

Grades 2-3

Implementing a
Comprehensive Literacy Framework

Module Two: Phonics/Word Study



ARKANSAS
DEPARTMENT
OF EDUCATION

2-3 Foundations of Reading Survey

1. Which of the following is an example of a phonemic awareness activity?

- Show a letter and ask the students to produce a corresponding sound.
- Have students listen to the words *flap*, *rap*, *snap*, and *boat* and choose the one that doesn't rhyme.
- Have students clap and count the syllables in words.
- Have students, after hearing the word *mop*, identify and orally produce the ending sound.

2. In a beginning reader's development, which statement best describes the relationship between reading comprehension and word decoding?

- Developing decoding skills is secondary to the development of text comprehension skills.
- Reading comprehension strategies directly facilitate the development of decoding skills.
- Accurate decoding skills help facilitate development of reading fluency and text comprehension.
- These skills develop independently of one another.

3. Phonemic awareness contributes most to the development of phonics skills in beginning readers by helping them:

- Recognize different ways in which one sound can be represented in print.
- Count the number of syllables in a written word.
- Identify in spoken language separate sounds that can be mapped to letters.
- Understand the concept of a silent letter.

4. Which of these students has the greatest need for intervention focused on *explicit* phonics instruction?

- A first grader who can decode nonsense words but has limited retell
- A kindergartener who has good letter recognition but is weak in phoneme segmentation
- A second grader who is adept at using context cues to identify words but has trouble sounding out unfamiliar words.
- A third grader who has difficulty with irregular low-frequency words

5. A second grader lacks fluency when reading aloud. The first thing the teacher should assess is whether the student also has problems with:

- Comprehension
- Attention
- Decoding
- Vocabulary

6. Phonics instruction is most effective when it includes:

- A preplanned skill sequence.
- Memorization of rules
- Opportunistic learning
- Use of worksheets for repetition

7. As students begin to read, the ability to blend phonemes orally contributes to their reading development primarily because it helps students:

- Recognize and understand sight words in a text.
- Use knowledge of letter-sound correspondence to decode words.
- Guess the meaning of unfamiliar words from their context
- Divide written words into onsets and rimes.

8. The ability to recognize and understand the types of syllables enables second graders to:

- a. Determine the vowel sounds in multisyllabic words.
- b. Determine the consonant sounds in multisyllabic words
- c. Use their knowledge of word origin to spell long words.
- d. Sort syllables by type and meaning.

9. A good phonics lesson should include opportunities for students to apply the phoneme-grapheme relationships that have been directly and explicitly taught. Which type of text would best provide the practice needed?

- a. Grade level text
- b. Leveled reader
- c. Decodable text
- d. Predictable text

10. After reading this sentence, “The boy spotted the dog by the tracks.” a second grader states that he was confused. Why would he have difficulty comprehending the sentence?

- a. Multiple meanings of words
- b. Lack of prior knowledge
- c. Lack of metacognition
- d. Complexity of the syntax.

11. According to the simple view of reading, there are two domains. Good reading is the product of:

- a. Fluency and Language Comprehension
- b. Decoding and Fluency
- c. Fluency and Vocabulary
- d. Decoding and Language Comprehension

12. The ability to segment and blend phonemes orally contributes to reading development by helping students:

- a. Decode words that contain previously taught sound-symbol relationships.
- b. Recognize irregular high frequency words in text.
- c. Sort words by common phonograms, word families.
- d. Look at the first letter and guess unfamiliar words from context.

13. Which of the following best describes the relationship between word decoding and reading comprehension in a beginning reader’s development?

- a. Decoding skills and reading comprehension skills tend to develop independently of one another.
- b. Reading comprehension skills directly facilitate the development of decoding skills.
- c. Development of decoding skills is secondary to the development of reading fluency and comprehension skills.
- d. Rapid automatic decoding skills help facilitate development of reading fluency and comprehension.

14. A third grade student demonstrates automaticity decoding grade-level regular and irregular words. However, the student frequently experiences poor text comprehension. Which of the following is the *first* step the teacher should take in order to promote this student’s reading proficiency?

- a. Evaluate the student’s ability to apply grade-level phonics skills.
- b. Determine the rate of the student’s phonological processing.
- c. Evaluate the degree to which the student uses syntactic clues.
- d. Determine the extent of the student’s vocabulary knowledge.

