

Pop Quiz

1. What is a digraph? Can you name two of them?
2. What is a diphthong?
3. What is the definition for phonemic awareness?
4. What are two types of phonics?
5. What percentage of English words is considered to be phonetically regular?
6. What are the two sounds for the letter /x/?
7. What are two of the critical skills for phonemic awareness?
8. What are two of the critical skills for phonics?
9. What are the two parts of the alphabetic principle?
10. Why do we need to teach phonics?

Sounds of the English Language

This primer, created by The National Right to Read Foundation, lists the 44 sounds in the English language and then gives steps for teaching those 44 sounds and their most common spelling patterns. In addition to learning sounds and spellings, each day the student must read lists of phonetically related words and spell these words from dictation. Phonics instruction must be reinforced by having the student read decodable text.

The 44 Sounds in the English Language

5 Short-Vowel Sounds	18 Consonant Sounds	7 Digraphs
short /ă/ in a pple short /ĕ/ in e lephant short /ĭ/ in i gloo short /ŏ/ in o ctopus short /ŭ/ in u mbrella	/b/ in b at /k/ in c at and k ite /d/ in d og /f/ in f an /g/ in g oat /h/ in h at /j/ in j am /l/ in l ip /m/ in m ap /n/ in n est /p/ in p ig /r/ in r at /s/ in s un /t/ in t op /v/ in v an /w/ in w ig /y/ in y ell /z/ in z ip	/ch/ in ch in /sh/ in sh ip unvoiced /th/ in th in voiced /th/ in th is /hw/ in wh ip * /ng/ in ng ing /nk/ in nk ing * (wh is pronounced /w/ in some areas)
6 Long-Vowel Sounds	3 r-Controlled Vowel Sounds	Diphthongs and Other Special Sounds
long /ā/ in a ke long /ē/ in e et long /ī/ in i e long /ō/ in o at long /ū/ (yoo) in u le long /ōō/ in o ew	/ur/ in u rn, u rd, and u rt /ar/ in a rk /or/ in o rk	/oi/ in oi l and oi y /ow/ in ow l and ow ch short /ŏŏ/ in o ok and o ll /aw/ in a w and a ul /zh/ in zh ion

Steps for Teaching Phonics

Step 1. Teach the 5 short-vowel sounds and consonant sounds. Drill until memorized.

During the first week, use flashcards to drill the short-vowel sounds. Add several consonant sounds each day until you are drilling all short-vowel sounds and consonant sounds with your student daily. Do not rush this step. Only add new consonants once student has mastered the previous ones. Keep drilling until all sounds are memorized, which usually takes 2–4 weeks.

Tip: Work on phonics for at least 15 minutes a day, 5 days a week with your student. Frequency and consistency are more important than the length of time spent on each lesson.

Short-Vowel Sounds

short /ă/ in **a**pple

short /ĕ/ in **e**lephant

short /ĭ/ in **i**gloo

short /ŏ/ in **o**ctopus

short /ŭ/ in **u**mbrella

Consonant Sounds

/b/ in **b**at

/k/ in **k**ite

/s/ in **s**un

/k/ in **c**at

/l/ in **l**ip

/t/ in **t**op

/d/ in **d**og

/m/ in **m**ap

/v/ in **v**an

/f/ in **f**an

/n/ in **n**est

/w/ in **w**ig

/g/ in **g**oat

/p/ in **p**ig

/ks/ in **fo**x

/h/ in **h**at

/kw/ in **qu**een

/y/ in **y**ell

/j/ in **j**am

/r/ in **r**at

/z/ in **z**ip

Step 2. Practice two-letter blends. Drill until blending is automatic.

After your student knows the short-vowel sounds and consonant sounds, next teach him or her how to orally blend two letters (**b-a**, **ba**) and read two-letter blends such as: **ba**, **be**, **bi**, **bo**, **bu**.

Two-Letter Blends

b + a = ba	s + a = sa	j + a = ja
b + e = be	s + e = se	j + e = je
b + i = bi	s + i = si	j + i = ji
b + o = bo	s + o = so	j + o = jo
b + u = bu	s + u = su	j + u = ju

Step 3. Practice three-letter blends. Drill until blending is automatic.

