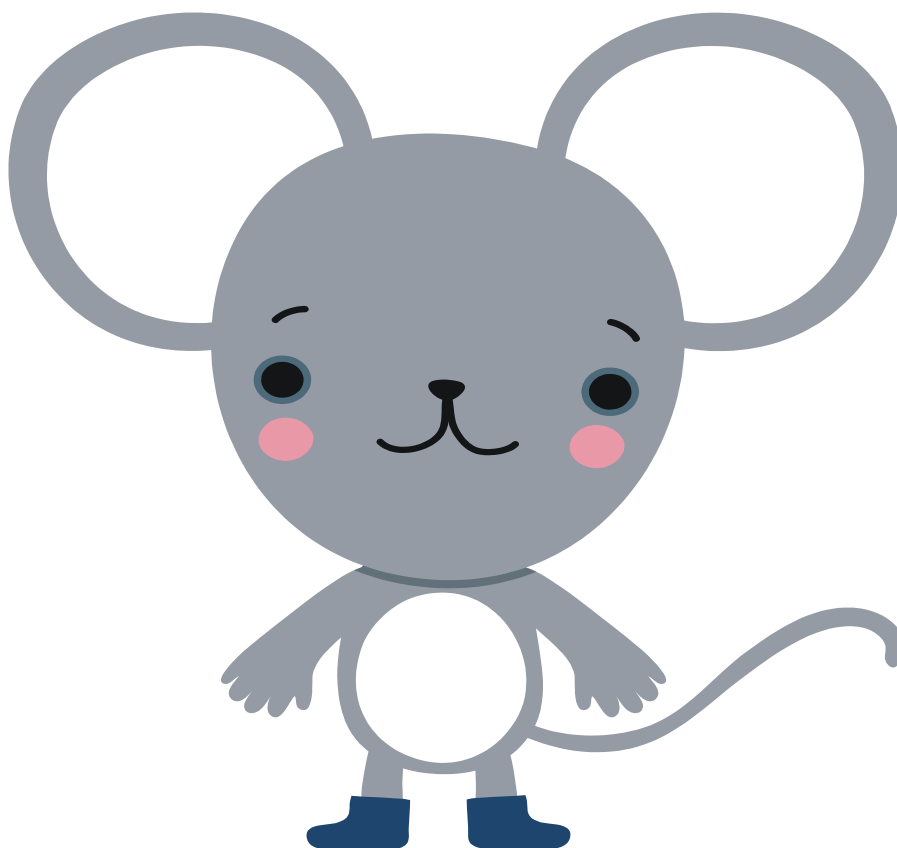


# PHONEMIC AWARENESS



## BIG IDEAS OF PHONEMIC AWARENESS

Review these terms with participants emphasizing the following points:

- Phonemic awareness can be taught.
- Larger units of sound are easier to hear than smaller units.
- Phonemic awareness is not purely developmental phenomenon but is gained through experience.
- Phonemic awareness occurs over time and develops gradually into more and more sophisticated levels of control.
- There may be diversity among children in acquiring these skills.
- Focus should be on phoneme blending and segmentation because they are the most critical to the reading process.
- The greatest impact on phonemic awareness is achieved when there are both interactions with print and explicit attention to phonemic awareness abilities.

## Directions For Read Aloud Activity

- Choose a book with rhyming and model this activity.
- After you have completed this activity, discuss the following points about this activity with your group.
- Listening and participating in a read aloud:
  - allows a student to hear many examples of rhyming words before they are asked.
  - helps to generate their own rhyming words.
  - helps train student ear to hear and listen.
  - stimulates rhyme and alliteration.
  - shows benefits for ELL and other diverse learners.
  - helps build vocabulary and background knowledge.
  - helps build phonemic awareness.
  - is purposeful and intentional.

# RHYMING AND ALLITERATION

## READ ALOUD

1. Choose a "read aloud" book that contains rhyming and/or alliteration (see annotated bibliography in the hand-out section).
2. Read the book aloud to students emphasizing (with your voice) the rhyme and/or alliteration in the text.
3. After reading through several times, read again pausing at each rhyming word and allowing the students to supply the rhyme (Each peach, pear, plum - I spy Tom \_\_\_\_\_.) or to supply the next alliteration (Peter Piper \_\_\_\_\_ a peck of pickled \_\_\_\_\_).

Choose a word from the book and have students generate additional words that rhyme.

## Directions for Rhyming Words Activity

- Do the rhyming words activity with your group.
- After the activity, please take the time to point out the following:
  - Sensitivity to rhyme is a very rudimentary form of phonological awareness and not a guarantee that a child will develop phonemic awareness. (Adams 1998)
  - The purpose of these rhyming activities is to develop the children's attention to the sounds of the language.
  - As children generate rhymes, accept pseudo-words as well as real words (that's a "make believe" word, but it does rhyme).

## RHYMING

### ODD WORD OUT

1. Say (cat, bat, drum)
2. Which doesn't rhyme? Drum
3. Repeat with other words

(if time permits, check individual students)

### RHYMING

1. I say fat. You say \_\_\_\_\_.
2. I say red. You say \_\_\_\_\_.
3. Repeat with other words.

(Activities from Anita Archer)

## Directions for segmenting & blending activities

- PASS OUT COUNTERS AND PAPERS WITH ELKONIN BOXES
- DO ACTIVITY USING THIS WORD LIST
  - CAT            RUN            PAN
  - FISH          HAND          FLASH
  - STAIN        CHASE        RANCH
- AFTER COMPLETING THE ACTIVITY, DISCUSS WITH YOUR GROUP THE FOLLOWING POINTS:
  - Phoneme segmentation is the most crucial phonemic awareness skill for beginning readers.  
A child who can identify the sounds of letters and who can perform phoneme segmentation is a child who is ready to read (Klein 2002).
  - Phoneme segmentation and phoneme blending are complementary skills and should be taught together.
  - ILLUSTRATE THE RELATIONSHIP BETWEEN SEGMENTATION AND BLENDING BY USING THE COUNTERS AND THE SAME WORD LIST FOR THE BLENDING ACTIVITY.

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## SEGMENTING

### COUNT THE SOUNDS

1. DISTRIBUTE 5 COUNTERS TO EACH CHILD (PENNIES, TILES, ETC.).
2. HAVE STUDENTS DRAW (OR GIVE THEM A PAPER WITH) 5 CONNECTED BOXES.
3. EXPLAIN THAT YOU ARE GOING TO SAY A WORD AND THEY SHOULD MOVE A COUNTER INTO A BOX FOR EACH SOUND THEY HEAR.
3. BEGIN BY ORALLY EXTENDING EACH SOUND IN THE WORD TO MAKE IT EASIER FOR THE CHILDREN TO HEAR (/ssss/ /aaaa/ /mmm/ or /ffff/ /iiii/ /shhh/) AS THEY MOVE THEIR COUNTERS.
5. AS CHILDREN BECOME MORE PROFICIENT, YOU WILL BE ABLE TO JUST SAY THE COMPLETE WORD AND THE CHILDREN WILL BE ABLE TO SEGMENT IT THEMSELVES AND MOVE THE APPROPRIATE NUMBER OF COUNTERS.

