



Rhode Island Reading First

Phonics and Word Study

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Bridging the 5 Elements of Reading

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



Intended Outcomes

- Zooming in on phonics
 - Complexity of the Code
 - Word Study and Spelling
- Assessment
 - Differentiating Instruction
- Sequence of instruction – basic principles
- Activities
- Research and Resources

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Spelling ^a	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Writes letters associated with each sound in 1-syllable, phonetically regular words	X	X	X						
* 1b: Spells single-syllable regular words correctly and independently		X	X	X	X				
1c: Spells studied sight words accurately	X	X	X	X	X	X	X	X	X

* High priority skill

a. Once students can read phonetically-regular words, they should be taught how to spell those words.

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	40 - 60	X	X	X	X	X	X	X	90 - 100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
* 3a: Reads 120 wpm	90	94	98	102	106	110	112	116	120
3b: Reads with phrasing, expression, and inflection	X	X	X						
* 3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill

Stages of Reading Development

- Highly Proficient Reading
 - Strategic Reading
 - Automatic Word Recognition
-

- Controlled Word Recognition
- Phonetic Cue Word Recognition
- Alphabetic Insight
- Phonemic Awareness

Non-automatic readers:
Accurate but non-automatic word recognition, impaired reading comprehension

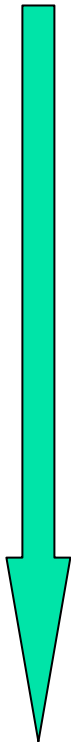
Compensatory readers:
Impaired reading comprehension and word recognition

Non alphabetic readers:
Very impaired reading comprehension and word recognition

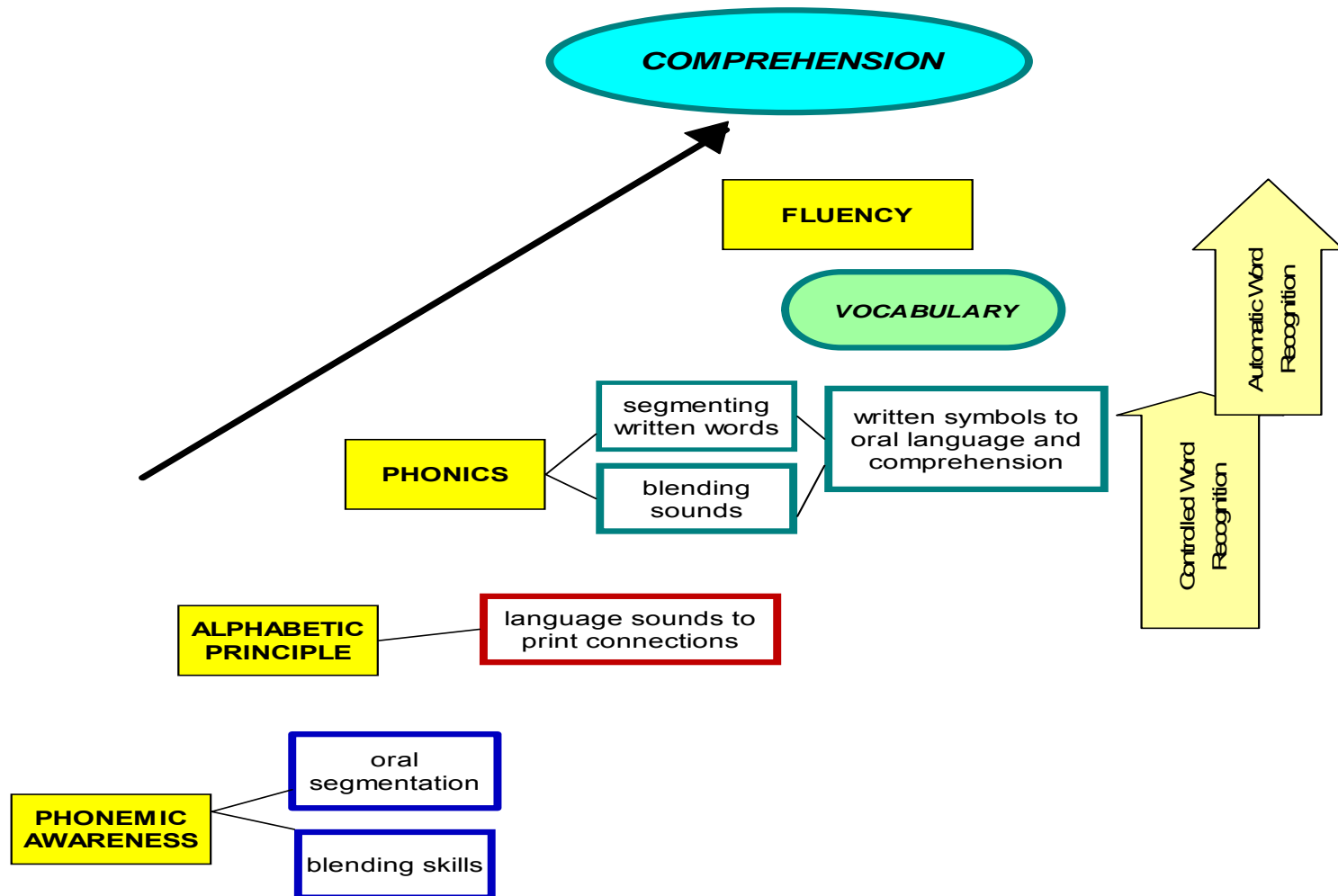
Lowered motivation, lowered levels of practice, and lowered expectations

