning sound is /d/. (isolation)</p> <p>Given the separate sounds /d/ /o/ /g/, the student can tell you that they make up the spoken word "dog." (blending)</p> <p>Given the spoken word "hat," the student can separate the word into three separate sounds /h/ /a/ /t/ (segmentation).</p> <p>Given the spoken word "cart" and asked to take off the last sound, the student can say "car." (deletion)</p>	<p>Given the spoken word "dog," the student can tell you that the beginning letter is "d."</p> <p>Given the word "dog" in print, the student can make the sounds for each letter and blend them into the word "dog."</p> <p>Given the spoken word "hat," the student can tell you that the letters that spell the sounds in hat are h-a-t and/or write the word "hat."</p> <p>Given the spoken word "cart," the student can spell c-a-r-t. If the final "t" is erased/covered, the student can read the word as "car."</p>

Although phonemic awareness and phonics are two separate skills, phonemic awareness instruction is most effective for strengthening reading and spelling when children are taught to use the letters in conjunction with manipulating the phonemes.

(Armbruster, Lehr, & Osborn, 2001)



# PHONICS

## SECTION 2: OVERVIEW

## Key Learning Goals



The participants will:

- Understand the connection between phonics and reading development.
- Learn, model, and teach using research-based instructional practices.
- Learn how to analyze reading programs and supplemental materials for research-based phonics instruction.
- Apply key learnings from this module in a plan for their classroom.



# Building Blocks for Teaching Children to Read

Comprehension  
of Written  
Text

Fluency  
Practice

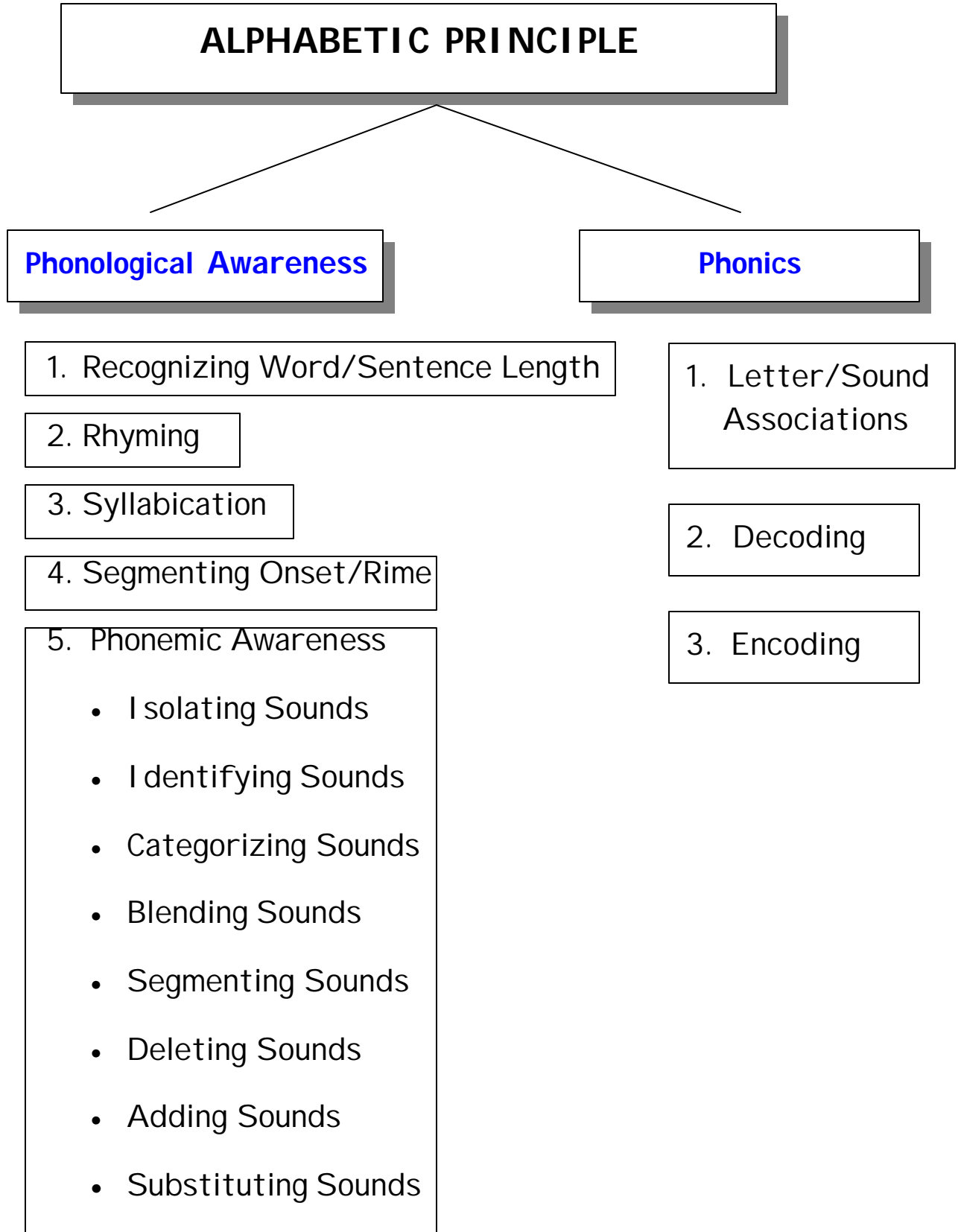
Reading  
& Writing  
Connections

Vocabulary  
Development

Oral  
Language  
Development

Phonemic  
Awareness

Phonics  
Instruction





# PHONICS

## SECTION 3: PRESENTATION

## What Are the Two Elements of Phonics?

- Decoding
- Encoding

### Decoding - Blending Sounds to Form Words

- Readers convert letters into sounds and blend them to form recognizable words. The letters might be individual letters; or digraphs (such as *th, sh, ch*); phonograms (such as *ay, igh, ow*), or spellings of common rimes (such as     *ap,*    *ot,*    *ick*).
- The ability to convert letter subunits into sounds comes from the reader's knowledge of the alphabetic system.
- The primary way to build a sight vocabulary is to apply decoding or analogizing strategies to read unfamiliar words. These ways of reading words help the words become familiar by creating alphabetic connections that establish the words in memory as sight words.

### Encoding - Segmenting Words into Sounds for Spelling

- Systematic phonics instruction contributes in helping kindergartners and first graders apply their knowledge of the alphabetic system to spell words.
- Encoding reinforces the learning of decoding.
- Systematic phonics instruction for students older than first grade does not produce gains in spelling. For older students, spelling is less a matter of applying letter-sound relationships and more a matter of combining word parts.

(NRP, 2000)

## What Is Phonics Instruction?

**Phonics instruction** is reading instruction that teaches students the relationship between:

- the letters of written language (**graphemes**), and
- the individual sounds (**phonemes**) of spoken language.

## Why Is Phonics Instruction Important?

- **Phonics Instruction** leads to an understanding of the alphabetic principle—the systematic and predictable relationships between written letters and spoken sounds.
- **Systematic and explicit Phonics Instruction** significantly improves kindergarten and first grade children's word recognition, spelling, and reading comprehension.
- Systematic and explicit Phonics Instruction is **beneficial regardless of the socioeconomic status** of the students.