## BLENDING

1. THE TEACHER GIVES THE STUDENTS 4 OR 5 BLANK COUNTERS. (STUDENTS ARE AT A DESK OR TABLE).
2. STRETCHING OUT EACH SOUND, THE TEACHER SAYS A WORD.
3. STUDENTS REPEAT THE SOUNDS SLOWLY AND MOVE A COUNTER FOR EACH SOUND.
4. THEN THEY SAY EACH SOUND FASTER, MOVING FINGERS BELOW THE COUNTERS AS THEY SAY THE WORD.

TEACHER: /fffaaann/. Now say it again slowly and move one counter for each sound in the word.

STUDENTS: /fffaaann/ (They move one counter each for /f/ /a/ /n/ sounds).

TEACHER: Now let's say each sound faster this time. Point to each counter. Move your finger quickly under the counter as we say the word.

**TEACHER AND STUDENTS: /ffaann/ (point to each counter.) “Fan” (slide finger under counters when saying the word.).**

## PHONEMIC AWARENESS TERMS

**RHYMING:** The student can rhyme a word with another word. Given several words, the student can pick out a word, which does not rhyme.

**ALLITERATION:** The student can hear which words begin with the same sound (Peter Peter, pumpkin eater)

**COUNTING WORDS IN A SENTENCE:** The student can count the number of words in an oral sentence.

**SEGMENTING SYLLABLES:** The student can count the syllables (by clapping) of a spoken word.

**BLENDING SYLLABLES:** The student can blend the syllables spoken by a teacher into a word.

**ONSET:** The initial consonant(s) sound of a syllable

**RIME:** The part of the syllable that contains the vowel and all that follows. The student can segment and blend the onset-rime. (m-an, m-ade, st-and)

**BLENDING:** Given individual sounds orally, the student can blend those sounds into words

**SEGMENTING:** Given a word orally, the student can identify and reproduce the individual sounds in the word in the correct order.

## Catch a Rhyme

The teacher throws a ball of yarn or a beach ball to a child and says: "Tell me a word that rhymes with lawn."

The child says a rhyming word and throws the ball back to the teacher.

### **Variation:**

"Tell me a word that rhymes with lawn. I'll give you a hint: When I'm tired, I sometimes [Teacher acts out a long yawn]."

## Change That Tune

The teacher leads children in a familiar song but substitutes different sounds in the lyrics.

### **Example:**

"Apples and Bananas" is sung substituting the **long a** sound in each phrase:

"I like to **ate**, **ate**, **ate** **ayples** and **baynaynays**."

## What's in a Name?

The teacher says an animal name. One child is asked to clap, snap, or tap the syllables as the teacher slowly repeats the name syllable-by-syllable.

Other children count the syllables that they hear.

The teacher asks: "How many syllables did you hear in . . . ?"

**Note:** Some children can segment the word into syllables on their own.

## Sound Blocks

The teacher gives children two blocks that do not have any numbers or letters written on them.

Blocks are placed in a row.

The teacher says: "When I want to say tap in two parts, I touch the blocks like this."

[Touch the first block and say "/t/"; touch the second block and say "-ap."]

The teacher says other words that end in "- ap."

The children touch the blocks as they say the words in two parts.

## One at a Time

The teacher slowly says a sentence:

"We are on our way to lunch."

Children take one step, hop, or skip for each word in the sentence.

### **Variation:**

Children step on one tile square for each word.

## Describe It!

Children add descriptive words to the names of different foods.

These phrases contain words that all begin with the same sound:

jolly juice

round rolls

big bean burrito

## Round and Round We Go

The teacher passes around familiar objects and says: "Whoever has an object that starts with the /b/ sound, please stand up."

The teacher asks the child with the object ( basket) to say the name of the object.

The teacher continues around the room until all the objects have been named.

## Sound by Sound

The teacher says a three- or four-phoneme word such as cat or lamp.

Children play a clapping game with the teacher or another child.

They clap or touch hands as they say the individual sounds in the word:

/k/ /a/ /t/

or

/l/ /a/ /m/ /p/

## Catch It!

Students form a circle. The teacher says a one-syllable word, **ship**, and tosses a bean bag to a student. The student catches the bag and says the initial sound in the word, /**sh**/. The student tosses the bag to another student who catches it and says the medial sound, /**i**/. The bag is thrown again and the student who catches it says the final sound, /**p**/. The group repeats the whole word, **ship**.

Continue with other words.

## Blending Sounds

The teacher gives students several blank counters. Stretching out each sound, the teacher says a word. Students repeat the sounds slowly and move a counter for each sound. Then they say each sound faster, moving their fingers below the counters as they say the word.

**Teacher:** "/fffaannn/. Now say it again slowly and move one counter for each sound in the word."

**Students:** "/fffaannn/." [They move one counter each for /f/, /a/, and /n/ sounds.]

**Teacher:** "Now let's say each sound faster this time. Point to each counter. Move your finger quickly under the counters as we say the word."

**Teacher and students:** "/ffaann/." [Point to each counter.]

"**Fan.**" [Slide finger under counters when saying the word].

## Take Off Cinderella

**Teacher:** "Let's play a game using some of the words from the story. If I ask you to take off the /s/ sound in **mice**, you say **my**. Let's try one. Take off the /m/ in **midnight**. What's left?"

**Students:** " **idnight.**"

**Teacher:** "Very good, **idnight** is correct."

Play "Take Off Cinderella" after reading and discussing the story.

The game continues with other words from the story such as **coach**, **gown**, **wand**, and **prince**.

**Variation:**

Use words from any story.

## Clueless

Divide the class into two teams. Pair students on each team. Place pictures of one-syllable words in a stack, face down. One pair selects the top picture (e.g., mop). The pair gives clues about the sounds in the picture's name to all the members of the other team until they guess the picture's name.

Example of clues for **mop**:

Its name has three sounds.

Its name begins with the /m/ sound.

Its name ends with the /p/ sound.

Its name has a middle /o/ sound.

## Matching Sounds

Place several different objects on a table (e.g., a sock, pen, book, box, clip). One student chooses an object and says its name. Students say other words that end with the same sound as the object's name. For example, the pen is chosen. Students say other words that end with the /n/ sound, such as **can**, **moon**, **fun**, and **pumpkin**.