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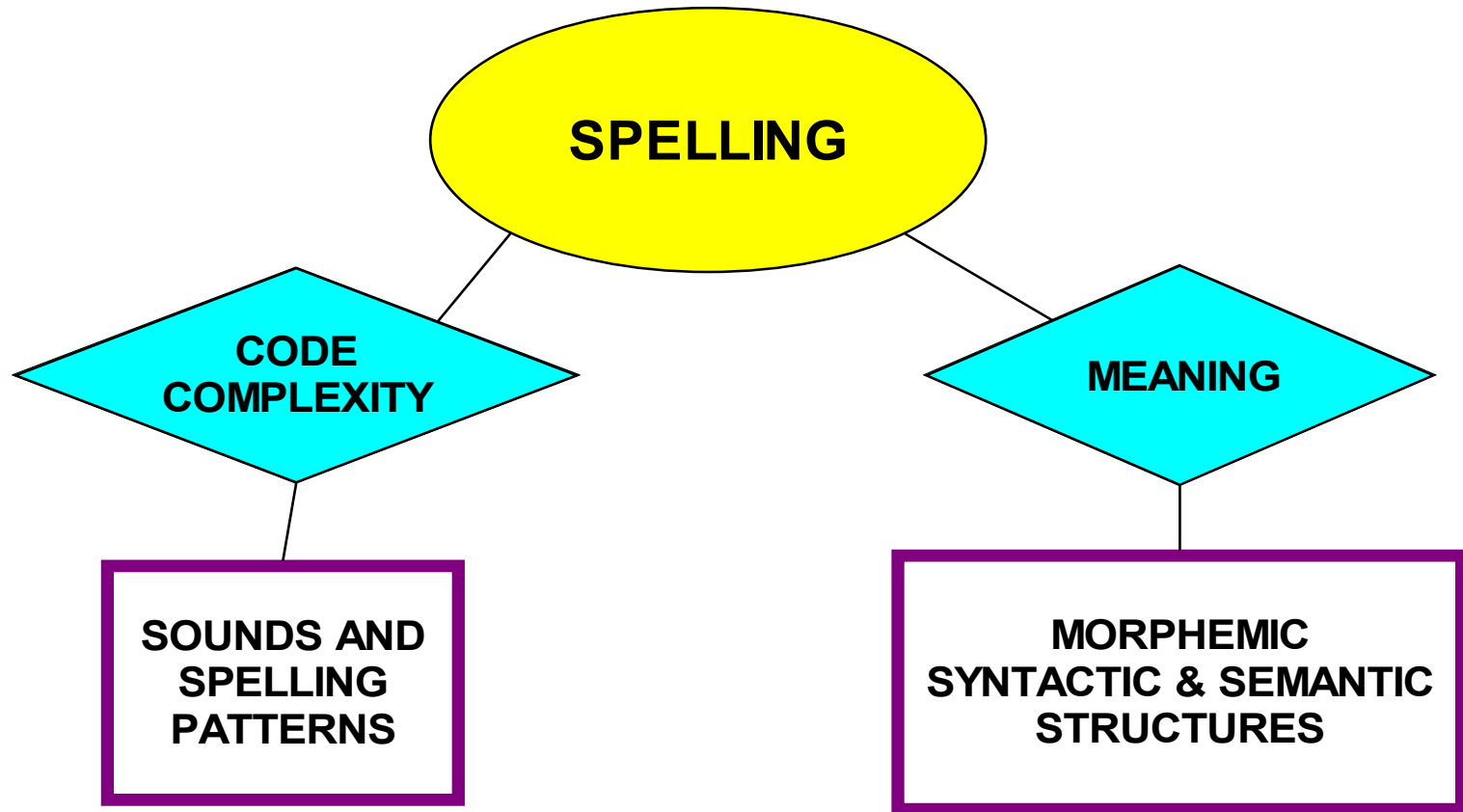