Answer Sheet

Question	Pre-Test	Post-Test
1		
2		
3		
4		
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14		

Comparison of Two Major Approaches to Reading Instruction

Components of Instruction	SBRR (Scientifically Based Reading Research)	Whole Language Derivatives
Phonological and Phoneme Awareness	Explicit teaching of the speech sounds, distinct from the letters that represent them; attention called to sound and word pronunciation; emphasis on blending and separating sounds in spoken words.	Minimal or incidental instruction about speech sounds, their features or contrasts; insufficient instruction in separating and blending the sounds in a whole word; confusion of PA with phonics. Instructs teachers to avoid breaking words into their parts.
Phonics and Word Study	Explicit, systematic, cumulative teaching of phoneme-grapheme (sound-symbol) correspondences, syllable types, and meaningful word parts (prefixes, suffixes, roots and base words.) Word reading skills are then applied in text reading. “Sound it out” comes before “does it make sense?”	Children directed to pay attention to the sense of a sentence before guessing at a word from context and the first letter; “sounding out” the whole word is deemphasized. No systematic presentation of sound-symbol correspondences. Teacher-made “mini-lessons” to address student errors. Avoids phonic readers; uses leveled books without phonically controlled vocabulary.
Fluency	Explicit, measurable goals by grade level for oral passage reading fluency and related subskills; criteria established by research. Rereading, partner reading, reading with a model are validated techniques.	Reading practice in “leveled” books; focus on “miscue analysis” rather than words read correctly. No emphasis on fluency in building subskills. Avoids measurement of words correct per minute. Believes students learn to read by reading, not by instruction on specific skills.
Vocabulary	Teachers preteach words important to the meaning of a text, explain during reading, and practice after reading. Teachers give structured practice using new words verbally and in writing. Teacher-student dialogue “scripted” in the teacher’s manual.	Lots of reading in leveled books and trade books; reading aloud by the teacher and nondirective discussion. Words important to the meaning of a text are pretaught, explained during reading, and practiced after reading.
Comprehension Skills and Strategies	The structure of both narrative and expository text is taught directly. Strategies are overtly modeled and practiced in a planned progression. Subskills such as main idea and theme are also taught and applied. Teachers’ edition provides guidance.	Teachers instructed to use activities known as choral reading, shared reading, and guided reading. Leveled book reading, big books, and independent trade book reading all used; teacher modeling (thinking aloud) is the primary instructional strategy. Student book choice emphasized.
Writing	Grammar, handwriting, spelling, punctuation taught systematically, along with many structured opportunities to practice composition. Builds sentence writing skills, paragraph formation, and knowledge of narrative and expository text structures.	Writer’s workshop approach. Emphasizes stages of the writing process and self-expression, rather than mastery of component skills through planned, cumulative practice. Correction given in individual conferences. “Journaling” is a favored activity, because students choose the topic they write about.

- Louisa Moats, *Whole-Language High Jinks; How to Tell When “Scientifically-Based Reading Instruction” Isn’t*

Phonological Awareness Standards

Kindergarten - Reading Standards for Foundational Skills

RF.K.2 Demonstrate understanding spoken words, syllables, and sounds (phonemes).

RF.K.2.A Recognize and produce rhyming words orally.

RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.C Blend and segment onsets and rimes of one-syllable spoken words.

RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)

RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

First Grade - Reading Standards for Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.2.A Distinguish long from short vowel sounds in spoken one-syllable words.

RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.

RF.1.2.D Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.2.E Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).

RF.1.2.F Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.

RF.1.2.G Delete individual initial, and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).

Second Grade – Reading Standards for Foundational Skills

RF.2.2A Distinguish vowels (long, short, variant) in spoken single-syllable words.

RF.2.2B Delete phonemes in the initial, medial, and final positions of spoken words including blends.

Phonemic Awareness Tasks

Blending

Segmentation

Addition

Deletion

Substitution

Reversal

1. What word is guide without the /d/? guy
2. Say all the phonemes in the word braid. /b/ /r/ /ā/ /d/
3. What word is each with /scr/ added to the beginning? screech
4. What is the word part when you reverse the sounds? tarp
5. What word is /f/ /ī/ /n/ /l/? final
6. Say the word stone with /ā/ instead of /ō/. stain

Consonants Phonemes

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--	--	--	--

Voiced

Unvoiced

Voiced

Unvoiced

Stops

Continuants

Cognates

Others

Vowel Phonemes

All vowels are opened and voiced.