Continue with other objects.

## Let's Pretend

Students decide on a place they want to go. Then they think of three things they want to take with them that begin with the same sound as where they are going.

Teacher: "I'm going on a **picnic**, and I'm taking a **poncho**, **potato chips**, and **punch**."

Students tell where they want to go and what they will take.

## Humpty Dumpty

Recite "Humpty Dumpty" with your students. Change the last part of each line and ask students to say the final word.

Teacher: Let's make up our own "Humpty Dumpty."

"Humpty Dumpty sat on a **pear**.

Humpty Dumpty had curly --- ( **hair**)

Humpty Dumpty rode a ---. ( **bear**)

Humpty Dumpty went to the ---." ( **fair**)

(Students say the final word for each line. Accept words that make sense and end in the same rhyming sound as **pear**.)

## Walk This Way

The teacher says a simple sentence: **The dog barks**.

Students repeat it and take one step forward for each word in the sentence. Students say how many steps or words are in the sentence.

(Note: It is helpful for students to hold up one finger for each word to help them count the number of steps/words.)

Variation: Students can walk backwards, sideways, etc.



## Change Up

Teacher says a two-syllable word. Students repeat the word as they raise both their arms above their heads.

Students drop one arm as they say each part of the word.

Teacher: " **Magnet.**"

Students: " **Magnet.**" (Raise both arms above head)

Teacher: "Now say the word in its two parts."

Students: (Drop one arm to side) "**/Mag/.**"

Students: (Drop other arm to side) "**/net/.**"

Teacher: "Good. Say it again."

Students: " **Magnet.**"

Teacher: "Let's try another. **Staple.**"

Continue with other two-syllable words.

## Sound Marching

Teacher: "We are going to say some words that have more than one syllable. We will march as we say each part of the word."

Model by saying the whole word, **classroom**, marching first with right foot as you say **class** and then with the left foot as you say **room**.

Practice together.

Teacher: "How many marching steps did you take for the word, **classroom**?" (two)

Other words: **chalkboard, pencil, paper, eraser, sharpener**

## Simon Says

Teacher says a one-syllable command word in this way: **/t/ /alk/**. Students say the word if it is preceded by "Simon says" and follow the command. Students do not say the word or follow the command if it is not preceded by "Simon says." No one is ever "out."

Teacher says: "Simon says **/cl/ /ap/.**"

Students say: " **Clap,**" and start clapping.

Teacher says: "Simon says stop clapping." Students stop clapping.

Teacher says: "**/S/ /it/.**"

Students: No response.

Teacher says: "Good, Simon did not say **sit.**"

Teacher says: "Simon says **/j/ /ump/.**"

Students say: " **Jump,**" and start jumping.

Teacher says: "Simon says stop jumping." Students stop jumping.

## Round Robin

Group students in 3 circles. Each circle passes around a bag filled with objects. Students take turns pulling out an object and saying its name. Then they segment the initial consonant or consonant cluster in the name from the rest of the word: If the object is a ball, the student says **ball** /b/ /all/. The next student pulls out another object from the bag and play continues around the circle.

Suggested objects: **clock** /cl/ /ock/, **ring** /r/ /ing/,  
**stick** /st/ /ick/, **chip** /ch/ /ip/

# Phonological Awareness Lesson Design

## **SAMPLE**

**Title of Book or Story:** Jack and Jill

### **Rhyme**

“We’re going to think of rhyming words. Tell me a word that rhymes with . . .”

hill

“Listen to the two words I say and tell me if they rhyme:”

stack – stick down – crown

### **Alliteration**

“Tell me two more words that begin with the same sound as . . .”

fell went

### **Sentences**

“I’m going to say a sentence.” [Say a sentence.] “Now you say part of the sentence.” [Children say part of the sentence.] “Good. Now say part of that.” [Continue until the children are down to one word.]

Jack fell down and broke his crown.

“I’m going to say a sentence.” [Say a sentence.] “Now say it again with me and move one counter as you say each word.” [Repeat the sentence slowly with children.]

Jack and Jill went up the hill to fetch a pail of water.

### **Syllables**

“Listen to the sounds I say and tell me the word. [Say a word, stretching the sounds.] What’s the word?”

wa–ter tum–bling

“We’re going to count syllables in words. How many syllables do you hear in . . . ?”

after (2) nursery (3)

# Phonological Awareness Lesson Design

SAMPLE

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## Onsets and Rimes

“Listen to the sounds I say and tell me the word. [Say onset, then rime.] What’s the word?”

J–ill h–ill p–ail m–ail

## Blending Phonemes

“Listen to the sounds I say and tell me the word. [Say individual phonemes of the word.] What’s the word?”

c-r-ow-n f-e-ll

## Segmenting Words into Phonemes

“I’m going to say a word, and I want you to count each sound you hear. How many sounds do you hear in . . . ?”

went (4) spill (4)

“Listen to the word I say and tell me the first sound you hear in the word. What’s the first sound in . . . ?”

tumble (t) after (a)

“Listen to the word I say and tell me the final or last sound you hear in the word. What’s the last sound in . . . ?”

came (m) broke (k)

“Listen to the word I say and tell me the middle sound you hear in the word. What’s the middle sound in . . . ?”

fell (e) Jack (a)

## Manipulating Phonemes

“We’re going to leave out the first sound in a word.

Say [say word] without the [say first phoneme].”

Jill (j) went (w)

“We’re going to change sounds in words. Say this word:

\_\_\_\_\_.” [Children respond.] “Instead of [phoneme] say [new phoneme]. What’s the word?”

fell: f s = sell pail: ai i = pill

# Phonological Awareness Lesson Design

## **Title of Book or Story:**

### **Rhyme**

"We're going to think of rhyming words. Tell me a word that rhymes with . . . " \_\_\_\_\_

"Listen to the two words I say and tell me if they rhyme."

---

### **Alliteration**

"Tell me two more words that begin with the same sound as . . ."

---

### **Sentences**

"I'm going to say a sentence." [Say a sentence.] "Now you say part of the sentence." [Children say part of the sentence.] "Good. Now say part of that." [Continue until the children are down to one word.]

"I'm going to say a sentence." [Say a sentence.] "Now say it again with me and move one counter as you say each word." [Repeat the sentence slowly with children.]

### **Syllables**

"Listen to the sounds I say and tell me the word. [Say a word, stretching the sounds.] What's the word?"

---

"We're going to count syllables in words. How many syllables do you hear in . . . ?"

---

## **Phonological Awareness Lesson Design**

### **Onsets and Rimes**

"Listen to the sounds I say and tell me the word. [Say onset, then rime.] What's the word?"