Stages of Reading Development





Zooming in on Phonics



Fundamentals of Phonological Awareness





Review

Phonemic Awareness

- Isolating smallest meaningful sound segment
 - Syllables and sound chunks come first
 - Develops along with reading and writing

44 Phonemes in English
(Spanish has 23)

Sound System of English

Consonants

■ /b/

■ bat

■ /d/

■ dog

■ /f/

■ fan

■ /g/

■ gold

■ /h/

■ honey

■ /j/

■ joke

■ /k/

■ kite

■ /l/

■ lake

■ /m/

■ mom

■ /n/

■ no

■ /p/

■ pun

■ /r/

■ run

■ /s/

■ see

■ /t/

■ tall

■ /w/

■ wash

■ /x/

■ box

■ /y/

■ yellow

■ /z/

■ zebra

Sound System of English

Consonants

* represented by digraphs

■ **/ch/**

■ church

■ **/ng/**

■ ring

■ **/qu/**

■ quack

■ **/sh/**

■ shine

■ **/th/**

■ thin

■ **/th/**

■ this

■ **/zh/**

■ vision

Sound System of English

Vowels

■ /ă/

■ cat

■ /ĕ/

■ bed

■ /ĭ/

■ sit

■ /ŏ/

■ hop

■ /ŭ/

■ but

■ /ā/

■ lake

■ /ē/

■ seen

■ /ī/

■ kite

■ /ō/

■ hope

■ /ū/

■ cue

Sound System of English

Vowels (patterns, diphthongs)

- /aʊ/

- saw

- /ʊ/

- look

- /u/

- moon

- /oʊ/

- shout

- /ɔɪ/

- boil



R-Controlled Vowels

- /ar/
 - far
- /er/
 - her
- /or/
 - for
- /ā + er/
 - bare, chair



Phonics Instruction

Phonics instruction emphasizes how spellings are related to speech sounds in systematic and predictable ways (Burns & Snow, 1999)

- Systematic and Explicit Phonics Instruction→
 - Purposeful, explicit introduction to sound—letter(s) relationship
 - Analytic
 - Synthetic or Sounding Out
- VS.
- Phonics Introduced Situationally as Needed



Code Complexity

44 Phonemes

26 Letters

How to map the letters to the sounds?



English

250 letters and letter combinations
(graphemes) to render 44 phonemes!

Grapheme = letter or combination of letters (up to 4)
that represent 1 phoneme

Spanish uses only 29 graphemes to
represent 23 phonemes!



Complexities of the Code

- One (Sound) to One (Letter Pattern) Mapping

/b/ /a/ /t/ bat

- One to Many Mapping **Spelling Alternatives**

/s/ /aw/ saw
/t/ /aw/ /l/ tall
/h/ /aw/ /l/ haul
/k/ /aw/ /t/ caught
/aw/ /t/ ought
/w/ /aw/ /sh/ wash

- Code Overlap **1 Letter Pattern Represents More Than 1 Sound**

- shout through enough soul soup
 /ou/ /ū/ /ū/ /ō/ /oo/



GHOTI

- gh as in enough
- o as in women
- ti as in nation

George Bernard Shaw

Phonographix™ Consonant Sounds

adapted from Read America, Inc.

/j/

j jet
g (-e -i -y)
gentle
ge barge
dge fudge

/s/

s sip
ss glass
c (-i -e -y) cent
ce voice
se house
st castle
sc science

/g/

g rag
gg haggie
gh ghost

/k/

k kite
c cat
ck duck
ch christmas

/qu/

qu queen

/h/

h hot
wh whole

/f/

f fat
ff stuff
ph phone
gh tough

/b/

b big
bb rubber

/l/

l lip
ll full
le sample
el label
il pupil
al sandal

/m/

m man
mm simmer
mb climb
mn autumn

/d/

d did
ed learned
dd rudder

/n/

n no
nn inner
kn know
gn gnat
ph pneumonia

/v/

v ery
ve nerve
f of

/z/

z zip
zz buzz
s is
se choose
ze
zooze
xylophone

/w/

w water
wh wheat

/t/

t tab
tt mitt
bt debt
pt
pteradactyl

/r/

r rat
wr write
rr carry
rh rhino
re there

/v/

v ery
ve nerve
f of

/y/

y yes
tch match

/p/

p hop
pp happy

/x/

x fox

Phono-Graphix™ Vowel Sounds

adapted from Read America, Inc.