Vowels that make you
smile

Vowels that make
your mouth
open

Vowels that make
your mouth
round

R-Controlled vowels

Two vowels blended smoothly
together in the same syllable
Diphthongs

Decoding Skills That Should Be Mastered by Year's End

2	Syllable Types	3	Decoding Skills
<p>Vowel Teams RF.2.3.B</p> <ul style="list-style-type: none"> ie, ei, ey, ea, eu, ew, au, aw, ue Diphthongs - oi, oy, ou, ow <p>R-Controlled vowels RF.2.3.E</p> <ul style="list-style-type: none"> er, ir, ur, ar, or <p>Closed Syllables RF.2.3.E</p> <ul style="list-style-type: none"> Cap, mop, hit, bed <p>Open Syllables RF.2.3.E</p> <ul style="list-style-type: none"> he, go <p>Vowel-consonant-e RF.2.3.E</p> <ul style="list-style-type: none"> Hate, kite <p>Consonant-le RF.2.3.E</p> <ul style="list-style-type: none"> Sprinkle, little 	<p>Letter/Sound Correspondences</p> <ul style="list-style-type: none"> Regularly spelled one syllable words RF.2.3.B Trigraphs (dge, tch) Quadrigraphs (eigh) RF.2.3.B Words with inconsistent but common letter-sound correspondences (doll/roll, though/cough/rough; love/rove; have/save, some/dome, near/bear; soot/loot; were/here; shall/tall; own/town; hour/tour; want/plant) RF.2.3.A Regularly spelled two-syllable words with long vowels. RF.2.3.F 	<p>Decoding Skills</p> <p>Morphemic Units</p> <ul style="list-style-type: none"> Prefixes (top 15) RF.3.3.A Suffixes (top 25) RF.3.3.A Common Latin Suffixes - RF.3.3.B 	
	<p>Morphemic Units RF.2.3.D</p> <ul style="list-style-type: none"> Prefixes (un, re, pre, dis, mis) Suffixes (ly, y, ness, less, est, or, ful, en) <p>Syllable Division (multi-syllable words, accent, schwa) (RF.2.3.F)</p> <ul style="list-style-type: none"> VC/CV (canteen) V/CCV (apron) V/CV (humid) VC/V (rapid) V/V (create) <p>Grade appropriate irregularly spelled words RF.2.3.C</p>	<p>Syllable Division</p> <ul style="list-style-type: none"> V/CV (banana, soda, cigar, depend) Multi-syllable words RF.3.3.C <p>Grade appropriate irregularly spelled words RF.3.3.D</p>	

Top 15 Prefixes

Prefix	Meaning	Example
un-	not	unfriendly
re-	again, back	redo, return
dis-	not, opposite of	disagree
mis-	wrong	misfire
pre-	before	prefix
in-	not	injustice
im-	not	impossible
ir-	not	irregular
il-	not	illogical
en-	cause to	encode
em-	cause to	embrace
in-	in, on	inhabit
im-	in, on	inprint
non-	not	nonsense
over-	too much	overdo





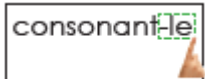

Highlighted list was introduced in earlier grades, but should continue to be taught in third grade.

Top 25 Suffixes

Suffix	Meaning	Example
-s	more than one	books
-es	more than one	boxes
-ing	verb form/present participle	running
-ed	past tense verbs	hopped
-er	more than, one who, that which	Higher, painter, marker
-ly	characteristic of	quickly
-y	characterized by	sunny
-ness	state of, condition of	kindness
-less	without	fearless
-est	comparative	biggest
-or	one who	actor
-ful	full of	careful
-en	made of	wooden
-ion	act, process	occasion
-tion	act, process	temptation
-ment	action or process	enjoyment
-able	can be done	comfortable
-ible	can be done	responsible
-al	having characteristics of	personal
-ial	having characteristics of	partial
-ic	Having characteristics of	linguistic
-ity	state of	infinity
-ty	state of	anxiety
-ous	possessing the qualities of	joyous
-ious	possessing the qualities of	religious

Highlighted list was introduced in earlier grades, but should continue to be taught in third grade.