After your student can read two-letter blends, progress to three-letter blends, that is, *words*. Each day, have your student read a set of short-vowel words, then dictate these same words to him or her. (Show him how to form each letter and correct him gently, if necessary). This not only helps the student remember the phonics lesson just learned, but it greatly improves spelling.

Golden Rule of Phonics: *Never allow your student to skip, guess, or substitute words. Accuracy is more important than speed.*

Three-Letter Blends

fa + t = fat	ki + t = kit	ro + d = rod
de + n = den	ma + d = mad	se + t = set
bo + x = box	ye + s = yes	tu + g = tug
hi + d = hid	no + t = not	wi + n = win
ju + g = jug	pu + n = pun	la + p = lap

Step 4. Teach the twin-consonant endings, plurals, and two-consonant blends. Drill until blending is automatic.

Twin-Consonant Endings	Two-Consonant Blends	Two-Consonant Blends
puff	blab	stun, fist
sell	brag	swam
kiss	club	trot
fuzz	crop	twin
lock	drag	fact
	fled	raft
Plurals:	frog	bulb
cats (sounds like /s/)	glum	held
beds (sounds like /z/)	grip	elf
	plug	sulk
	prim	film
	scat	help
	skip, mask	silt
	sled	jump
	smug	hand
	snip	mint
	spot, gasp	kept

Step 5. Teach the digraphs (ch, sh, th, wh, ng, nk). A digraph consists of two consonants that form a new sound when combined. Also teach three-consonant blends.

Digraphs	Three-Consonant Blends
chin, such, patch (silent t)	scruff
ship, wish	split
thin, with (unvoiced /th/)	strap
this (voiced /th/)	thrill
whip	
sang, sing, song, sung	
sank, sink, honk, sunk	

Step 6. Introduce a few high-frequency words necessary to read most sentences.

After your student can read three-letter and four-letter words easily, it's time to add a few high-frequency words that are necessary to read most sentences. Some high-frequency words are phonetically regular (such as "or"), but are introduced out of sequence because of their importance. Other words are truly irregular, because they contain one or more letters that don't follow the rules of phonics (such as "once" and "who").

The Basic High-Frequency Words table lists the most important words. Write each word on an index card. Introduce three or four new words a week. Drill your student on these words everyday, **encouraging the student to sound out as much of the word as possible (usually the vowel sound is the only irregular part)**. As your student masters each word, file the card in the card file under "Words I Know." When your student comes across a new "wacky" word (such as "sugar" in which the "s" is pronounced /sh/), make up a new index card and file it under "Words To Learn."

Tip: What distinguishes this high-frequency word list from the typical "sight word" list? Many words in the list below cannot be completely sounded out, either because they contain one or more letters that don't "follow the rules" or the rule is learned later. In contrast, the typical "sight word" list contains mostly phonetically regular words (such as "and" and "when") that the student is forced to memorize simply because he or she has never been taught to sound them out.

Basic High-Frequency Words

Basic High-Frequency Words

Introduce after student can read short-vowel words, /th/, and /sh/	Introduce after student can read long-vowel words
<p>A vowel by itself says its name: a, l</p> <p>“e” at the end of a short word says its name: be, he, me, we, she, the*</p> <p>“o” at the end of these words says its name: no, go, so</p> <p>“or” says /or/: or, for</p> <p>do, to, into, of, off, put</p> <p>* also pronounced /thŭ/</p>	<p>was, were, are doing, does said, says, have, give you, your, yours they, their, there where, what, why, who once, one, come, some done, none two, too</p>

Step 7. Teach the long-vowel sounds and their spellings. Note that there are five common spellings for each long-vowel sound. Also teach the “Silent-e Rule”: When a one-syllable word ends in “e” and has the pattern *vce* (vowel-consonant-e), the first vowel says its name and the “e” is silent.