/ō/

oCe note
oa boat
oe toe
o most
ow grow
ough though
ou soul
oo door

/ā/

aCe ape
ai rain
ay say
ea steak
ey they
eigh eight
a paper
ei vein
aigh straight

/aw/

aw lawn
au fraud
al walk
ough fought
augh taught

/oo/

oo boot
ue blue
ew new
u super
ui suit
uCe flute
ou soup
oe shoe
o do
wo two
ough through

/ī/

iCe kite
ie cried
i wild
igh night
y fly
eigh height

/ě/

e bed
ea bread
ai said
ie friend

/ī/

i in
y myth

/ū/

u tub
ou touch
o-e some
a about

/ə/

a about
o lesson
e elect
i definition
u circus
s/t-io-n nation

/oi/

oi soil
oy toy

/ū/

uCe mule
u pupil
ew few
ue cue

/oo/

oo cook
oul would
u put

/er/

er faster
ur turn
ir girl
or work
ear learn
yr syrup
ar dollar

/ă/

a cat

/ē/

ee meet
ea seat
ie chief
y funny
e she
iCe petite
i variation
ei receive
eCe eve
ey key

/ow/

ow cow
ou out
ough drought



Common Problems with Phonics Instruction

- Mixture of letter names and sounds
- Only covers a fraction of the graphophonemic patterns (simple code)
- Teachers lack explicit detailed knowledge of the code



Complex Code

- Beyond phonemes → possible combinations and word position
 - *blends*
 - *digraphs/trigraphs/quadrigraphs*
 - *vowel patterns (tense, diphthongs, R-controlled)*
- Syllabification → generalizations

Phonographix™ Consonant Sounds

adapted from Read America, Inc.

/j/

j jet
g (-e -i -y)
gentle
ge barge
dge fudge

/s/

s sip
ss glass
c (-i -e -y) cent
ce voice
se house
st castle
sc science

/g/

g rag
gg haggie
gh ghost

/k/

k kite
c cat
ck duck
ch christmas

/qu/

qu queen

/h/

h hot
wh whole

/f/

f fat
ff stuff
ph phone
gh tough

/b/

b big
bb rubber

/l/

l lip
ll full
le sample
el label
il pupil
al sandal

/m/

m man
mm simmer
mb climb
mn autumn

/d/

d did
ed learned
dd rudder

/n/

n no
nn inner
kn know
gn gnat
ph pneumonia

/v/

v ery
ve nerve
f of

/z/

z zip
zz buzz
s is
se choose
ze
zooze
xylophone

/w/

w water
wh wheat

/t/

t tab
tt mitt
bt debt
pt
pteradactyl

/r/

r rat
wr write
rr carry
rh rhino
re there

/v/

v ery
ve nerve
f of

/y/

y yes
tch match

/p/

p hop
pp happy

/x/

x fox

Phono-Graphix™ Vowel Sounds

adapted from Read America, Inc.

/ō/

oCe note
oa boat
oe toe
o most
ow grow
ough though
ou soul
oo door

/ā/

aCe ape
ai rain
ay say
ea steak
ey they
eigh eight
a paper
ei vein
aigh straight

/aw/

aw lawn
au fraud
al walk
ough fought
augh taught

/oo/

oo boot
ue blue
ew new
u super
ui suit
uCe flute
ou soup
oe shoe
o do
wo two
ough through

/ī/

iCe kite
ie cried
i wild
igh night
y fly
eigh height

/ě/

e bed
ea bread
ai said
ie friend

/ī/

i in
y myth

/ū/

u tub
ou touch
o-e some
a about

/ə/

a about
o lesson
e elect
i definition
u circus
s/t-io-n nation

/oi/

oi soil
oy toy

/ū/

uCe mule
u pupil
ew few
ue cue

/oo/

oo cook
oul would
u put

/er/

er faster
ur turn
ir girl
or work
ear learn
yr syrup
ar dollar

/ă/

a cat

/ē/

ee meet
ea seat
ie chief
y funny
e she
iCe petite
i variation
ei receive
eCe eve
ey key