Six Syllable Types

Syllable Type	Definition	Gesture
Closed	The pattern for the closed syllable type is 1 vowel letter followed by 1 or more consonants.	
Silent e	The pattern for the silent-e syllable type is 1 vowel letter, followed by 1 consonant, and a silent-e at the end.	
Open	The pattern for the open syllable type is 1 vowel letter with no consonants following the vowel.	
Vowel Team	The pattern for the vowel team syllable type is 2 vowel letters side by side in a syllable.	
Consonant -le	The pattern for the consonant-le syllable type is any consonant letter, plus the letter l, and the vowel letter e at the end.	
Vowel -r	The pattern for the vowel-r syllable type is 1 vowel letter immediately followed by the consonant letter r.	

Steps for Reading a Single Syllable Base Word

1. Identify the vowel.
2. Identify the syllable type.
3. **Read the vowel sound.**
4. Read the word.

Steps for Reading a Derivative

1. Box any affixes (prefixes, suffixes).
2. Identify the vowel in the base word.
3. Identify the syllable type.
4. **Read the vowel sound.**
5. Read the word.
6. Read the suffix.
7. Read the whole word.

Steps for Reading a Multi-syllable Word

1. Are there any affixes (prefixes, suffixes)?
2. Identify the vowels.
3. Identify the pattern.
4. Divide.
5. Identify the syllable types.
6. Read each syllable.
7. Read the whole word.
8. Adjust the accent or place of division.

Syllable Division Patterns

VCCV

VC / CV **nap** kin, **mag** net, **vel** vet,
un **til**, in **sist**, can **teen**

V / CCV **se** cret, **fra** grant

VCV

V / CV **si** lent, **o** pen, **u** nit

VC / V **rob** in, **riv** er, **sev** en

VCCCV

VC / CCV **pil** grim, **chil** dren, **hun** dred,
sur **prise**, com **plete**, im **ply**

VCC / CV **pump** kin, **sand** wich

VV

V / V **li** on, **qui** et, **du** et, cre **ate**

Syllable Division

Consonant le [Cle (1st grade)]

[ble, [cle, [dle, [fle, [gle, [kle, [ple, [sle, [tle, [zle

When decoding words with the consonant -le syllable, **don't look for the vowels first**. Take off the Cle, then locate the vowels to determine the other syllable pattern."

VC [Cle Closed / Cle	V [Cle Open / Cle	VV/Cle Vowel team [Cle	Vr/Cle R-Controlled [Cle
bun [dle	sta [ble	noo [dle	spar [kle
sim [ple	ti [tle	bee [tle	pur [ple
pad [dle	bu [gle	ea [gle	cir [cle
a [ble	no [ble	peo [ple	gar [gle

VC/CV (1st Grade)

Generalization: The most common place to divide a VCCV word is between the consonants (nap/kin, muf/fin). However, VCCV words are not always closed/closed syllables.

VC/CV Closed / Closed	VC/CV Closed / Open	VC/CV Closed / VCe	VC/CV Closed / VV	VC/CV Closed / Vr
nap kin	jum bo	tad pole	tip toe	chap ter
mag net	tem po	cos tume	rac coon	num ber
muffin	hip po	rep tile	cof fee	dol lar
hap pen	ap ply	com pute	six teen	cel lar
un til		stam pede	con tain	trac tor
com ment		up date	en joy	mir ror

V/CCV (2nd Grade)

Generalization: The second option is to divide a VCCV word is before the consonants (se/cret, mi/grate).

*Notice that closed/closed is the most common pattern, but other syllable combination patterns exist.

V/CCV Open / Closed	V/CCV Open / Open	V/CCV Open / VCe	V/CCV Open / VV
se cret	ze bra	mi grate	fi broid
pu trid			de gree
sa cred			
re spect			

V/CV (1st Grade)

Generalization: The most common place to divide a VCV word is before the consonant (o/pen, mi/nus).

V/CV Open / Closed	V/CV Open / Open	V/CV Open / VCe	V/CV Open / VV	V/CV Open / Vr
e ven	ve to	lo cate	de lay	pa per
bo nus	so lo	hu mane	o bey	spi der
ba sic	ha lo	fe male	be low	o dor
u nit		do nate	de lay	clo ver
i con		re duce		ma jor
				ti ger

VC/V (2nd Grade)

Generalization: The second option is to divide a VCV word is after the consonant (den/im, vis/it).