(Armbruster, Lehr, & Osborn, 2001, p. 14)

## What Does Systematic and Explicit Phonics Instruction Mean?

- **Systematic** -- the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.
- **Explicit** – the program provides teachers with precise directions for the teaching of these relationships.

The steps of explicit instruction typically include the following:

1. Direct explanation
2. Modeling
3. Guided practice
4. Application

(Armbruster, Lehr, & Osborn, 2001)

## What Does the National Reading Panel Report Say about Systematic Phonics Instruction?

### Systematic phonics instruction . . .

- Makes a bigger contribution to children's growth in reading than unsystematic or no phonics instruction. All approaches of systematic phonics instruction are more effective than no-phonics approaches in promoting substantial growth in reading.
- Is effective one-on-one, in small groups, and in whole class settings.
- Taught early proved much more effective than phonics instruction introduced after first grade.
- Is significantly more effective than non-phonics instruction in helping to prevent reading difficulties among at-risk students and in helping to remediate reading difficulties in disabled readers.
- Should be integrated with other reading instruction to create a comprehensive reading program.

(NRP, 2000)



## What Are the Different Approaches to Phonics Instruction?

Approach	Definition	Example
<b>Synthetic phonics</b>	Children learn how to: <ul style="list-style-type: none"> <li>•convert letters or letter combinations into sounds</li> <li>•blend the sounds together to form words</li> </ul>	Teacher points to letter and says the letter name and sound, for example, “ <b>m</b> ” says /m/, <b>a</b> says /a/, and <b>t</b> says /t/.” Students blend the sounds together to say “mat.”
<b>Analytic phonics</b>	Children: <ul style="list-style-type: none"> <li>•learn to analyze letter-sound relationships in previously learned words</li> <li>•do not pronounce sounds in isolation</li> </ul>	Teacher points to the word “ <b>mat</b> ” and says, “This word starts with the same letter as <b>man</b> and ends like the word <b>cat</b> . Put the parts together and tell me the word.” Children: “ <b>mat</b> .”
<b>Analogy-based</b>	Children learn to: <ul style="list-style-type: none"> <li>•use parts of word families they know to identify words they don't know that have similar parts</li> </ul>	Teacher: “We know that <b>at</b> says /at/ and that <b>m</b> says /m/. Let's put them together to make a new word.” Children: “ <b>mat</b> .”
<b>Phonics through spelling</b>	Children learn to: <ul style="list-style-type: none"> <li>•segment words into phonemes</li> <li>•make words by writing letters for phonemes</li> </ul>	Teacher: “Write down the sounds in the word <b>mat</b> .” Children segment the word into sounds and write the sounds as a word. Teacher: “Read me the word.” Children: “ <b>mat</b> .”
<b>Embedded phonics</b>	Children are: <ul style="list-style-type: none"> <li>•taught letter-sound relationships during the reading of connected text</li> </ul>	Not systematic or explicit since children encounter different letter-sound relationships as they read.
<b>Onset-rime phonics</b>	Children learn to: <ul style="list-style-type: none"> <li>•identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime)</li> </ul>	Teacher: “Find the vowel in the word ( <b>mat</b> ) on your paper and point to the letter that comes before it.” Children find the “ <b>a</b> ” then point to the <b>m</b> . Teacher: “What sound does it make?” Children: /m/. Teacher: “What is the sound of the rest of the word?” Children: /at/. Teacher: “What word is it?” Children: “ <b>mat</b> .”

(Armbruster, Lehr, & Osborn, 2001)

## What Are Components of “Sound” Instruction?

- Programs of phonics instruction are a means to an end with the end being comprehension.
- Children need to be taught major consonant and vowel letter-sound relationships.
- Children need ample reading and writing activities that provide practice containing words using the specific letter-sound relationships they are learning.
- Phonics instruction helps children learn to identify words and increases their ability to read.
- An important component of learning letter-sound relationships is learning the forms of letters and other symbols. Children need to recognize forms and symbols automatically, without conscious effort, to be able to recognize words fluently.
- Research identifies knowledge of letter names as one of the best predictors of success in reading.
- Letters and symbols need to be displayed where children can see them; where children can refer to them as they read, write, work, and play; and where children can manipulate them.

(Adams, 1990; Neuman, Copple, & Bredekamp, 2000; Snow, C., Burns, M.S., & Griffin, P., 2001)

## How Does the Phonics Instruction in My Reading Program Align with Research?

Think, Ink, Pair, Share

### SYSTEMATIC

Y N

- Is there a systematic order of introduction of letter-sound relationships?
- Does this order facilitate early decoding of words?

### EXPLICIT

- Does the program give precise directions for teaching letter-sound relationships?

### LETTER-SOUND INFORMATION

- Is phonics applied daily in students' reading and writing?

### INTEGRATION

- Are phonemic awareness and letter knowledge activities included?
- Are there materials that allow students to practice decoding and writing?
- Is literature used to develop a sense of story, vocabulary, and comprehension?

# What Are the Challenges for Teachers?

The challenges are for teachers to



- Understand, choose, model, and use varied teaching and learning strategies that emphasize transfer
- Design lessons requiring active participation
- Motivate students with energy, support, and positive reinforcement

# Checking for Understanding

## Partner Review

### What Have You Learned So Far?

1. Review your notes.
2. Partner 1 reviews new learning for 90 seconds.
3. Partner 2 for 45 seconds.
4. Partner 1 again for 30 seconds.
5. Partner 2 finishes by reviewing for 15 seconds.
6. Write any remaining questions.



**Remember:** You cannot repeat what your partner shares.



# PHONICS

## SECTION 4: ENGAGEMENT AND PRACTICE

## SECTION 4: ENGAGEMENT AND PRACTICE

- Classroom Strategies and Applications
- Jigsaw Teaching
- Assessment
- Video Modeling
- Action Planning

## How Can We Focus on Phonics?

- Use language play, a variety of texts, and/or physical activities to introduce children to the similarities and differences in the letter-sound relationships of words to show that language has meaning, message, and form
  - nursery rhymes
  - alliteration
  - poetry
  - tongue twisters
  - patterned books
  - singing
  - dancing
  - fingerplay
  - alphabet/word games
- Use clapping, tapping, marching, naming, and/or counting games to help children discover that some words can be divided into syllables, and words may also be divided into sounds (phonemes) that are represented by symbols or letters (graphemes)



## Activities for Developing Phonics

### Decoding

Blending

Onset and Rime

Multi-sensory Practice

### Encoding

Segmenting

Individual Response Card Segmenting

Dictation

## Activities for Developing Phonics

### Decoding

#### Application #1: Group Word Blending

The purpose of group word blending is to have students see, hear, and say the letter sounds and blend them together into words. This should be a daily routine. First, with teacher modeling; second, as a group response along with the teacher; and third, independently. To assist students with understanding the blended words, students should be asked to use the words in sentences; thus increasing the opportunity to make meaningful connections between letters and words.