---

### **Blending Phonemes**

"Listen to the sounds I say and tell me the word. [Say individual phonemes of the word.] What's the word?"

---

### **Segmenting Words into Phonemes**

"I'm going to say a word, and I want you to count each sound you hear. How many sounds do you hear in . . . ?"

---

"Listen to the word I say and tell me the first sound you hear in the word. What's the first sound in . . . ?"

---

"Listen to the word I say and tell me the final or last sound you hear in the word. What's the last sound in . . . ?"

---

"Listen to the word I say and tell me the middle sound you hear in the word. What's the middle sound in . . . ?"

---

### **Manipulating Phonemes**

"We're going to leave out the first sound in a word. Say \_\_\_\_\_ without the \_\_\_\_."

---

"We're going to change sounds in words. Say this word: \_\_\_\_\_." [Children respond.] "Instead of [phoneme] say [new phoneme]. What's the word?"

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<http://www.sedl.org/secac/books.html>

## **Children's Books for Teaching Phonemic Awareness: An Annotated Bibliography**

Prepared by Jill B. Slack, Ph.D.

- **Ahlberg, J. (1979). *Each peach pear plum*. New York: Viking.**  
The rhyming text and illustrations in this book invite the reader to play I Spy with a variety of Mother Goose and other folklore characters.
- **Bayer, J. (1984). *A my name is Alice*. New York: The Dial Press.**  
Through lively alliteration, this book describes a different character for each letter of the alphabet. Each description includes the character's name, place he or she lives, and occupation.
- **Brown, M. W. (1993). *Four fur feet*. New York: Doubleday.**  
Here the reader is drawn to the /f/ sound as the phrase "four fur feet" is repeated in every sentence as a furry animal travels around the world. The same pattern is used throughout the story as the four fur feet walk along the river, into the country, and so forth. The book must be turned around as the animal makes its way around the world.
- **Buller, J. & Schade, S. (1998). *I love you, good night*. New York: Simon and Schuster.**  
In this book, a mother and a child tell each other how much they love one another. When the child says she loves her mother as much as "frogs love flies," the mother responds she loves her child as much as "pig love pies." The two go back and forth in this manner until "good night" is said. The rhyme invites the listener to participate and continue the story.
- **Cameron, P. (1961). *"I can't," said the ant*. New York: Coward-McCann.**  
In this rhyming book, household items discuss the fall of a teapot from a kitchen counter and the means by which to put it back. In a series of brief conversations, each item says something that rhymes with its own name. "I can't bear it," said the carrot. And "Don't break her," said the shaker.
- **Carle, E. (1974). *All about Arthur (an absolutely absurd ape)*. New York: Franklin Watts.**  
Arthur, an accordion-playing ape, travels from Baltimore to Yonkers making friends. In each city he makes a friend whose name matches the beginning sound of the city, from banjo-playing bear in Baltimore to a Young Yak in Yonkers. Carter, D. (1990). *More bugs in boxes*. New York: Simon and Schuster. This pop-up book asks and answers questions about make-believe bugs found inside a series of boxes. The questions and answers make use of alliteration: "What kind of bug is in the rosy red rectangle box? A bright blue big-mouth bug."
- **de Regniers, B, Moore, E., White, M., & Carr, J. (1988). *Sing a song of popcorn*. New York: Scholastic.**  
This book includes a collection of poetry of well-loved poets from classic to the contemporary, all beautifully illustrated by Caldecott medal artists. The poems play with sounds within words and encourage children to experiment with rhyme. For example, in "Eletelephony" sounds are mixed up and substituted for one another: "Once there was an elephant, Who tried to use a telephant..."
- **Ehlert, L. (1989). *Eating the alphabet: Fruits and vegetables from A to Z*. San Diego, CA: Harcourt Brace Jovanovich.**  
Fruits and vegetables are offered in print and brightly colored pictures for each letter of the alphabet in this book. For instance, blueberry, brussels sprouts, bean beet, broccoli, and banana are displayed for "B."
- **Emberley, B. (1992). *One wide river to cross*. Boston: Little, Brown.**  
This Caldecott Honor Book presents an adaptation of the African-American spiritual about Noah's ark. Using rhyme, the author describes the animals

gathering on board one by one (while "Japhelth played the big bass drum"), two by two ("The alligator lost his shoe"), and so on up to ten, when the rains begin.

- **Fortunata. (1968). *Catch a little fox*. New York: Scholastic.**  
A group of children are planning a hunting trip, describing in rhyming verse the animals they will catch and where they will keep them.
- **Geraghty, P. (1992). *Stop that noise!* New York: Crown.**  
A mouse is bothered by the various sounds of the forest and pleads the cicada to stop its "zee-zee-zee-zee," the frog to stop its "wooppp," until it hears far more annoying sounds-the "Brrrrm" and "Crrrrr RACKA-DACKA-RACKA- SHOONG" of a bulldozer felling trees. The animal and machine sounds make this book useful in drawing attention to the sounds in our language.
- **Gordon, J. (1991). *Six sleepy sheep*. New York: Puffin Books.**  
The use of the /s/ sound throughout the book amuses listeners as they anticipate the sheep's antics. For instance: Six sheep try to fall asleep by slurping celery soup, telling spooky stories, singing songs, sipping simmered milk, and so on.
- **Hague, K. (1984). *Alphabears*. New York: Henry Holt.**  
Twenty-six teddy bears introduce the alphabet and make use of alliteration in this beautifully illustrated book. For example, Teddy bear John loves jam and jelly and Pam likes popcorn and pink lemonade. Hawkins, C., & Hawkins, J. (1986). *Tog the dog*. New York: G.P. Putnam's Sons. This book tells the story of Tog the dog who likes to jog, gets lost in the fog, and so forth. Except for the final page, where the letters og appear, the pages in the book are not full width. As the reader turns the narrower pages a new letter appears and lines up with the og so that when Tog gets lost in the fog, for example, a letter f lines up with og to make the word fog. This is a great book for both developing phonemic awareness and familiarity with common spelling patterns. Additional books by the authors include Jen the hen (1985), Mig the pig (1984), and Pat the cat (1993), all published by G.P. Putnam's Sons. All of the books focus on changing beginning letters while maintaining the spelling pattern throughout the story.
- **Hymes, L. & Hymes, J. (1964). *Oodles of noodles*. New York: Young Scott Books.**  
In this collection of poems, words both rhyme and make use of the same initial sounds in order to create nonsense words to complete the verse.
- **Kuskin, K. (1990) *Roar and more*. New York: HarperTrophy.**  
The poems and pictures in this book portray the sounds that animals make. Both the use of rhyme and presentation of animal sounds ("Ssnnaaaarrll" for the tiger, "Hsssssss..." for the snake) draw children's attention to the sounds.
- **Lewis, W. (1992). *Buzz said the bee*. New York: Scholastic.**  
In this simple book, a series of animals climb on top of one another. Before each animal sits on top of the next, it does something that rhymes with the animal it approaches. For instance, the hen dances a jig before sitting on the pig, the pig takes a bow before sitting on the cow, and so on.
- **Martin, B. (1974). *Sounds of a powwow*. New York: Holt, Rinehart, & Winston.**  
This volume includes the song "K-K-K-Katy." The first consonant of several words is isolated and repeated, as is the song title.
- **Obligado, L. (1983). *Faint frogs feeling feverish and other terrifically tantalizing tongue twisters*. New York: Viking.**  
For each letter of the alphabet, at least one tongue twister using alliteration is presented in print with humorous pictures. For instance, S shows smiling snakes