VC/V Closed / Closed	VC/V Closed / VCe	VC/V Closed / VV	VC/V Closed / Vr
clo set	vol ume	wid ow	nev er
pet al			liz ard
lim it			mod ern
clin ic			shiv er

V/V (2nd Grade)

Generalization:

V/V
Open / Closed

qui et
cli ent
flu id
po em
cha os
ne on

V/V
Open / Open

bo a

V/V
Open / VCe

cre ate

VC/CCV
VCC/CV

Generalization: When dividing words with three consonants between the vowels, keep blends together (mon/ster, pumpkin).

VC/CCV

mon ster
os trich
con flict
hun dred
com plete
ab stract
mem brane

VCC/CV

sand wich
pump kin
chest nut
Thurs day
trans mit
bank rupt

Layers of English Language



Anglo-Saxon

Short, common everyday words

- First 100 high-frequency words
- Number words 1-100 (cardinal/ ordinal)
- Basic colors **red, yellow, blue**
- Farm, forest, and sea animals
- External body parts – parts known by hunters
- k in short words **kiss, book**
- Hard g before e, i, or y **get, girl**
- tw – meaning of two **twin, between**
- Words with digraphs/trigraphs: ch, sh, th, wh, ng, ck, tch, dge
- ch, sh, th in short words **chip, wish, this, that**
- wh **when, what, why**
- Double consonants in the middle **rabbit, ladder**
- Double consonants at the end **bluff, hill, moss**
- Long i and o before two consonants **kind, old, wild, colt**
- Short words with silent letters
- Vowel teams **rain, clay, see, beak, flow**
- Consonant-le **bubble, candle, rifle**

Latin


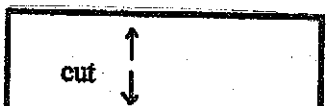
Academic words used in literature and textbooks

- Final ct and pt **act, instruct, erupt, adapt**
- c = (s) before e, i **cent, recent, recite**
- sc = (s) **science, scissors**
- ti, ci = (sh) **partial, facial, gracious**
- -tion, -sion, -ssion **motion, fusion, mission**
- Two of the same consonants near the beginning of the word **illegal, attract, appoint** (chameleon prefixes: in- changes to il-, ad- changes to at-)
- tu=(choo) and du = (doo) **factual, residual**
- multisyllable, long words **magnificent, fascinate**

Greek

Scientific, medical, technical words

- ph=(f) **graph, phrase, telephone**
- ch=(k) **chorus, chord, chemistry, echo**
- k in long words **kilometer, kinesthetic, kerosene**
- th in long words **theology, marathon, theme**
- medial Greek vowel y **gym, thyme, rhythm**
- x at the beginning of words
- Endings -ic and -ac **photographic, insomniac**
- Silent letters ps, pn, rh, mn **psychic, pneumonia, rhythm, mnemonic**

	
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Encoding Skills That Should Be Mastered by Year's End

2	<p>L.2.1.K Print all upper- and lowercase letters accurately. By the end of Grade two, produce some cursive upper- and lowercase letters.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.</p> <p>L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).</p> <ul style="list-style-type: none"> ● Consult reference materials, including beginning dictionaries as needed to check and correct spellings. ● Reference spelling patterns chart to clarify types of spelling patterns. 	3	<p>L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.</p> <p>L.3.2.D Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <ul style="list-style-type: none"> ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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Spelling Generalizations

Sort the list of words and decide on a spelling generalization. Are there common exceptions?

1. What are the 5 obs of e?

give	me	wet	drape
nice	probe	love	horse
have	bed	he	please
make	cute	serve	chance

2. Which letters never end English words?

a	h		i
r	v	x	u
f		w	o

3. Why do some one syllable words spell the /k/ sound with ck and some spell the /k/ sound with k?

lick	soak	rock	leak
tuck	creak	cheek	neck
sock	s ueak	click	black
croak	uack	buck	sleek

4. Why do some one syllable words spell an ending / / sound with dge and some with ge?

dodge	wage	sledge	village
fudge	bridge	cage	udge
huge	plunge	edge	strange
rage	hinge	range	hedge

5. Why do some one syllable words spell an ending /ch/ sound with tch and some with ch?

munch	latch	smooch	bench
wretch	pitch	such	botch
welch	clutch	belch	couch
fetch	which	branch	match

. Why is the /oi/ sound spelled sometimes with oi and sometimes with oy?

boy	boil	coin	oy
voice	oink	toy	choice
spoil	hoist	soil	moist

. What is the floss rule?

shall	shell	gas	chess	staff
his	glass	a	base	stiff
class	mile	gel	dress	bu

Rules for Adding Suffixes

There are two kinds of suffixes. Consonant suffixes begin with a consonant (-s, -ful, -less, -ness, -ly...). Vowel suffixes begin with a vowel (-ing, -ed, -er, -est, -y...).