/ow/

ow cow
ou out
ough drought

Spelling Patterns

CONSONANTS

<u>Single</u>	<u>Blends</u>	<u>Digraphs/ Trigraphs</u>
<p>b d h l c t v f s p g j m n r z w y</p>	<p>Beginning bl- br- cl- cr- dr- fl- fr- gl- gr- pl- pr- sm- sn- st- sc- scr- shr- sk- sch- spl- spr- str- squ- sw- thr- tr- tw-</p> <p>Ending -nd -nt -nk -mp -ft -st -sk -sp -lk -pt -nch -nth -dth</p>	<p>Beginning or Ending ph sh th <u>th</u> ch <i>wh</i></p> <p>Ending (ch)/-tch -ge/-dge -gh -ck -ng</p>

Spelling Patterns

CONSONANTS

COMBINATIONS WITH SILENT LETTERS	OTHER ODDITIES
<p><i>Beginning</i> gn- kn- ps- pt- rh- wr-</p> <p><i>Ending</i> -bt -lk -lm -mb -mn</p>	<p>qu = /kw/ x = /ks/ box /gz/ exact /z/ xerox</p>



Spelling Patterns Vowels

Lax vowels (single letters)	Tense vowels (single letters or VCe)	Vowel Patterns for Tense vowels and lax vowels
a = mad e = pet i = bid o = rob u = cut u = put y = gym	table secret, baby digraph, cry robot pupil made complete bide robe cute	ai, ay, ei, eigh, ey ee, ea, ei, ie, ey ie, igh oa, ow, oe, ough oo, ou au, aw, augh



Spelling Patterns **Vowels**

Diphthongs	R- or l-controlled
oi / oy ou/ow	air, are (hair, hare) ar (car) er, ir, ur (herd, bird, turn) ere, ear (here, hear) or, our (short, court) al (halt, all)



How to teach this . . .

- Provide A Logical Framework
 - Scope and sequence from simple to complex
- Differentiate Instruction
 - Based on assessment
- Activities
 - Discover generalizations
 - Routines, activities and games for centers or buddy work



Scope and Sequence

Systematic phonics programs have:

- ❖ a planned sequence for explicit instruction of phonemic awareness and sound-symbol correspondences
- ❖ practice in isolation of elements taught explicitly & transfer to connected texts*

*Within the Context of Reading for Meaning

Anchored Word Instruction = letter/sound knowledge & vocabulary meaning

Juel, Biancarosa, Cohen, and Deffes (2003)



Considerations for Sequencing

1. Developmental stages
 - student
2. Simple to Complex
 - graphophonemic system
 - 1 to 1 mapping or most common →
 - 1 to many mapping (spelling alternatives) →
 - prefixes, suffixes, (meanings & spelling generalizations) →
 - syllabification, stress, vowel sounds (spelling generalizations) →
 - code overlap and oddities →
 - roots, derivatives (meaning and origin)
3. Frequency of Occurrence
 - vowels
 - multisyllabic words
 - sight words
4. Comprehension / familiarity



Simple to Complex

1 to 1 Mapping or Most Common

Consonant Sounds (Phonemes) and Single Letter Representations

/b/ b /t/ t /p/ p /m/ m /d/ d
/k/ c (+a, o, u) /s/ s /l/ l /n/ n
/f/ f /r/ r /h/ h /g/ g (+a, o, u)
/v/ v /j/ j /w/ w /y/ y

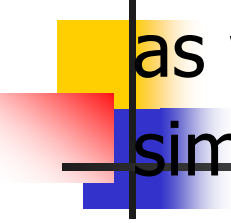
Common Consonant Digraph Beginning and Ending

/ch/ ch /sh/ sh /th/ and /th/ th /qu/ qu
/ng/ -ng



Recommendation for Determining a Sound-Spelling Sequence

1. Initially introduce most common sound for a new letter (**man, sat**)
2. Introduce early higher-frequency sound/spellings before less frequent ones (**/m/ m & /ă/ a** before **/j/ j & /v/ v**)
3. Introduce a few short vowels early in sequence
4. Introduce a few continuous consonants early in the sequence before introducing stop consonants
5. Introduce early those letter sounds that relate to letter names (**/s/, /l/, /m/, /n/**)
6. Progress from simple to more complex sound/spellings. **Short vowels** before **long vowels, variant vowels** or **diphthongs**.