#### **Procedure:**

1. Write the first letter on the board, **m**, saying the sound as you write it **/m/**. Write the vowel letter next to it, **a**, saying its sound as you write it **/a/**. Then write the next letter on the board, **p**, saying its sound as you write it **/p/**.
2. Tell students they need to listen as you blend the sounds together to form a word. Touch under the first letter, saying the sound **/m/**. Slowly and smoothly move your hand from left to right beneath each letter, saying the sounds continuously, moving from **/m/** to **/a/** to **/p/**.

## **Application #1: Group Word Blending (continued)**

3. Have students join you in saying the sounds as you move your hand under the letters. Teacher modeling is key to this procedure.
4. Listen to be sure students are saying the correct sounds for each letter.
5. Have students say the word.
6. To help make a meaning connection between the letters, sounds, and the word, have students tell a sentence with the word.
7. Continue this procedure for each word.

### **Variations:**

Follow the same procedure to introduce or review individual letter sounds. Writing **oi** on the board and then saying **/oi/**. Be sure however that the individual letter practice is immediately followed by word blending with the introduced letter(s) e.g., **oil, boil, toil**.

## Decoding

### Application #2: Word Sorts and Word Hunts

**Long Vowels:** Word sorts are excellent activities to emphasize phonics generalizations while highlighting the importance of categorizing and discovery in the study of words.

**Materials:** Select about 20 short /a/ and long /a/ words that are spelled with the CVVC (consonant-vowel-vowel-consonant) pattern (**rain**, **pail**) and the CVCV (consonant-vowel-consonant-vowel) pattern (**cake**, **tape**). These words should be in your students' reading ability. You may also include one or two words that do not fit either expected sound or pattern (was, say). Prepare word cards or write the words randomly on a word study handout template for students to cut apart for independent sorting.

### Sample Lesson of Word Sort:

1. Introduce the sort by reading the words together and talking about any whose meaning may be unclear. Invite students to make observations about the words: "What patterns do you notice?"
2. Sort the words first by the sound of the vowel in the middle.
3. After discussing the rationale for the sort, ask students to look for patterns in the long /a/ column and separate them into two categories.
4. Again talk about how the words in each column are alike.

## Application #2: Word Sorts and Word Hunts (continued)

5. Scramble the words and re-sort a second time under designated headers or key words. The categories will look something like the following sort.

Short /a/		Long /a/		Oddballs
cap	fast	cape	chain	march
gas		came	rain	was
back		name	pail	
fan		lake	pain	
has		gate	paint	

6. Ask students to sort independently.

7. Store words for more sorting and activities on subsequent days.

**Variation:** Study sounds and patterns for e, i, o, and u in the same manner.

## **Application #2: Word Sorts and Word Hunts (continued)**

### **Sample Lesson for Word Hunt**

Word hunts are excellent seat work activities. Students can work independently or with a partner. They enjoy going back into familiar texts to look for words that fit a particular pattern. Word hunts will usually turn up many miscellaneous words or oddballs, and interesting discussion can arise as students work together to decide how certain words should be categorized.

1. Ask students to go through text(s) that they have recently read to find words that fit a particular sound pattern: "Find all the words you can that sound like /cake/ in the middle."
2. Words that fit the desired patterns are written down in notebooks.
3. Students meet together in small groups and read their words aloud. The children or the teacher may record the words on chart paper for display.
4. Students are asked what words could be grouped together.
5. Students check to see what words they can add to their word study notebooks.

## Application #2: Word Sorts and Word Hunts (continued)

### Sample Lesson for Word Hunt

#### Variations:

1. Students hunt for sight words, similar vowel patterns, compound words, or words to which inflected endings or plural forms may be added.
2. Use newspapers or magazines for the hunt. Teams are sent in search of various long vowel patterns (an *ai* team, an *ay* team, a *CVE* team, etc.) Words fitting the desired patterns are circled or highlighted, written down, and shared in small-group instruction.

(Bear, Invernizzi, Templeton, & Johnston, 2000)

## Application # 3: Onset and Rime

Syllables divide into two primary parts: onsets and rimes (*rimes* are related to, but distinct from *rhymes*.) The rime is the part of the syllable that consists of the vowel and any consonant sounds that come after it. The onset consists of any consonant sounds that precede the vowel (e.g., in the word “stand,” the onset is **st-** and the rime is **-and**).

Instruction with onsets and rimes helps readers acquire word recognition skills as well as develop vowel generalizations. Nearly 500 primary words may be derived from a set of only 37 rimes:

-ack	-ail	-ain	-ake	-ale	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock	-oke
-op	-ore	-or	-uck	-up	-ump
-unk					

(Adams, 1996)

Practice may include substituting either onsets or rimes to make new words. (Making nonsense words is acceptable if the purpose of the lesson is decoding).



## Application # 3: Onset and Rime (continued)

### Building Houses

Write a word on the chalkboard and draw a rectangle around it. Explain to the students that this is the first "brick" of the house. Draw another brick and ask students to tell you a word that would have the same rime, but a different onset (e.g., if the first brick is "big," the next brick could be "fig"). As the house building continues, ask students to come to the board and write words. Students could also be "building houses" on their own papers as the house is being built on the chalkboard. Variation: build other kinds of houses such as igloos, forts, cabins.

## Application #3: Onset and Rime (continued)

### Basket of Eggs

In this activity, students combine two halves of colored, plastic eggs – one half of the egg has an onset written on it and the other has a rime. (Choose word parts that will result in high-utility words for your students.) Separate the halves, put them in a basket, and scramble them. Students can practice decoding words by combining different egg halves.

If you do not want to buy plastic eggs, you can do the same practice activity by cutting eggs of colored tagboard, cutting the eggs in half, and writing the onsets and rimes. Egg parts may be combined in the same way as the plastic eggs.

As they complete eggs have students put the eggs word-side-out in a real egg carton.

## Application #3: Onset and Rime (continued)

### Rime Flip Books

Make a separate flip book for each rime. The many onsets that match the rime are stapled in a pile on the left. The rime is on a long paper at the bottom.

### Large Flip Book Variation

Flip books have two sides, with the onsets on the left and the rimes on the right. The book will have binding on both the left side and the right side with a backing of stiff cardboard and pages made of half-sheets. Students make new words by flipping to an onset on the left, and combining it with any of the rimes on the right. Students may be directed to choose one onset and combining it with all the rimes, reading all the onsets with one of the rimes, or randomly combining an onset and rime of their choosing.

**Note:** Some combinations of onset and rime will create nonsense words, but those words can still be decoded.

## Application #4: Word Wall

A Word Wall is a strategy particularly effective in teaching high frequency words. It is a simple, uncluttered, visual display of words. The teacher selects 4 to 5 words each week from the reading lesson and adds them to a wall or bulletin board in the room. Student participation in the selection of the words is also encouraged for collaborative building of the wall. Sometimes the words have a sound or letter highlighting clue and sometimes they are displayed plain.

Select words that appear in students' reading and writing material and that are often confused with other words. Difficult spelling patterns can also be criteria for the selection.