- When adding a consonant suffix, **just add**.

hand + s = hands

help + ful = helpful

sleep + less = sleepless

- When adding a vowel suffix, you must check the base word.

- When adding a vowel suffix to a base word that ends in two consonant, **just add**.

help + ing = helping

camp + er = camper

- When adding a vowel suffix to a base word that has a vowel team, **just add**.

sweet + est = sweetest

hook + ed = hooked

shout + ing = shouting

- When adding a vowel suffix to a base word that is 1 syllable, has 1 short vowel, and 1 final consonant, **double** the consonant.

spin + ing = spinning

drum + er = drummed

spot + ed = spotted

- When adding a vowel suffix to a base word that ends in a silent e, **drop** the e and attach the suffix

time + er = timed

crave + ing = craving

solve + ed = solved

- When adding any suffix that doesn't begin with i to a base word, **change** the y to i and attach the suffix.

cry + es + cries

cry + ed + cried

***cry + ing = crying**

How To Teach Phonics - Decoding

1. Review

- Letter/grapheme review with card deck
 - Teacher shows letter cards for those letters that have been taught. Students tell the sound of each card. (P says /p/)
- Practice blending with deck
 - As you review the sounds in the first part of the review, put the cards into three piles. Remember your spelling rules and pay attention to which sounds are in each place. For example, don't put an x in the beginning pile. Don't put f, s, l, or i in the last pile. When you are finished sorting the cards (vowels are usually placed in the middle stack) practice blending the sounds together. Put your hand over each sound and ask the students to say each sound. Then run your hand under the entire word as they blend the sounds together to make a new word.

2. Introduce New Skill

- **Auditory** Discovery
 - Teacher says three words that have the new sound; students echo the words. What sound do you hear in all of the words?
 - Where do you hear the sound? (beginning, middle, end)
- **Visual** Discovery
 - Teacher writes three words that contain the new sound.
 - What letter or letters is making the sound?
- **Keyword**
 - Use a key picture from core program or decide on one together.

When you see ____, it is read ____.

3. Practice reading words

Make sure words are decodable based on what you have already

taught and contain the new skill.

4. Teach **Irregular Words** for decoding

- Say the word; ask students to say the word.
- Show the students the word.
- Teacher points to each word part and makes the sound.
- Based on what we know, does each part make the sound you would expect?
- Circle the parts that don't make the expected sound.
- Use a phrase or sentence that includes words with the phonics skills they are practicing as well as this irregular word.
- In small groups, practice reading irregular words in lists, phrases and sentences.

5. **Practice** reading phrases and sentences

- Make sure phrases and sentences are decodable based on what you have already taught and contain the irregular word. As a scaffold, you can give students a page of phrases and sentences and ask them to search out and circle the irregular words that they have learned to remind them that something makes an unexpected sound.
- In small groups, practice reading irregular words in lists, phrases and sentences.

How To Teach Phonics - Encoding

1. Review

- Instant spelling practice - Teacher says a sound; students echo the sound, names and writes the spelling(s) for the sound that have been taught.
- Phoneme/grapheme mapping with previously learned sounds. Teacher says a word, students map the sounds in boxes.

2. Introduce New Skill

● **Auditory** Discovery

- Teacher draws Elkonin boxes on the board, then says the word; students echo the word.
- What are all the sounds in the word? Teacher puts a small dot at the bottom of each box as they segment the word.

● **Visual** Discovery

- How do you spell each sound? In the box, above each dot, write the letter that makes each sound.
- Practice writing the word.
- When you hear ____, it is spelled ____.

3. **Practice** writing words

Teacher dictates words so students can practice their encoding skills.

4. Teach **irregular words** for encoding

- Say the word; ask students to say the word.
- Segment the sounds with **manipulatives**.
- Map the graphemes to phonemes, drawing attention to the parts that are irregular.
- During daily phrase and sentence dictation, add this word for practice.

5. **Practice** writing phrases and sentences.

Teacher dictates phrases and sentences that allow students to

practice their phonics skills to encode.