Separate the introduction of easily confused letters
as well as sounds that are visually or auditorily
similar

Visually similar pairs

b - d b - p q - p n - m h - n v - r n - r
f - t

Auditorily similar pairs

/f/-/v/ /t/-/d/ /b/-/d/ /b/-/p/ /k/-/g/
/m/-/n/ /i/-/ě/ /ö/-/ů/ /**ch**/-/**sh**/



Basic Code Vowels

Lax vowels in closed syllables CVC

- /ă/ cat /ĭ/ sit /ĕ/ bed /ŏ/ hot /ŭ/ but

Tense vowels

- common patterns VCe, final syllable Cy

/ā/ cake /ō/ hope /ū/ cute /ē/ baby

- common patterns V V combinations

/ā/ rain play

/ē/ see, meat, achieve

Common diphthongs

- /oi/ toil, toy /ow/ cow /ou/ out /aw/ saw



More Vowels

- **Open syllable single vowels – tense**
acorn believe rewind
- **Frequent exceptions**
/ī/ find CVC-tense 1-syllable CCy cry
1-syllable Cye bye
- **Lax vowel digraphs**
/oo/ moon /oo/ look
/ě/ read
- **R-controlled vowels**
/er/ her
/or/ for
/ar/ car



Syllable Types

Syllable Type	Examples	Definition
Closed	<u>d</u> apple <u>h</u> otel <u>b</u> everage	A syllable with a lax vowel, ending in a consonant
Open	<u>pr</u> ogram <u>ta</u> ble <u>re</u> cent	A syllable that ends with a tense vowel sound that is spelled with a single letter
C- <i>e</i>	<u>b</u> ible <u>be</u> agle <u>litt</u> le	An unaccented final syllable containing a C plus [l] and silent <i>e</i>
Vowel Pattern and Diphthong	<u>aw</u> esome <u>trai</u> ner <u>con</u> geal <u>spoi</u> lage	A syllable with tense or lax vowel sounds that uses a vowel combination for spelling (including diphthongs /oi/oy ou/ow)
R-controlled	<u>spu</u> rious <u>conso</u> rt <u>char</u> ter	Any syllable in which the vowel is followed by [r] (which usually changes the pronunciation of vowel)
VC- <i>e</i>	<u>comp</u> ete <u>desp</u> ite <u>confl</u> ate	A single vowel, a consonant, then silent <i>e</i> . If occurring in multisyllabic word, break comes according to consonants before VC- <i>e</i> pattern.



Advanced Phonological Knowledge

The fructificative goosefoot was foveolariously assembled. The frugivorous and frowsy fricatrice, whose epidermis was of a variegated fuchsinophillic consistency, masticated her chenopodiaceous repast morosely.



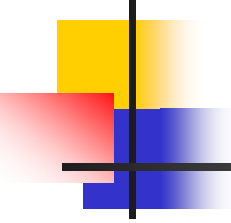
Resources

- D. Bear, M. Invernizzi, S. Templeton & F. Johnston, Words Their Way. Pearson Merrill Prentice Hall.

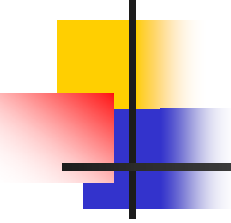
Comprehensive resource for assessments, word sorts, games, and systematic progression of word work items.

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- Louisa Cook Moats, Speech to Print.
Brookes.

A guide for teachers explaining essentials of language, includes activities for teachers.

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- Honig, Diamond & Gutlon, CORE Teaching Reading Source Book. Arena Press

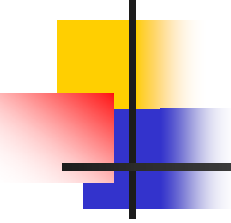
A comprehensive summary of all components of teaching reading for teachers K-12.

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-
- Barbara J. Fox, Word Identification Strategies: Phonics from a New Perspective, third edition. Pearson Merrill Prentice Hall.

Another book of basic phonics instruction but with lots of activities for presenting aspects of basic phonological awareness. Special section on helping learners with extra needs (ELLs, special needs).

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- Diane Snowball and Faye Bolton, Spelling K-8 Planning and Teaching. Stenhouse Press.

More in-depth look at all aspects of the phonological system—prefixes, roots, suffixes, pronouncing multisyllabic words, contractions, homophones, etc. Lots of suggested activities for presenting the material. Also comes with a video series.

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-
- Jo Phoenix, The Spelling Teacher's Book of Lists: Words to Illustrate spelling patterns...and tips for teaching them. Pembroke.

Quick and easy reference lists for all of the various spelling patterns you are likely to want to teach and very interesting tips on exceptions.