sipping strawberry sodas, a shy spider spinning, and a swordfish sawing. T has two toucans tying ties, turtles tasting tea, and tigers trying trousers.

- **Parry, C. (1991). *Zoomerang-a-boomerang. Poems to make your belly laugh.* New York: Puffin Books.**

Predictable and humorous rhyme patterns are present in nearly all of the poems in this collection. For instance, in the poem, "Oh my, no more pie," the meat's too red, so the writer has some bread. When the bread is too brown, the writer goes to town, and so forth.

- **Patz, N. (1983). *Moses supposes his toeses are roses.* San Diego, CA: Harcourt Brace Jovanovich.**

This book presents seven rhymes, each of which plays on language to engage the listener. Alliteration makes "Betty Botter" a tongue twister: "But a bit of better butter that will make my batter better!" Rhyme is predictable in "Sweetie Maguire" when she cries "Fire! Fire!" and Mrs. O'Hair says, "Where? Where?" Assonance adds humor to "The tooter" when the tooter tries to tutor two tooters to toot!

- **Pomerantz, C. (1993). *If I had a paka.* New York: Mulberry.**

Attention is drawn to phonemes when languages other than English are introduced. Eleven languages are represented among the 12 poems in this book. The Vietnamese translation of the following draws attention to rhyme and repetition: I like fish, Toy tik ka; I like chicken, Toy tik ga; I like duck, Toy tik veet; I like meat, Toy tik teet.

- **Prelutsky, J. (1989). *Poems of A. Nonny Mouse.* New York: Alfred A. Knopf.**

In this humorous selection of poems, A Nonny Mouse finally gets credit for all her works that were previously attributed to "Anonymous." Of special interest for developing phonemic awareness are poems such as "How much wood would a woodchuck chuck" and "Betty Botter bought some butter."

- **Raffi. (1987). *Down by the bay.* New York: Crown.**

Music is included in this selection in which two young children try to outdo one another in making up rhymes with questions like, "Did you ever see a goose kissing a moose, a fly wearing a tie, or llamas eating pajamas down by the bay?"

- **Rogers, P. (1990). *What will the weather be like today?* New York: Greenwillow Books.**

In this entertaining book, animals and humans discuss, in rhyming verse, the possibility of the day's weather.

- **Rothman, J. (1979). *This can lick a lollipop. Body riddles for kids.* Garden City, NY: Doubleday.**

Presents riddles and rhyme about various parts of the human body (both Spanish and English texts available).

- **Serfozo, M. (1988). *Who said red?* New York: M.K. McElderry Books.**

A dialogue between two speakers, one of whom must keep insisting on an interest in the color red, introduces that color as well as green, blue, yellow, and others.

- **Seuss, Dr. (1991). *Dr. Seuss's ABC (2nd ed.).* New York: Random House.**

The antics of silly nonsense characters are described in this book in which each letter of the alphabet is presented with an amusing sentence made up mostly of words that begin with the targeted letter. In one instance, "Many mumbling mice are making midnight music in the moonlight...mighty nice." Seuss, Dr. (1965).

Fox in socks. New York: Random House. Tricky language play is the focus of this fun book in which the reader is warned to proceed slowly because the fox will try to tip up the reader's tongue. Assonance patterns occur throughout and the listener is exposed to subtle vowel changes when beetles battle, ducks like lakes, and ticks and clocks get mixed up with the chicks and tocks.

- **Seuss, Dr. (1974). *There's a wocket in my pocket*. New York: Random House.**

A child talks about the nonsense creatures he has found around the house ("bofa on the sofa" and "zamp in the lamp") in this wonderful book of language play, which substitutes initial sounds of common household object to create the nonsense.

- **Shaw, N. (1989). *Sheep on a ship*. Boston: Houghton Mifflin.**

This book describes the adventures of some sheep that go on a trip aboard a ship. The reader is drawn to the use of rhyme (waves lap and sails flap), alliteration (sheep on a ship), and assonance ("It rains and hails and shakes the sails"). Sheep in a jeep (1986), by the same author and publisher, also uses a rhyming verse to record the crazy adventures of a group of sheep that go riding in a jeep.

- **Silverstein, S. (1964). *A giraffe and a half*. New York: Harper Collins.**

Silverstein uses cumulative and rhyming patterns to build the story of a giraffe who has a rose on his nose, a bee on his knee, some glue on his shoe, and so on until he undoes the story by reversing the events.

- **Tallon, R. (1979). *Zoophabets*. New York: Scholastic.**

Lively alliteration describes a fictional animal for each letter of the alphabet, including where it lives and what it eats. "Runk" lives in "rain barrels" and eats "raindrops, rusty rainbows, ..."

- **Van Allsburg, C. (1987). *The Z was zapped*. Boston: Houghton Mifflin.**

Each letter of the alphabet is involved in some alliterative mishap such as A is crushed by an avalanche, B is badly bitten, C is cut to ribbons, and so forth. Other Alphabet books using alliteration include G. Base's *Animalia* (1987) published by Harry N. Abrams and J. Patience's (1993) *An amazing alphabet*, published by Random House.

- **Winthrop, E. (1986). *Shoes*. New York: HarperTrophy.**

This book takes a look at many different kinds of shoes and invites participation and creative contributions through the use of rhyme and rhythm. The book begins, "There are shoes to buckle, shoes to tie, shoes too low, and shoes too high." A while later we discover, "Shoes for fishing, shoes for wishing, rubber shoes for muddy squishing."

- **Zemach, M. (1976). *Hush, little baby*. New York: E. P. Dutton.**

In this traditional rhyming lullaby, parents attempt to quiet a crying baby through the promise of many outrageous things, including a mockingbird, diamond, billy goat, and others. The verse is set to rhyme, e.g., "If that cart and bull turn over, Poppa's gonna buy you a dog named Rover," and children can easily innovate on the rhyme and add to the list of items being promised.