Long-Vowel Sounds	Common Spellings	Less Common Spellings
long /ā/	cake, rain, pay, eight, baby	steak, they, vein
long /ē/	Pete, me, feet, sea, bunny	key, field, cookie, receive, pizza
long /ī/	bike, hi, fly, pie, night	rye, type
long /ō/	hope, go, boat, toe, snow	soul, though
long /ū/ & /ōō/	mule, blue, boot, tuna, flew	fruit, soup, through, feud

Step 8. Teach the r-controlled vowel sounds and their spellings.

r-Controlled Vowel Sounds	Common Spellings	Less Common Spellings
/ur/	fern, bird, hurt	pure, dollar, worm, earth
/ar/	farm	orange, forest
/or/	fork	door, pour, roar, more, war

Step 9. Teach the diphthongs /oi/ and /ow/ and their spellings. A *diphthong* consists of two vowels that form a new sound when combined. Also teach other special sounds.

Sound	Common Spellings
/oi/	oil, boy
/ow/	owl, ouch
short /ö/	cook, pull
/sh/	vacation, session, facial
/zh/	vision

Step 10. Teach /aw/, /awl/, /awk/ and their spellings.

Sound	Common Spellings
/aw/	jaw, haul, wash, squash
/awl/	bald, wall
/awk/	talk

Step 11. Teach these sounds and spelling patterns.

Sound	Common Spellings
/s/ spelled c Rule: c followed by e, i, or y sounds like /s/.	cent, face, cinder, cycle
/j/ spelled g, ge, dge Rule: g followed by e, i, or y usually sounds like /j/.	frigid, age, fudge, gym
/f/ spelled ph Rule: ph sounds like /f/ in words of Greek origin.	phone, phonics
/k/ spelled ch Rule: ch sounds like /k/ in words of Greek origin.	chorus, Christmas
/sh/ spelled ch Rule: ch sounds like /sh/ in words of French origin.	chef, champagne

Step 12. After 3 to 4 months of daily phonics instruction, begin introducing decodable stories.

Important: All sounds and spellings in Steps 2–12 should be introduced within the first 4 months of phonics instruction.

After 3 to 4 months of reading lists of words and sentences, your student should be ready to read decodable stories. The student should read all stories aloud, carefully and accurately. Help the student sound out difficult words, as needed. Explain the meaning of all new words. Encourage him or her to read each story several times to gain fluency, but don't let him memorize the story (reciting a story from memory is not reading). Model fluent reading by reading a sentence aloud with expression, then asking him to repeat what you read with the same tone of voice. Explain and demonstrate the meaning of basic punctuation (*period* = stop, *comma* = pause, *exclamation point* = speak with excitement, *question mark* = raise the pitch of your voice on the last word to ask a question.)

Step 13. Begin introducing “easy-to-read” books.

After the student masters decodable stories, let him move on to reading books that are easy for him/her to read. Although you want to challenge your student, you do not want to frustrate him in his first experience of reading books.

Continue teaching the lessons in the phonics program—don't stop just because your student can read. Most children need 1 to 2 years of reinforcement before their phonics knowledge becomes permanent.

Step 14. Continue to give phonetically based spelling lists.

Even after your student has finished the phonics program, make sure to reinforce his phonics knowledge by giving phonetically based spelling lists each week at least through third grade.

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Activity #1—Learner Accommodations

Here are some of the students in Ms. Hall's 3rd grade class. What do you see as challenges these students face in improving their reading skills? Can you think of any learner accommodations Ms. Hall can make to improve their chances of success?

Group #1

Raul's readiness screening indicates that he reads at the 2nd grade level and has deficits in phonemic awareness and phonics. He is very talkative and has difficulty sitting still, and often interrupts the teacher when she is working with other students. His teacher has noticed that he is particularly disruptive when it is time for reading. His screening assessment indicates that he is a visual learner and is interested in all types of sports.

Group #2

April's diagnostic assessment indicates that she has a hearing impairment. Although she currently has hearing aids that correct her impairment, she still has difficulty saying the sounds of the letters and is behind in reading. She is somewhat shy and often sits at the back of the class. Her screening assessments indicate that April is a kinesthetic learner and that she is very artistic. She seems eager to learn to read better and enjoys listening when the teacher reads aloud.

Group #3

Jack's diagnostic assessment indicates that he has Asperger's Syndrome. He has difficulty paying attention and is easily distracted. He is particularly sensitive to light and noise. His cognitive assessment indicates that he has the ability to learn to read well but has fallen below grade level due to long absences from school. His learning style inventory indicates that he is predominantly a visual learner. He only likes to read stories that are about animals.