The Word Wall grows as the year progresses. The words are written with a thick, black ink, permanent marker on different colored construction paper. Words are placed on the wall alphabetically by first letter, and the first words displayed are very different from one another.

The key to a successful Word Wall is to make it interactive. Model the use of it. Help students to make connections between the wall and their reading, spelling, and writing.

Remove words that become automatic.

(Cunningham, 1995; Fountas & Pinnell, 1998; Indiana State Department of Education)

## Decoding – Blending

The motivational value of:

- associating letters with interesting characters,
  - hand motions, and
  - incorporating this into activities and games that are fun
- is important for promoting young children's learning.

(National Reading Panel, 2000)

### Multi-Sensory Practice

Blending sounds into words is a process that involves the eyes, ears, mouth, and occasionally, the fingers.

When decoding (blending) the sounds into a word, students benefit from simultaneously seeing, hearing, and saying the sounds. Students should say (and hear) the sounds as they look at the letters and blend them into words.

Some students may benefit from using fingers to point to and focus upon the letters in the words. As students slide their fingers under the words, they feel the left-to-right movement and the connectedness of the letters and sounds.

### Multi-Sensory Practice (continued)

Some students like to point with the “pointer finger” of one hand. Other students find success using the pointer fingers of both hands moving together. The eraser end of a pencil also makes a good “pointer.”

If a student prefers a “marker,” it helps to use one that is transparent. If you use a transparent marker (such as a slice of clear plastic or overhead transparency), the student will still be able to make a “return sweep” and keep reading even if he/she forgets to move the marker down right away.

Pointing and using markers are temporary ways for students to focus their eyes on the letters and words being studied. As they become more proficient, students will use markers and pointing on fewer occasions.

**Note:** If many students are practicing decoding at the same time, they should be encouraged to vocalize the sounds with a quiet voice. If a student is very distracted by the sound of several students using their voices at the same time, a pair of headphones (not connected to anything) can block out much of the noise and still allow the student to hear him/herself.

## Useful Phonics Generalizations

1. **The c rule.** When *c* comes just before *a*, *o*, or *u*, it usually has the *hard* sound heard in *cat*, *cot*, and *cut*. Otherwise, it usually has the *soft* sound heard in *cent*, *city*, and *bicycle*.
2. **The g rule.** When *g* comes at the end of words or just before *a*, *o*, or *u*, it usually has the *hard* sound heard in *tag*, *game*, *go*, and *gush*. Otherwise, it usually has the *soft* sound heard in *gem*, *giant*, and *gym*.
3. **The VC pattern.** This pattern is seen in words such as *an*, *can*, *candy*, and *dinner*. As a verbal generalization it might be stated as follows: In either a word or syllable, a single vowel letter followed by a consonant letter, digraph, or blend usually represents a short vowel sound. (Note that *C* stands for either a consonant letter, consonant digraph, or consonant blend, e.g., *bat*, *bath*, *bask*.)
4. **The VV pattern.** This pattern is seen in words such as *eat*, *beater*, *peach*, *see*, *bait*, *float*, and *play*. As a verbal generalization, it might be stated like this: In a word or syllable containing a vowel digraph, the first letter in the digraph usually represents the long vowel sound and the second letter is usually silent. According to Clymer (1963, 1996), this generalization is quite reliable for *ee*, *oa*, and *ay* (e.g., *fee*, *coat*, *tray*) and works about two-thirds of the time for *ea* and *ai* (e.g., *seat*, *bait*), but is not reliable for other vowel digraphs such as *ei*, *ie*, or *oo*; or diphthongs, *oi*, *oy*, *ou*, and *ow*.

## Useful Phonics Generalizations (continued)

5. **The VCE (final e) pattern.** This pattern is seen in words such as *ice, nice, ate, plate, paste, flute, vote, and clothe*. As a generalization, it might be stated this way: In one-syllable words containing two vowel letters, one of which is a final e, the first vowel letter usually represents a long vowel sound, and the e is silent. If the vowel is not long, try the short sound.
6. **The CV pattern.** This pattern is seen in one-syllable words such as *he, she, go, my, and cry*. As a generalization, it might be stated this way: When there is only one vowel letter in a word or syllable and it comes at the end of the word or syllable, it usually represents the long vowel sound.
7. **The r rule.** This rule applies to words like *far, fare, fair, girl, fur, her, and here*. As a generalization, it might be stated as follows: The letter *r* usually modifies the short or long sound of the preceding vowel letter.
8. **The VCCV, VCV, and the Cle patterns are three syllabication rules worth knowing.** For the VCCV pattern, the rule is to divide between the two consonants. This pattern is represented in words such as *blanket* and *happy*. For the VCV pattern, the rule is to divide before or after the consonant. Words representing this pattern are *robot, robin, divide, and before*. For the last pattern, *Cle*, the rule is to divide before the *cle*. Words representing this pattern are *uncle, table, and example*.

(Gipe, 1998, p. 406)



## Encoding - Segmenting

### Encoding Application #1: Segmenting with Dry Erase Boards and Magnetic Letter Boards (sometimes called Dictation)

#### Dry Erase Board Practice

As a substitute for paper in spelling/encoding practice, dry erase boards provide a fun and useful alternative. The boards can be viewed easily by the teacher when held up for checking, provide an element of novelty, and are easy to erase. (Note: Be sure to use low-odor pens.)

#### Instruction:

Teacher: "The word is "**stamp**." I need to put a stamp on this letter. "**stamp**"

Students: "**stamp**" /s/ /t/ /a/ /m/ /p/ "**stamp**"

The students proceed to write on their dry-erase boards, voicing the sounds as they print the letters. Teachers walk among the students as they work, and after a reasonable length of time, students are asked to hold up their boards. The teacher can tell at a glance who might need more support.

(Note: Clean, discarded socks make good erasers.)

## Encoding – Segmenting (continued)

### Magnetic Letter Boards

Magnetic letter boards are another way to practice spelling/encoding. Students follow the same procedure described above, but instead of writing with a dry-erase pen, they are moving magnetic letter tiles. Students voice the sounds as they are placing the magnetic letters, and blend all the sounds together once the word is complete.

Beginning spellers should not have the whole alphabet in front of them. Since the teacher will already know which words will be practiced, the magnetic letters can be limited to the ones that will be needed for the phonics practice of the day.

If your school cannot afford magnetic letter boards, letter anagrams printed on heavy paper or cardstock may be substituted.

## Application #2: Individual Response Card Segmenting

The purpose of individual response card segmenting is to have children listen to sounds and/or words and identify the corresponding letters. Students receive a multi-sensory approach by hearing, seeing, touching, and saying.

### Procedure:

1. The teacher has a planned list of sounds, position identification (beginning, medial, and final), and words to be used for the lesson.
2. Students receive individual cards with letters, and/or sound spellings (oi, ow, th) on them to place face up on their desks. It is important that students only receive the letter cards needed for the segmenting activity for the day. Too many letters can be confusing and distracting to students.
3. The teacher says, "Today we will be listening to words and sounds and matching letter spellings."
4. First we'll listen for the vowel sound in the middle of the word. The teacher says the word man and has the children repeat it /man/.
5. The teacher then asks students to **hear it** and identify the middle vowel sound in the word. (This step requires students to segment the word, in order to identify the middle sound.)