- **Ziefert, H. & Brown, H. (1996). *What rhymes with eel?* New York: Penguin.**

In this simple word and picture flap book, rhyming words are linked to rhyming pictures, allowing children to predict what is under the flap.

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**For additional books, see the following sources:**

- Adams, M. J., Foorman, B. R., Lundberg, I., Beeler, T. (1998). Phonemic Awareness in Young Children. Baltimore, MD: Paul H. Brooks.
- Yopp, H. K. (1995). Read-aloud books for developing phonemic awareness. The Reading Teacher: Vol. 48, 538-542.

# PHONICS

# Practice Activities

Following recommendations regarding sequence:  
(Adapted from Teaching Phonics & Word Study, 2001, pg. 44)

- Teach letter sounds, avoid introducing sounds that are similar (i,e). A general order for introduction vowels a,i,o,u,e.
- Teach stop sounds and continuous sounds
- Teach short vowel sounds before long vowel sounds
- Teach consonants and short vowels in combination so that words can be generated as early as possible.
- Make sure the majority of the consonants you teach early on are continuous consonants.
- Use a sequence in which the most words can be generated.
- Progress from simple to more complex sound spellings.
- Once complex sound spellings have been taught, focus on large spelling patterns.

**MOST COMMON SOUNDS OF SINGLE LETTERS      LETTER COMBINATIONS & AFFIXES**

| 1. Single Letters        |        | 2. Letter Combinations |          | 3. Affixes |                           |
|--------------------------|--------|------------------------|----------|------------|---------------------------|
| <b>Continuous Sounds</b> |        |                        |          |            |                           |
| a                        | (fat)  | ai                     | (maid)   | a          | (alive)                   |
| e                        | (bet)  | ar                     | (car)    | a          | (formula)                 |
| f                        | (fill) | au                     | (haul)   | able       | (enjoyable)               |
| i                        | (sit)  | aw                     | (lawn)   | ac         | (accuse, cardiac)         |
| l                        | (let)  | ay                     | (stay)   | ad         | (address)                 |
| m                        | mad    | ch                     | (chip)   | age        | (package)                 |
| n                        | nut    | ea                     | (beat)   | al         | (personal)                |
| o                        | (not)  | ee                     | (need)   | be         | (become)                  |
| r                        | (rat)  | er                     | (fern)   | com        | (compare)                 |
| s                        | (sell) | ew                     | (shrewd) | con        | (confuse)                 |
| u                        | (cut)  | igh                    | (high)   | de         | (defeat)                  |
| v                        | (vet)  | ing                    | (sing)   | dis        | (disappear)               |
| w                        | (wet)  | ir                     | (first)  | ed         | (jumped, landed, hummed ) |
| y                        | (yes)  | kn                     | (know)   | en         | (harden)                  |
| z                        | (zoo)  | oa                     | (load)   | ence       | (occurrence)              |
| <b>stop sounds</b>       |        | oi                     | (boil)   | er         | (keeper)                  |
| b                        | (boy)  | oo                     | (boot)   | es         | (misses)                  |
| c                        | (can)  | or                     | (short)  | est        | (smallest)                |
| d                        | (did)  | ou                     | (cloud)  | ex         | (expect)                  |
| g                        | (got)  | ow                     | (own)    | ful        | (handful)                 |
| h                        | (his)  | oy                     | (toy)    | ic         | (heroic)                  |
| j                        | (jet)  | ph                     | (phone)  | in         | (inside)                  |
| k                        | (kiss) | qu                     | (quick)  | ing        | (jumping)                 |
| p                        | (pet)  | sh                     | (shop)   | ion        | (action)                  |
| q                        | (quit) | th                     | (thank)  | ish        | (selfish)                 |
| t                        | (top)  | ur                     | (burn)   | ize        | (realize)                 |
| x                        | (fox)  | wh                     | (whale)  | ist        | (artist)                  |
|                          |        | wr                     | (wrap)   | ive        | detective                 |
|                          |        |                        |          | le         | (handle)                  |
|                          |        |                        |          | less       | (useless)                 |
|                          |        |                        |          | ly         | (sadly)                   |
|                          |        |                        |          | ment       | (payment)                 |
|                          |        |                        |          | ness       | (kindness)                |
|                          |        |                        |          | ous        | (joyous)                  |
|                          |        |                        |          | over       | (overtime)                |
|                          |        |                        |          | pre        | (preschool)               |
|                          |        |                        |          | pro        | (protect)                 |
|                          |        |                        |          | re         | (refill)                  |
|                          |        |                        |          | s          | (hits)                    |
|                          |        |                        |          | ship       | (friendship)              |
|                          |        |                        |          | teen       | (sixteen)                 |
|                          |        |                        |          | un         | (unhappy)                 |
|                          |        |                        |          | ward       | (forward)                 |
|                          |        |                        |          | y          | (funny)                   |

## Summary of Phonics Content

\*All concepts are cumulatively reviewed to mastery.

|                      |   |
|----------------------|---|
| Lessons 1-10         | 4 consonants: s, n, t, m  |
| Lessons 11-19        | short a and I, r, f   |
| Lessons 20-39        | short o, e, u, more single consonants                           |
| Lessons 40-55        | some consonant digraphs, inflectional endings                   |
| Prerequisite Lessons | short vowel review, consonant digraphs, inflectional endings    |
| Lessons 1-10         | consonant blends, final e, inflectional endings                 |
| Lessons 11-20        | vowel digraphs, r-controlled vowels                             |
| Lessons 21-30        | more vowel digraphs, final y, inflectional endings with final y |
| Lessons 31-35        | more vowel digraphs, c(i), c(e), c(y)                           |
| Prerequisite Lessons | short vowel review  |
| Lessons 1-10         | open, closed & sight syllables                                  |
| Lesson 11-18         | vccv splits, more sight syllables                               |
| Lessons 19-40        | vcv splits, more sight syllables                                |
| Lesson 41-45         | vv splits   |
| Lessons 46-75        | extended practice   |

## Mapping of Instruction to Achieve Instructional Priorities Kindergarten

| Instructional Priority: <b>Alphabetic Principle</b>                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9               |
|---|---|---|---|---|---|---|---|---|-----------------|
| <b>Focus 1: Letter-Sound Correspondence</b>                         |   |   |   |   |   |   |   |   |                 |
| 1a: Identifies letter matched to a sound                            | X | X | X | X | X | X |   |   |                 |
| * 1b: Says the most common sound associated with individual letters |   |   | X | X | X | X | X | X | X               |
| <b>Focus 2: Decoding (Sounding Out Words)</b>                       |   |   |   |   |   |   |   |   |                 |
| * 2a: Blends letter sounds in 1-syllable words                      |   |   |   |   |   |   |   |   | 20 <sup>a</sup> |
| <b>Focus 3: Sight-Word Reading</b>                                  |   |   |   |   |   |   |   |   |                 |
| 3a: Recognizes some words by sight                                  |   |   |   |   |   | X | X | X | X               |