Group #4

Thera's readiness screening assessment indicates that her phonemic awareness skills are at grade level, but that she is behind in her phonics skills. Her intervention plan focused on these skills. Her 3rd month progress monitoring assessment indicated that she is falling behind. Although there are no outward signs of a disability, review of her diagnostic assessment reminded the teacher that Thera suffered a brain injury two years ago that results in short term memory difficulties. Thera's screening assessments indicate that she is interested in music and is an auditory learner.

Phonemic Awareness Skills

Skill	Description	Example
Phoneme isolation	recognizing individual sounds in words	<i>“Tell me the first sound in top?”</i> (/t/)
Phoneme identify	recognizing the common sound in different words	<i>“Tell me the sound that is the same in <u>bat</u>, <u>boy</u> and <u>ball</u>?”</i> (/b/)
Phoneme categorization	recognizing the word with the odd sound in a sequence of three or four words	<i>“Which word does not belong? cat, cut or sit?”</i> (sit)
Phoneme blending	listening to a sequence of separately spoken sounds and combining them to form a recognizable word	<i>“What is this word?” /h/u/n/t?</i> (hunt)
Phoneme segmentation	breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound	<i>“How many phonemes are in the word pot?”</i> 3 sounds: (tap each) 1— / p / 2— / o / 3— / t /
Phoneme deletion	recognizing what word remains when a specified phoneme is removed	<i>“What is plate without the /p/?”</i> (late)

Examples of Phonemic Awareness Activities

1. Display a picture of a train composed of an engine, a passenger car, and a caboose. Three connecting boxes can be drawn under each component: one under the engine, connected to one under the passenger car, connected to the one under the caboose.
2. Associate phonemes with a creature, an action, or an object that is familiar to the child
3. Rubber Band Stretch
 - Teacher models with a large rubber band how to stretch out a word as the word is said. /mmmmmmmm-/aaaaaaaaaaaa-/nnnnnnnnn/
 - Teacher models with stretched out band how to bring rubber band back to original length and says the word fast: /man/.
 - Children pretend to stretch rubber bands as they say the sounds in different words
4. Divide students into two or more groups, with at least six students in each group. Say a word. Groups must then arrange themselves to create the shape of the letter that represents the word's initial sound.
5. Select an object in the room. Think of its initial sound. Tell students, "I spy something that begins with the letter _____."

If a student has a guess, he or she should raise his or her hand and wait to be called on. The first student to guess the correct object selects the next object.

6. Rhyme Game: Model rhyming first, by saying, "I can rhyme a word with /at/ that begins with /c/. Can you tell me what it is?" Cat. "I can rhyme a word with /at/ that begins with /s/. Can you tell me what it is?"
7. Guessing Game: First the teacher provides an example. The teacher tells the children a category and then models in a segmented fashion the sounds of a particular item in that category. For (e.g. category of clothing—sounds may be /h/-/a/-/t/. Teacher says, "the word is hat." Next: The teacher provides an opportunity for the students to practice: "The category is animal. The sounds are r/a/t. What is the word?")
8. Pronounce a word and tell students this is the fast way to say the word. Give an example of the *slow way*. For example, sit (*fast way*) and sss/iii/t(*slow way*).
9. Use Children's Names: Draw out the first sound and exaggerate so as to draw attention to the sound, e.g. S-S-S am, or P-P-P am. Students may even begin to guess which child you are calling by the initial sound.