## **Application #2: Individual Response Card Segmenting** (continued)

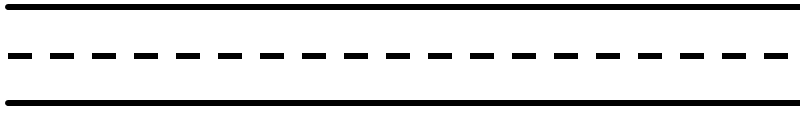
6. Next, they are instructed to find the letter that makes that sound on their desk (**see it**).
7. Lastly, they are asked to **touch it** (the response card) on their desk and raise it for the teacher to see it. While children respond with the card they are also instructed to **say it** (the sound /a/).
8. The teacher visually checks for student understanding and listens to be sure the correct sound is being made.
9. As students become trained with the above procedures, the teacher will only need to identify the part of the word children need to identify and then say: **hear, see, touch, say**, to prompt students' responses.

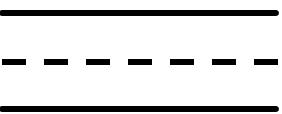
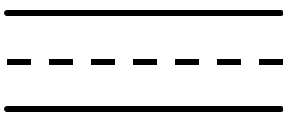
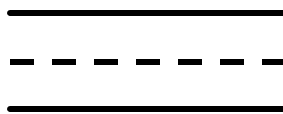
## Individual Response Cards

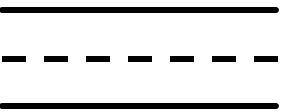
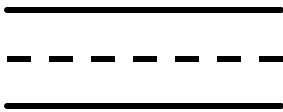
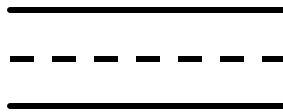
a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

## Dictation is:

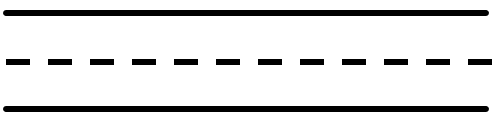
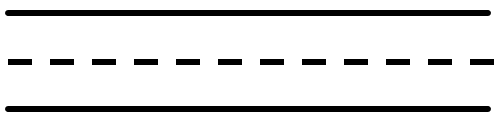
- The writing activity that links kinesthetic learning with the visual and auditory learning of letters, sounds, and decoding.
- Used in kindergarten, first grade, and for others reading at those levels no matter what age.
- Interactive and filled with guidance, coaching, cues, and other forms of feedback (not like old-fashioned spelling).
- Sometimes needed daily by certain students and groups.
- A way to informally assess which sounds, decodable words, and sight words are not yet firm and need to be practiced.
- Another way to provide additional practice in manipulating letters and sounds.
- A way to increase automaticity.
- Definitely a reading activity.

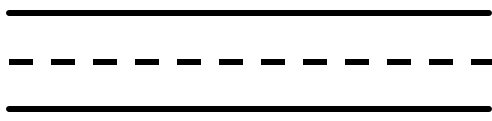


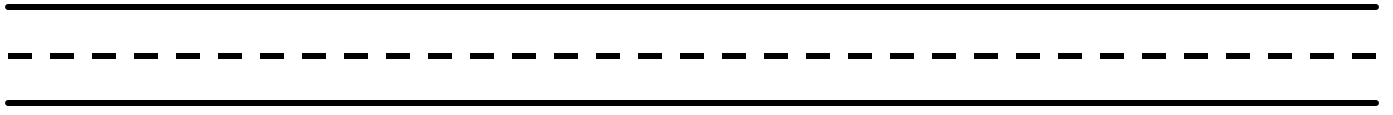
1  2  3 

4  5  6 

7  8 

9  10 

11 

12 

## Spelling Rules

Very few spelling rules, or generalizations, are effective in teaching spelling. For a rule to be valid, it must apply to a large number of words and have few exceptions. Following are rules that meet these criteria.

### Suffixes

**Double the Final Consonant** - Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (*get/getting*).

Double the final consonant of a word that is accented on the final syllable and ends with a single vowel and consonant before adding a suffix that begins with a vowel (*permit/permitted*).

### Words Ending in Silent e

Drop the final silent e before adding a suffix that begins with a vowel (*have/having*).

Keep the final silent e when adding a suffix that begins with a consonant (*late/lately*).

### Words Ending in y

Change the y to i when adding a suffix to words that end in consonant -y (*try/tried*), unless the suffix begins with i (*try/trying*).



## Spelling Rules (continued)

Do not change the *y* to *i* when adding a suffix to words that end in vowel *-y* (*play/played*).

### Plurals

Add *s* to most nouns to form plurals (*friend/friends*).

Add *es* to nouns that end with *s*, *ss*, *sh*, *ch*, or *x* (*box/boxes*, *class/classes*).

Change the *y* to *i* and add *es* to nouns that end in consonant *-y* (*country/countries*).

Add *s* to nouns that end in a vowel *-y* (*key/keys*).

Change the *f* or *fe* to *v* and add *es* to some nouns that end in *f* or *fe* (*half/halves*, *knife/knives*).

Some nouns change their spellings to form the plural (*foot/feet*).

Some nouns are spelled the same for both singular and plural (*sheep*).

(Sitton, 1995, p.85)

## Irregular Words

### Sight Word Practice

For the purpose of this discussion, “sight words” will be defined as those words that cannot be decoded using phonics rules and letter sound relationships; they must be read “on sight” and committed to memory.

#### Helpful Suggestions

- Choose words from the text the students will be actually reading. Follow the introduction of these words by daily cumulative review.
- Limit the number of sight words introduced in a week to those actually appearing in the texts students will read (e.g., Kdg. 2-3 words; Gr. 2, 5-7 words).
- Teach highly similar words (e.g., was/saw, thought/through) in separate lessons.
- When introducing a new sight word, have the students **print** the word on paper or a dry-erase board. Even older readers should print rather than use cursive, because printing more closely matches the words as they appear in books and other printed text. Having students print, allows them to make a better orthographic imprint for themselves, which in turn increases the probability of remembering the word.

## Irregular Words -- Sight Word Practice

(continued)

- Use another sense; have the students whisper or sub-vocalize the letter names as they print the letters in the word. After printing the words, the students should always pronounce the word (e.g., "t" "h" "e" "i" "r" "their").
- Put sight words on flash cards for students. As a sight word is introduced, the student receives a card with the new word printed on it. Every day (or every few days), the student reads his/her sight word card collection to the teacher or volunteer. If the student reads a word "on sight" (with no help), a little star is made on the card. The sight word card collection grows as new words are introduced, and the same words (shuffled each time) are used for practice. Once the student has received seven little stars (which means on seven separate days, the student knew the word "on sight"), that card may go home and is no longer part of the student's card collection at school.
- Sight words should be posted for easy access on the word wall. Students need to be able to refer to the correct spelling of sight words rather than having to guess when they are writing.