\* High priority skill  
a. Sounds per minute

## Mapping of Instruction to Achieve Instructional Priorities First Grade

| Instructional Priority: <b>Alphabetic Principle</b>                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9     |
|--|---|---|---|---|---|---|---|---|-------|
| <b>Focus 1: Letter &amp; Letter Combinations</b>                             |   |   |   |   |   |   |   |   |       |
| 1a: Produces L-5 correspondences (1/sec)                                     | X | X | X |   |   |   |   |   |       |
| 1b: Produces sounds to common letter combinations                            |   |   | X | X | X | X |   |   |       |
| <b>Focus 2: Decoding (Sounding Out)</b>                                      |   |   |   |   |   |   |   |   |       |
| 2a: Decodes words with consonant blends                                      |   | X | X | X |   |   |   |   |       |
| 2b: Decodes words with letter combinations                                   |   |   | X | X | X | X | X |   |       |
| 2c: Reads regular 1-syllable words fluently                                  |   |   |   |   |   | X | X | X | X     |
| 2d: Reads words with common word parts                                       |   |   |   | X | X | X | X |   |       |
| <b>Focus 3: Sight-Word Reading</b>   |   |   |   |   |   |   |   |   |       |
| 3a: Reads common sight words automatically                                   | X | X | X | X | X | X | X | X | X     |
| <b>Focus 4: Reading Connected Text</b>                                       |   |   |   |   |   |   |   |   |       |
| 4a: Read accurately (1 error in 20 words)                                    |   |   |   | X | X | X | X | X | X     |
| 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year) | X | X | X | X | X | X | X | X | 40-60 |
| 4c: Phrasing attending to ending punctuation                                 |   |   |   |   |   | X | X | X | X     |
| 4d: Reads and rereads to increase familiarity                                |   |   |   |   |   | X | X | X | X     |
| 4e: Rereads and self-corrects while reading                                  |   | X | X | X | X |   |   |   |       |

\* High priority skill

## Mapping of Instruction to Achieve Instructional Priorities First Grade

| Instructional Priority: <b>Spelling<sup>a</sup></b>                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| <b>Focus 1: Word Spelling</b>   |   |   |   |   |   |   |   |   |   |
| * 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.

[http://reading.uoregon.edu/au/au\\_benchmarks\\_2.php](http://reading.uoregon.edu/au/au_benchmarks_2.php)



## Mapping of Instruction to Achieve Instructional Priorities Second Grade

| Instructional Priority: <b>Alphabetic Principle</b>                              | 1               | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9      |
|--|-----------------|----|----|----|----|----|----|----|--------|
| <b>Focus 1: Letter-Sound Knowledge</b>   |                 |    |    |    |    |    |    |    |        |
| * 1a: Produces diphthongs and digraphs   | X               | X  |    |    |    |    |    |    |        |
| <b>Focus 2: Decoding and Word Recognition</b>                                    |                 |    |    |    |    |    |    |    |        |
| * 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  |    |        |
| <b>Focus 3: Sight-Word Reading</b>   |                 |    |    |    |    |    |    |    |        |
| * 3a: Reads more sight words accurately  | X               | X  | X  | X  | X  | X  | X  | X  | X      |
| <b>Focus 4: Reading Connected Text</b>   |                 |    |    |    |    |    |    |    |        |
| * 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 <sup>a</sup> | 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 Second Grade

| Instructional Priority: <b>Spelling</b>                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| <b>Focus 1: Word Spelling</b>   |   |   |   |   |   |   |   |   |   |
| * 1a: Spells previously-studied phonetically regular words accurately | X | X | X | X | X | X | X | X | X |
| * 1b: Uses phonetic strategies to spell unfamiliar words              |   | X | X | X | X | X | X | X | X |
| 1c: Spells frequently used sight words accurately                     |   | X | X | X | X | X | X | X | X |
| 1d: Uses dictionary to check spellings                                |   |   |   |   | X | X | X | X | X |

\* High priority skill

## Mapping of Instruction to Achieve Instructional Priorities Third Grade

| Instructional Priority: <b>Alphabetic Principle</b>                         | 1  | 2  | 3  | 4   | 5   | 6   | 7   | 8   | 9                  |
|---|----|----|----|-----|-----|-----|-----|-----|--------------------|
| <b>Focus 1: Decoding and Word Recognition</b>                               |    |    |    |     |     |     |     |     |                    |
| *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   |     |     |     |     |                    |
| <b>Focus 2: Sight-Word Reading</b>  |    |    |    |     |     |     |     |     |                    |
| 2a: Increases sight words read fluently                                     | X  | X  | X  | X   | X   | X   | X   | X   | X                  |
| <b>Focus 3: Reading Connected Text</b>                                      |    |    |    |     |     |     |     |     |                    |
| *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

## Mapping of Instruction to Achieve Instructional Priorities Third Grade

| Instructional Priority: <b>Spelling</b>  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|---|---|---|---|---|---|---|
| <b>Focus 1: Word Spelling</b>  |   |   |   |   |   |   |   |   |   |
| * 1a: Spells phonetically regular words correctly  | X |   |   |   |   |   |   |   |   |
| 1b: Spells previously studied contractions, possessives, compound words, and words with inflectional endings |   | X | X | X | X | X |   |   |   |
| 1c: Organizes words in alphabetical order  |   |   | X | X | X |   |   |   |   |
| 1d: Uses the dictionary or glossary to confirm and correct uncertain spellings                               |   |   |   |   | X | X | X |   |   |

\* High priority skill

## **The Nonsense Word Test**

### **Preparing the Test**

- Type or print the test and make a copy to record the student's responses.

### **Administering the Test**

- Administer the test to one student at a time.
- Explain to the student that she is to read each word. Point out that the words are nonsense, or made-up words.
- As the student reads the entire list, put a check mark on the answer sheet beside each word she reads correctly. (The word is correct if the student's pronunciation is correct according to common sound-spelling relationships.)

### **Scoring the Test**

- Total the number of words the student read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.