Resources

All Aboard the Reading Railroad

<http://www.readingrailroad.net/readingrailroad/home+page/default.asp>

Phonemic Awareness

<http://members.tripod.com/%7EESL4Kids/phonics.html>

Patti's Activities

<http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/phonemic.html>

Phonemic Awareness Consonant Worksheets

<http://www.tampareads.com/phonics/whereis/index.htm>

Examples of Decoding Activities

- **Sound Basket**
For each new sound put several pictures and/or objects in a basket and introduce the sound using these resources. Letters can be used in several fonts.
- **Find the Word Challenge**
Hide a CVC or four-letter word somewhere in the room. Give pupils several clues about the word; the winner is the pupil who finds the word and can read it.
- **Newspaper Hunt**
(a) Collect a pile of newspaper headings, (b) select a sound of the day, (c) have students see how many times they can find the sound of the day in the newspaper headings within a certain amount of time, (d) ask the student with the most to share out with the rest of the class which will determine if the selections are correct.
- **Use Manipulatives**
To help teach letter/sound relationships use manipulatives. These can include: counters, sound boxes and magnetic letters.
- **Match The Word**
It is important, especially for young readers, to use their finger to match up each word as they read across the page. This also helps teach the child one-to-one correspondence.
- **Check The Picture**
Many of the emergent-level texts contain illustrations that correspond directly with the written text. Encourage the reader to look for clues in the pictures that might help them on a difficult word.
- **Go Back and Read Again**
Once the reader figures out the difficult word, it is important that they go back to the beginning of the sentence and read it through completely.
- **Get My Mouth Ready**
Otherwise known as “sounding it out”. Have the reader focus on individual letters and/or letter clusters. Work through the word slowly and try to verbalize as many sounds as possible.
- **Find Chunks I Know**
“Chunks” is a term we use for letter clusters. There are many letters that, when combined with other letters, form one sound. Also, there are many smaller/easier words that the reader may already know hiding inside the larger difficult word. (i.e., *about*, *speaking*, *there*).

Resources

Synthetic Phonics

http://www.syntheticphonics.com/phonics_activity.html

Emints

<http://www.emints.org/ethemes/resources/S00001676.shtml>

Culminating Activity—Scenario

Student—Francisco (9 years old)

Francisco recently transferred into Ms. Smith's 3rd grade class. From her review of his records, she discovered that Francisco is diagnosed with hyperactivity. He also has a learning disability. Ms. Smith conducted her own screening assessment to determine what level of reading instruction would best fit Francisco's needs. She also administered learning style and interest inventories.

Assessment findings indicated that although Francisco is older than most of the other students in the class, he is way behind in his reading. He reads at the 1.8 grade level. He appears to know some word patterns and recognizes all vowel and consonant sounds, but he has trouble putting the sounds together to read words in a list. Even after he has learned some of the words in a list he has difficulty reading them in text.

Through the learning style and interest inventories, Ms. Smith also discovered that Francisco is primarily a visual learner and that he loves anything that has to do with horses. He works with his Dad on their ranch, and is very proud of his riding ability.

Francisco has only been in class for three weeks and is beginning to make friends. However, he reads very slowly and often stumbles over words. He seems to be very self-conscious about this. Ms. Smith has noticed that when this happens he tends to withdraw and not interact with the rest of the class at all, or at times acts out and disrupts class.

Ms. Smith plans to take the information she had discovered about Francisco and use it to develop an intervention plan that will provide him with the best possible chance of improving his reading skills. Please help her out (See Handout #8).

Intervention Plan

Respond to the following:

1. Identify the major challenges Francisco must overcome to improve his reading skills.
2. Recommend two learner accommodations that may be offered to help Francisco have the greatest chance at success.
3. Identify two ways in which instruction can be differentiated to meet Francisco's individual needs.
4. Identify one phonemic awareness and one phonics skill Francisco must master in order to improve his reading ability.
5. Recommend an activity that can be used as an intervention strategy for both skills.

Resources

Big Ideas in Reading

http://reading.uoregon.edu/site_map.php

“Components of an Effective Reading Program”

http://www.k8accesscenter.org/training_resources/effectivereadingcomponents.asp

Emints

<http://www.emints.org/ethemes/resources/S00001676.shtml>

National Right to Read Foundation

<http://www.nrrf.org>

Reading Rockets

<http://www.readingrockets.org/helping>

Starfall

<http://www.readingrockets.org/helping>

Synthetic Phonics

<http://www.readingrockets.org/helping>

The Access Center

<http://www.k8accesscenter.org/>

The Florida Center for Reading Research

<http://www.readinghorizons.com/solutions/reviews/fcrr.aspx>

The National Center on Student Progress Monitoring

<http://www.studentprogress.org/>

The National Reading Panel

<http://www.nationalreadingpanel.org/default.htm>

The National Right to Read Foundation

<http://www.nrrf.org/whatisphonics.html>

The Vaughan-Gross Center for Reading and Language Arts

<http://texasreading.org/utcrcla/>

Note: The Access Center does not endorse any specific program.