### As review:

- Dictate hard to remember sight words until they are firm.

## PHONICS

### TIPS FOR ADDITIONAL CLASSROOM PRACTICE

1. Use environmental print/logos (e.g., puzzles made out of cereal boxes, pictures/logos of places familiar to children, snack table labeled with pictures of snacks).
2. Label the classroom.
3. Make an alphabet wall with children's names and environmental print. Use this chart as a reference point when talking about letters and sounds (Pinnell & Fountas, 1998).
4. Play name games.
5. Construct an alphabet station (e.g., alphabet puzzles, magnetic letters, sandpaper letters, alphabet games, stencils, flashcards, and alphabet charts of different sizes). Invite children to write, trace, copy, and experiment with letters/words. Have individual-sized chalkboards, dry-erase boards, clay trays, tracing paper, and painting easels.
6. Associate letters with their sounds and use pictures or concrete representations that include the letter (e.g., the letter *f* drawn as the stem of a flower).

## **ADDITIONAL TEACHING APPLICATIONS**

(continued)

7. Students read/write aloud (e.g., big books, alphabet books, nonfiction, nursery rhymes, poetry, shared reading, guided reading, whisper reading, partner reading, independent reading) with decodable text that has only previously taught sounds and previous taught sight words.
8. Make personal books (e.g., alphabet books -- Collect items that start with the same letter/sound relationship being taught and glue them on pages of a book.
9. Use songs, poetry, raps, chants, tongue twisters, and/or rhythmic responses to play with the sounds of language (See Helpful Resources in Section 7).
10. Go on a letter, phonogram or pattern scavenger hunt around the classroom, the school, or through books and old magazines when that letter/sound relationship is taught.
11. Play "I Spy." Become Letter/Word Detectives.

## ADDITIONAL TEACHING APPLICATIONS

(continued)

12. Use hands-on, sensory activities when each letter/sound relationship is taught (i.e., visual, auditory, kinesthetic, and tactile.) Eat alphabet soup, animal crackers, and cereal with that letter/sound. Sort the letters and animals into categories. Use puppets to model, teach, and practice "sounding out" strategies. Get small hand mirrors for each child. Have children put their hands to their faces (e.g., chins, mouths, etc.,) and look in the mirror so that they can see and "feel" their production of sounds. Use VAKT (visual, auditory, kinesthetic and tactile) activities.
13. Create and play learning games (e.g., Bingo with decodable words or taught sight words, word sorts, sort by rimes, sort by initial consonant, sort by long/short vowel).
14. Construct sliding masks to highlight and blend words and word parts. Construct "flags" to highlight words by taking them out of context and then putting them back into context (as suggested by Don Holdaway; See Routman, 1994, pp. 190b-191b for instructions).
15. Construct and use strategy posters and/or bookmarks.
16. Plan writing activities for developing connections and knowledge of the concepts of print and for applying learned letter/sound relationships in writing tasks (e.g., composing, tracing, copying, printing).

# JIGSAW TEACHING

## Jigsaw Teaching: Small Group Practice

Decoding	Encoding



# ASSESSMENT

## Ongoing Assessment of Phonics

- Observation of oral reading and anecdotal records
- Listen to individual student's reading
- Checklists
- Informal Reading Inventories, Running Records, Miscue Analysis
- Fluency checks on letter/sound automaticity and previously taught sight words
- Dictation and writing samples
- Assess students frequently on previously taught sounds, decodable words using those sounds, decodable text, and taught sight words.
- Track students' growth over the year in sound/letter relationships, decoding text, and sight words.

### Word Attack Assessment

Name	Grade
Administered by	Date

Skill	Student's Score	Possible Score	Pass *	No Pass **
Letter Names		52	(47-52)	(0-46)
Sounds		52	(47-52)	(0-46)
Consonant Blends		10	(9-10)	(0-8)
Consonant Digraphs		4	(3-4)	(0-2)
Short Vowel (c-v-c)		5	(4-5)	(0-3)
Multisyllabic Words		5	(4-5)	(0-3)
Long Vowel/silent e		5	(4-5)	(0-3)
Vowel Digraphs		4	(3-4)	(0-2)
Grammatical Endings/Affixes		10	(9-10)	(0-8)

\* Pass: The student basically has the skill. Review/reteach the few missed items.

\*\* No Pass: The student still needs work on this skill.

1. Letter Names _____/52												
x	A	O	g	m	a	H	S	L	p	D	K	r
c	e	U	l	f	y	t	E	j	W	R	X	k
d	n	C	J	i	v	b	T	Q	l	w	o	F
Y	z	B	N	G	P	h	s	M	V	q	u	Z
2. Sounds _____/52												
x	A	O	g	m	a	H	S	L	p	D	K	r
c	e	U	l	f	y	t	E	j	W	R	X	k
d	n	C	J	i	v	b	T	Q	l	w	o	F
Y	z	B	N	G	P	h	s	M	V	q	u	Z

### Word Attack Assessment (page 2)

3. Consonant Blends _____/10 sm    br    sn    sk    fr    sl    cr    st    pr    str
4. Digraphs _____/4 th            sh            ch            wh
5. Short Vowels in CVC Words _____/5 sab            nif            fet            lud            moz
6. Multisyllabic Words with Short Vowels _____/5 wifsum            lembot            valtif            pontuk            migfatsut
7. Long Vowel with Silent "e" _____/5 mafe            ruke            pefe            nibe            wote
8. Vowel Digraphs _____/4 foat            leet            tain            peaf
9. Grammatical Endings and Affixes _____/10 wod's            fozzing            lanner            biffs            vassed unlop            ropful            pogness            disvondil            intazz

Notes:

(Rauth, 2002)

## Word Attack Assessment (Student Protocol)

1.

x	A	O	g	m	a
H	S	L	p	D	K
r	c	e	U	I	f
y	t	E	j	W	R
X	k	d	n	C	J
i	v	b	T	Q	I
w	o	F	Y	z	B
N	G	P	h	s	M
V	q	u	Z		

Letter Names

## Word Attack Assessment (Student Protocol)

2.

S	t	m	G	B	v
a	d	F	J	Z	L
e	w	O	c	u	H
r	k	p	N	Q	i
y	X	M	T	s	b
V	g	D	f	j	A
z	l	E	W	o	C
R	U	h	P	K	n
q	l	x	y		

Sounds

## Word Attack Assessment (Student Protocol)

3.	sm	br	sn	sk	fr
	sl	cr	st	pr	str
4.	th	sh	ch	wh	
5.	sab	nif	fet	lud	moz
6.	wifsum		lembot		valtif
		pontuk		migfatsut	
7.	mafe	ruke	pefe	nibe	wote
8.	foat	leet	tain	peaf	
9.	wod's	fozzing	lanner	biffs	vassed
	unlop	ropful	pogness	disvondil	intazz

# VIDEO MODELING



## Contexts for Video Viewing

### Video Viewing

**Context #1:** Kessler Elementary School, Longview School District

**Focus:** 1<sup>st</sup> Grade Phonics training in identifying medial vowel sounds (long and short) with a small group of students.