ONE WAY TO USE MANIPULATIVES:

- *Say the word.*
- *Provide Elkonin boxes.*
- *Add dots for sounds.*
- *Show students the written word.*
- *Ask students which grapheme is acting in an unexpected way.*
- *Add a symbol above the box with the tricky sound to show that it is tricky.*
- *Write a grapheme in each box as you isolate the sound, skipping the box with the tricky part.*
- *Go back and explain how to spell the tricky part.*

A SECOND WAY TO USE MANIPULATIVES:

- *Provide green and red chips for each student.*
- *Say the word.*
- *Students repeat the word.*
- *Ask students how many sounds they hear.*
- *For each sound, students put a green manipulative.*
- *Show and pronounce the written word.*
- *Ask students what is unexpected in the word.*
- *For the irregular part, students replace the green manipulative with a red manipulative.*
- *Underline the irregular part with a red marker. For students who need more support, write the word with green letters (regular) and red letters (irregular).*

Menu of Choices for Phonics Lessons

Decoding

Encoding

Decoding Review Past skills	Introduce New Decoding Skill	Practice Reading Words	Teach Irregular Word for Decoding	Connected Text Reading Practice	Encoding Review Past Skills	Introduce New Encoding Skill	Practice Writing Words	Teach Irregular Word for Encoding	Dictation
Deck Review	Auditory Discovery	Blend and read new words	Analyze words by sound	Preview new words	Instant spelling practice	Auditory Discovery	Phoneme-Grapheme Mapping	Analyze words by sound	Frequent, distributed practice
Phonemic Awareness warm up	Listen for sound/word	Sort words	Explicitly identify the irregular part	Guided Oral Reading	Phoneme/Grapheme mapping of past skills	Think about the structure of the word (syllables, morphemes)	Pound syllables	Explicitly identify the irregular part	Phrases
Letter/Alphabet skill	Pronunciation/articulation	Word chains	Practice reading irregular words	Choral reading		Use of words in meaningful contexts	Tap sounds	Map graphemes to phonemes	Sentences
Word analysis	Visual discovery	Word families		Partner reading		Visual Discovery	Word Chains	Practice writing irregular words	
Previous phonics skill	Grapheme correspondence	Speed Drill		Guided silent reading		Phoneme/Grapheme correspondences	Immediate corrective feedback		
Speed drills	Chunk or syllable pattern	Immediate corrective feedback		Retell/summarize		Explain syllable types so students can chunk longer words systematically			
Blending	Prefix/ Suffix					Word sorting for pattern recognition			
	Key word								
	When you see _____, it is read _____.					When you hear _____, it is spelled _____.			

co	ca	co	cu	cl	ca
cr	cu	cr	ca	co	cl
cu	cl	ca	cr	cu	co

ci	ce	ce	cy	ci	ce
ce	cy	ci	cy	ce	ci
cy	ci	ce	cy	ce	ci

ci	co	ce	ce	ca	cy
ce	ci	co	co	cy	ce
ca	ce	ca	cy	ce	cu
co	cu	ci	ci	ca	cu

cite	cent	cart	cup
camp	cyst	cost	city
cans	cell	calf	cede

Consonants Phonemes

Cognates	Stops	Unvoiced	/p/	p	/t/	t	/k/	k c ck ch	/ch/	ch tch	
		Voiced	/b/	b	/d/	d	/g/	g dge	/j/	j g	
		Continuants	Unvoiced	/f/	f ph	/th/	th	/s/	s c	/sh/	sh ch ti
			Voiced	/v/	v	/th/	th	/z/	z s	/zh/	si
Others	/m/	m	/n/	n	/hw/	wh	/h/	h	/l/	l	
		/ng/	ng n	/w/	w	/y/	y	/r/	r		

*Notice x and qu are not placed by a phoneme because:
 x is a blend of /k/ and /s/
 qu is a blend of /K/ and /w/

Vowel Phonemes

All vowels are opened and voiced.

/ē/

/ī/

Vowels that make you smile

/ĕ/

/ā/

/ă/

/ī/

/ŭ/

Vowels that make your mouth round

/oo/

/oo/

Vowels that make your mouth open

/ō/

/au/
/ô/

/ō/

R-Controlled vowels

/er/

/ar/

/or/

Two vowels blended smoothly together in the same syllable
Diphthongs

/oi/

/ou/