Differentiated Instruction

Activity Task: Develop a lesson on “Reading Connected Text” (**Slide 30**) that can be differentiated to meet the needs of students at various reading levels.

Lesson Objective: To help each student transition from reading words in a list to reading words in text.

Instructions:

1) If this activity is used as an additional activity in the workshop:

- a. Read the following scenario that describes three students.
- b. From the reading selections provided by the session facilitator, select one that is appropriate for each student (a total of three).
- c. Develop a lesson plan (see lesson plan format) for each student.

2) If you are doing this activity as an interim assignment:

- a. Choose students from your own classroom, who are having difficulty transitioning from reading word lists to reading text.
- b. From the resources you have in your classroom (or others you may find), select a reading that will be appropriate for each student.
- c. Develop a lesson plan (see lesson plan format) that is appropriate for each student.
*It is possible that one lesson plan will be appropriate for more than one student, if their assessment results are similar.

Note: Screening assessments must be conducted, or previous records reviewed (before any lesson is developed,) to determine student readiness level for the objectives of the lesson (Slide 19.)

Lesson Plan Format

Goal: It may be necessary to set intermediate goals. The initial goal should be based on each student's current fluency in reading CVC words from a list (Slide 30).

Objective: State specifically what each student will do in the lesson and identify a quantifiable objective. For example, "Mary will read all words correctly in one paragraph at 50 words per minute."

Materials: Identify which "reading" each student will use in the lesson. Base your selection on results of each screening assessment. If possible, also consider student interest when making the selection.

Accommodations: Determine what accommodations need to be made for each student. This includes deciding what prompts may be required (Slides 20, 21, and 30).

Introduction: Determine how you will introduce the lesson to each student? What instructions will you use? How will you check to ensure their understanding of instructions?

Development: Identify how you will model what you want each student to do?

Practice: Decide how you will incorporate practice time for each student. BE CREATIVE!

On-going assessment: Develop a plan for assessing progress. How will you determine if the objective was met? How will you establish the next intermediate goal, (e.g., "Will you raise the bar by 10 more correct words read within same time frame?")

Feedback: Determine how you will provide corrective feedback and positive reinforcement.

Closure: Determine how you will review lesson.

Scenario

Mrs. Jenkins has 25 students in her second grade classroom. Although all of the students participate in a research-based core reading program, and most are on grade level in reading, three of her students are having difficulty reading words in text. She has decided to differentiate a lesson for each of the students to see if it will assist them with this skill. Following is a description of the three students:

Amy:

Results of a screening inventory indicate that Amy is reading a little below grade level when she reads words from a list. She still has difficulty with a few of the second grade level CVC words. Although she isn't too far behind, this does slow her down when she attempts to read from the class level readers. Amy is also easily distracted and has difficulty paying attention, especially when she is frustrated with reading. Mrs. Jenkins met Amy's Mother at "Open House" and knows that she has a very supportive family, including a grandmother who volunteers in the school library.

Rafael:

Since Rafael is having a great deal of difficulty reading the grade level text in class, Mrs. Jenkins decided to differentiate a lesson for him to better meet his needs. In a review of Rafael's records from his first grade school from another state, Mrs. Jenkins learned that he received supplementary reading instruction because he was having difficulty decoding single syllable CVC words. She also conducted a screening inventory and discovered that, although he has improved somewhat, he is still having difficulty reading words from a list. Mrs. Jenkins also learned from her screening inventory, that Rafael is very creative and loves music.

Henry:

Everybody loves Henry! He is funny and is always doing something that makes him the center of attention. Unfortunately, his behavior often disrupts class and takes away from instruction time. Henry, in particular, cannot afford this disruption. Although, he loves to talk and tell stories, he has difficulty reading them. When assessed, he appears to have little difficulty reading words from a list, but he has difficulty staying on task when reading from text. He loses his place and comprehends little of what he reads.