**Context #2:** Anita Archer Demonstration Lessons

**Focus:** 1<sup>st</sup> Grade – Combined Phonemic Awareness & Phonics and Passage Reading.

3<sup>rd</sup> Grade – Struggling Students use of Phonics, Passage Reading and Vocabulary

Select clip(s) of the videos for participants to observe.

## Video Modeling Observation Chart

<p>What phonics skill was the teacher teaching?</p>	<p>What classroom management strategies did the teacher use to support instruction?</p>
<p>How did the teacher assess, engage, or reinforce student success?</p>	<p>What else did you observe (e.g., other literacy enrichment, physical environment, and/or accommodations)?</p>

# **ACTION PLANNING**

## Action Planning: How Can I Put My New Learnings into Practice?

- 1. Review:** Look over the notes you made during the Think-Ink-Pair-Share activities completed at the beginning of this session.
- 2. Revise:** What additions or revisions can you make to your notes?
- 3. Plan:** What are my next steps to purposefully incorporate phonics into your lesson plans tomorrow?

How will those plans meet the instructional needs of your students?

Using the forms on the next two pages, **construct an action plan** that will help you address the instructional needs of your students.

## Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?

**Phonics Plans for (date)\_\_\_\_\_ and (time)\_\_\_\_\_**

**Purpose of Lesson (circle one):**

New Sound Introduction

Practice

Assessment

**What sound/spelling relationships(s) will be the focus of the lesson?**

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**What explicit and systematic instruction techniques will I use?**

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**How will I know if the lesson was successful?**

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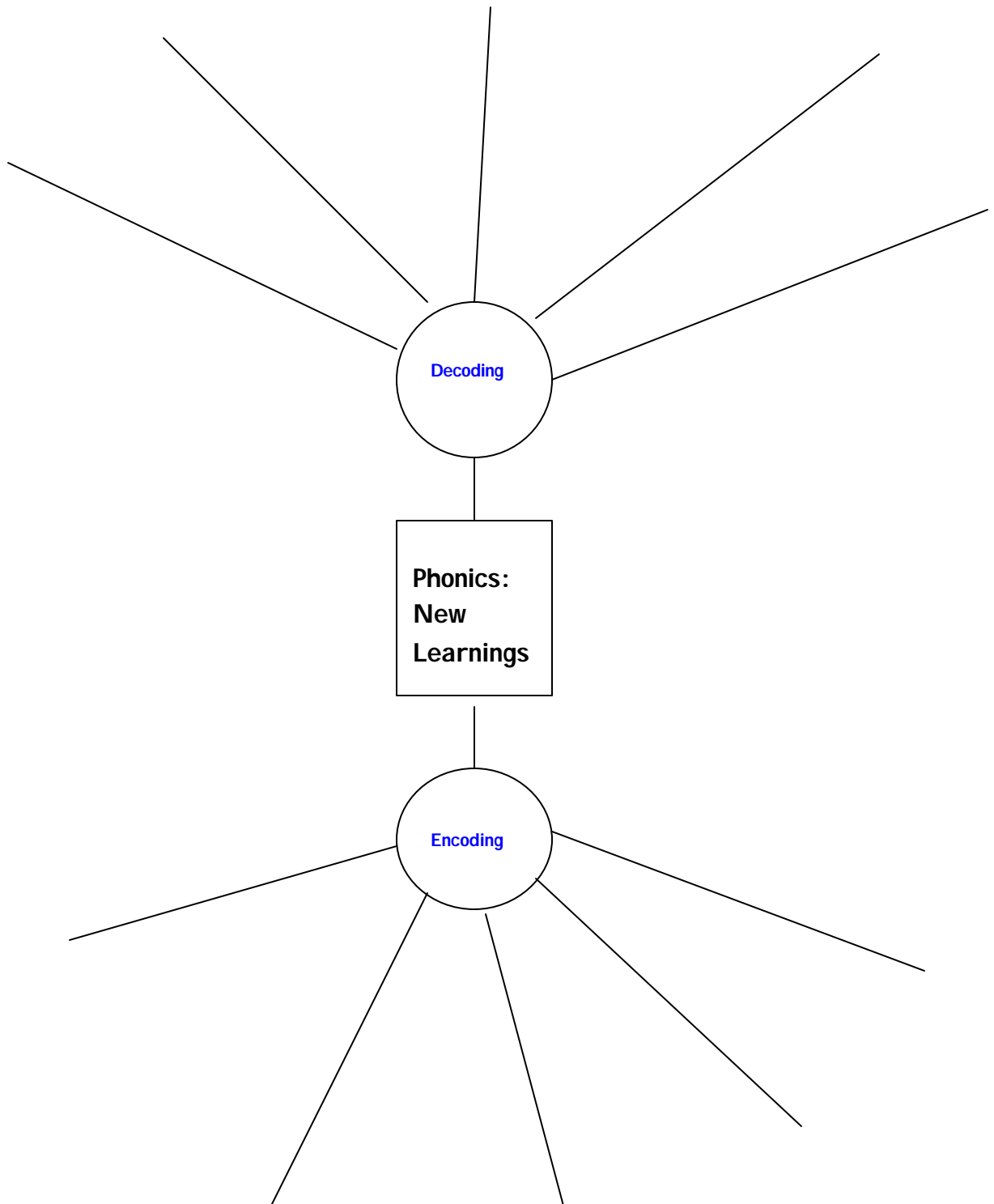
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# PHONICS

## SECTION 5: SUMMARY

## SECTION 5: SUMMARIZING KEY LEARNINGS









# PHONICS

## SECTION 6: HELPFUL RESOURCES

## **SECTION 6: HELPFUL RESOURCES**

- CD/Video Modeling Checklist
- Checklist for Evaluating Instructional Materials
- Suggested Sequence of Phonics Instruction (K - 3)

## CD/VIDEO MODELING CHECKLIST

<b>EFFECTIVE TEACHING CHARACTERISTICS</b>	<b>If observed, make notes as to how the teacher handled this characteristic</b>
<b>LEARNING ENVIRONMENT</b>	
1. Communicates a warm interest in and respect for the students.	
2. Provides a literacy-rich learning environment.	
<b>MANAGEMENT</b>	
1. States objectives, expectations, and routines.	
2. Takes actions to keep all students engaged.	
<b>INSTRUCTION</b>	
1. Uses a variety of teaching/learning methods.	
2. Paces instruction to keep the class involved.	
3. Uses a variety of grouping strategies to increase student engagement and interaction.	
4. Models the designed behaviors and provides think-alouds.	
5. Asks open-ended questions and provides adequate wait time for thinking.	

### CD/VIDEO MODELING CHECKLIST (continued)

<b>INSTRUCTION (cont)</b>	
6. Ensures extensive reading/writing time for students on a daily basis (e.g. instructional as well as	

independent)	
<b>STRATEGIC TEACHING</b>	
1. Explicitly teaches and explains how strategies can help reader/writers.	
2. Makes connections between new strategies/information and what students already know.	
3. Provides opportunities for guided practice in strategy application.	
<b>ASSESSMENT</b>	
1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.).	
2. Evaluates the lesson and diagnoses what was learned and what needs to be covered?	

## Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional aids will best meet the needs of students.

### CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

TOPIC ADDRESSED	YES	NO	COMMENTS
<b>Content</b>			
1. Is the instructional material aligned with state/school standards?			
2. Is the information and approach research-based?			
3. Is the focus aligned with the scope and sequence of your school/district's reading program?			
4. Are the materials and strategies appropriate for your students' needs?			
<b>Instruction</b>			
1. Will the materials cover the range your students need?			

**CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS**  
**(continued)**

<b>TOPIC ADDRESSED</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>Instruction (cont)</b>			
2. Are the materials student and teacher - friendly and clearly presented?			
3. Does the instructional design provide for a balanced approach to reading?			
4. Is there a coherent instructional progression of skills and strategies?			
5. Do the lessons include a variety of engaging student activities?			
6. Are there teaching options offered to accommodate for a variety of teaching and learning styles?			
7. Are opportunities provided for skills development and strategies?			
<b>Support</b>			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS (continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
<b>Support (cont)</b>			
4. Are there opportunities for ongoing professional development?			
<b>Assessment</b>			
1. Is there an appropriate assessment component that is aligned with the standards/objectives?			
2. Does the assessment program include a variety of formal and informal evaluation activities?			
3. Are the performance skills and strategies identified in the lessons?			



## Suggested Sequence of Phonics Instruction

### Kindergarten

- Schedules high-utility letter sounds early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/).
- Models the sound of letter prior to assessing student knowledge.
- Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/; /e/, /i/).
- Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to form and read words.
- Incorporates frequent and cumulative review of taught letter sounds.
- Begins with individual letter-sounds (e.g., a, m, t) and not phonograms (e.g., ab, at) or sound chunks.
- Introduces regular word types (Vowel-Consonant or Consonant-Vowel-Consonant) first in the sequence.
- Includes only words for which students know all the letter sounds.
- Provides explicit strategy for sounding out words.
- Provides practice in word lists and short, controlled connected text.
- Provides multiple opportunities within lessons for students to read words.

Simmons, D. and Kame'enui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.

## First Grade

- Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words.
- Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words).
- Sequences words strategically to incorporate known letters or letter-sound combinations.
- Provides initial practice in controlled, connected text in which students can apply their newly learned skills successfully.
- Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences.
- Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. However, the text should be unfamiliar to students so that they are required to apply word-analysis skills and not simply reconstruct text they have memorized.
- Begins instruction in word families and word patterns (i.e., reading orthographic units of text such as *at, sat, fat, rat*) after students have learned the letter-sound correspondences in the unit.
- Teaches students to process larger, highly represented patterns to increase fluency in word recognition.

Simmons, D. and Kame'emenui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.

## Second Grade

- Teaches advanced phonic-analysis explicitly, first in isolation, then in words and connected text, and when students become proficient, in trade books.
- Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
- Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for *oo* simultaneously; separates *ai*, *au*).
- Sequences words and sentences strategically to incorporate known phonics units (e.g., letter combinations, inflectional endings).
- Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill*, *ap*, *ing*).
- Provides initial practice in controlled contexts in which students can apply newly learned skills successfully.
- Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success.
- Uses decodable texts, if needed, as an intervening step between explicit skill acquisition and the student's ability to read quality trade books.
- Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.
- Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).
- Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts.

Simmons, D. and Kame'emenui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.

### Third Grade

- Separates word parts that are highly similar (e.g., *ight* and *aight*).
- Introduces word parts that occur with high frequency over those that occur in only a few words.
- Teaches the word parts first and then incorporates the words into sentences and connected text.
- Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently.
- Extends instruction to orthographically larger and more complex units (e.g., *ight*, *ought*, *own*).
- Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., *pre-*, *mis-*, *-tion*) to aid in word recognition.
- Provides explicit explanations, including modeling, "Think-alouds," guided practice, and the gradual transfer of responsibility to students.
- Relies on examples more than abstract rules. (Begin with familiar words. Show "nonexamples." Use word parts rather than have students search for little words within a word. Examples: *depart*, *report*).
- Makes clear the limitations of structural analysis.
- Uses extended text in opportunities for application.

Simmons, D. and Kame'emenui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.



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# PHONICS

## SECTION 8: GLOSSARY

## SECTION 8: GLOSSARY

- Phonics Terms and Concepts

## Phonics Terms and Concepts

Term	Definition
Affix	One or more sounds or letters occurring as a bound form attached to the beginning or end of a word, or base (e.g., re, un, ing, ful)
Alphabetic Principle	Readers must be able to apply their alphabetic knowledge to decode unfamiliar words and to remember how to read words they have read before.
Blend	The process of putting spoken sounds together into a word; the ability to combine individual sounds or phonemes into meaningful spoken words
Consonant	A speech sound in which the flow of breath is constricted or stopped by the tongue, lips or some combinations of these; the letters or graphemes that represent these sounds
Consonant Blend	Two or more consonants together in which the speech sounds of all consonants can be heard (bl, fr, sk, spl)
Consonant Digraph	Two consonants together in a word that produce only one speech sound (th, sh, ng)
Decode	Involves translating individual letters or groups of letters into sounds to access the pronunciation of a word
Dictation	To speak and have words transcribed or printed

## Phonics Terms and Concepts

(continued)

Diphthong	Two vowels together in a word that produce a single, glided sound (oi in boil, oy in boy)
Encode	To change a message into symbols to write the letters that go with the sounds.
Environmental Print	Print and other graphic symbols found in the physical environment (e.g., street signs, billboards, logos, etc.)
Grapheme	The written symbols that represent phonemes, (letters)
Graphophonic Cues	Refers to the sound relationship between the grapheme (a letter or group of letters) and the phoneme or sound it represents and the cues it provides for pronouncing the word (s) seen in print.
Irregular Word	Word that cannot be decoded using rules and letter/sound phonics relationships; sometimes called sight words
Letter-Sound Relationships	Refers to how a letter is pronounced
Onset	The part of a syllable that comes before the vowel; one or more consonant letters that precede the vowel phoneme in a syllable (s as in sand, fl as in flat)
Orthography	The representation of the sounds of language by written or printed symbols
Phoneme	The smallest unit of sound in language
Phonemic Awareness	Is the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words

## Phonics Terms and Concepts

(continued)

Term	Definition
Rime	In a syllable the vowel and all the rest of the syllable/word; the vowel and consonant letter(s) which follows the vowel in a syllable (atch as in catch)
Segmentation	Breaking words into its separate sounds (cat is /c/ /a/ /t/)
Sound Spelling	Refers to the spelling of various sounds
Sound/Symbol Relationship	Relationship between letters and sounds
Vowel	The speech sounds in which the flow of breath is relatively unobstructed (e.g., a, e, i, o, u)
Vowel Digraph	Two adjacent vowels in a syllable representing one speech sound (e.g., ee in feed, ai in pain, oa in oats)

## **GLOSSARY OF TERMS IN READING LINKS MODULES**





# PHONICS

## SECTION 9: POWERPOINT/OVERHEADS

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