## **The Nonsense Word Test**

**A. Short Vowels**

- |        |         |
|--------|---------|
| 1. lat | 6. fim  |
| 2. ped | 7. hep  |
| 3. sib | 8. yot  |
| 4. mog | 9. rud  |
| 5. vun | 10. cag |

**B. Digraphs, Blends  
Words**

- |          |           |
|----------|-----------|
| 1. sheg  | 6. bruck  |
| 2. chab  | 7. cliss  |
| 3. stot  | 8. smend  |
| 4. whid  | 9. thrist |
| 5. thuzz | 10. phu   |

**C. Long Vowels**

- |         |           |
|---------|-----------|
| 1. sote | 6. shain  |
| 2. mabe | 7. dright |
| 3. foap | 8. hupe   |
| 4. weam | 9. heest  |
| 5. flay | 10. sny   |

**D. Other Vowels**

- |          |            |
|----------|------------|
| 1. doit  | 6. moof    |
| 2. spoud | 7. lurst   |
| 3. clar  | 8. porth   |
| 4. foy   | 9. stook   |
| 5. jern  | 10. flirch |

**E. Multisyllabic**

- |             |             |
|-------------|-------------|
| 1. rigfap   | 6. moku     |
| 2. churbit  | 7. wolide   |
| 3. napsate  | 8. lofam    |
| 4. reatloid | 9. pagbo    |
| 5. foutray  | 10. plizzle |



# The Sight Word Proficiency and Automaticity Assessment

## Preparing the Test

- Type or print the test on a sheet of paper and make a copy to record the student's responses.

## Administering the Test

- Administer the test to one at a time.
- Explain to the student that she/he is to read each word as quickly as possible.
- Have the student read as many words as possible within 90 seconds. Use a stopwatch or other timer to time.
- Put a checkmark on the answer sheet beside each word the student read incorrectly or skipped.

## Scoring the Test

- Count the words the student read correctly in 90 seconds.
- Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- Provide additional instruction on words your students read incorrectly or skipped. Retest students every six weeks and monitor progress.

## Sight Word Proficiency and Automaticity Assessment

|       |         |         |        |           |
|-------|---------|---------|--------|-----------|
| the   | into    | also    | will   | go        |
| of    | has     | around  | each   | good      |
| and   | more    | another | about  | new       |
| a     | her     | came    | how    | write     |
| to    | two     | come    | up     | our       |
| in    | like    | work    | out    | used      |
| is    | him     | three   | them   | me        |
| you   | see     | word    | then   | man       |
| that  | time    | must    | she    | too       |
| it    | could   | because | many   | any       |
| he    | no      | does    | some   | day       |
| for   | make    | part    | so     | same      |
| was   | than    | even    | these  | right     |
| on    | first   | place   | would  | look      |
| are   | been    | well    | other  | think     |
| but   | long    | as      | its    | such      |
| what  | little  | with    | who    | here      |
| all   | very    | his     | now    | take      |
| were  | after   | they    | people | why       |
| when  | words   | at      | my     | things    |
| we    | called  | be      | made   | help      |
| there | just    | this    | over   | put       |
| can   | where   | from    | did    | years     |
| an    | most    | I       | down   | different |
| your  | know    | have    | only   | away      |
| which | get     | or      | way    | again     |
| their | through | by      | find   | off       |
| said  | back    | one     | use    | went      |
| if    | much    | had     | may    | old       |
| do    | before  | not     | water  | number    |

## Phonics Lessons Do's

- **Use a logical sequence.**  
Explicitly teach the sound-spelling relationship, syllabication, spelling pattern, or structural analysis skill. Progress to guided blending practice, then conclude with reading and writing opportunities.
- **Provide frequent daily lessons.**
- **Keep the lessons relatively brief and fast-paced.**
- **Keep the lessons focused.**  
Cover only a small segment at a time.
- **Begin lessons with what students know.**
- **Create a classroom environment in which students become active word watchers**  
Or word detectives—an environment in which there is a curiosity about words.
- **Provide a built-in review**  
Of previously taught sound-spellings or spelling patterns in each lesson (through blending exercises, repeated readings, etc).
- **Adjust pace or scope according to students' needs.**  
Don't set absolute deadlines for how much should be covered in a given time.
- **Regroup students according to their needs.**
- **Link phonics instruction to spelling**  
Through dictation and free-writing activities.
- **Make learning public.**  
Create word walls, make letter charts, and share student writing.
- **Provide instruction that is reflective.**  
(Gaskins et al (1997), for example, uses the "Talk to Yourself Chart" with children to engage them in thinking about words. Here is a completed chart for the word *high*.
  1. The word is high.
  2. Stretch the word. I hear   2   sounds.
  3. I see   4   letters because *igh* stands for one sound.
  4. The spelling pattern is   igh  .
  5. This is what I know about the vowel:   It is the long i sound.
  6. Another word on the Word Wall with the same vowel sound is light.



## Here are five things to avoid in phonics instruction.

- **Avoid having students continually wait for turns.**  
Instead, use choral response techniques or every-pupil response cards.
- **Avoid instruction in which students are not directly told**  
What they are being asked to understand and how they should respond.
- **Avoid immediately correcting students' errors.**  
Provide feedback only after allowing students an opportunity to self-monitor and self-correct.
- **Avoid inadequately addressing exceptions to the generalizations being learned.**
- **Avoid using incorrect language or terminology:**
  1. Instead of saying, "You can hear the *f* sound," say, "You can hear the /f/ sound." *f* is a letter, not a sound.
  2. Rather than saying, "What sounds do you see at the end of *mint*?" say, "What sounds do you hear at the end of the word *mint*?" You see letters; you hear sounds.
  3. Instead of saying, "The letter *t* makes the /t/ sound," say, "The letter *t* stands for or represents the /t/ sound." Letters are inanimate objects; they do not make sounds.
  4. Instead of saying, "The blend *st* stands for the /st/ sound," say, "the letters (cluster) *st* stand for the /st/ sound." Cluster refers to a group of letters; blend refers to a group of sounds.
  5. Instead of saying, "The following letters are diphthongs," say "The following vowel pair (digraph) stands for the /oi/ sound." A diphthong is a sound, a vowel pair, or digraph is a group of letters.

# Strategies for Teaching Phonics

## Teaching Letter -Sound Associations

sat

1. (Point to example word.) This word is sat.
2. (Point to the underlined grapheme.) This sound is /aaaa/.
3. What sound? /aaaa/

OR

1. (Point to the isolated grapheme.) This sound is /aaa/.
2. Say the sound with me. ? /aaaa/.
3. What sound? /aaaa/

(Anita Archer, Washington Reading Institute, Summer 2003)

# DECODING

## Example Task A:

### Introduction:

1. (Point to the example word.) This word is \_\_\_\_\_.
  2. (Point to the underlined grapheme.) This sound is\_\_\_\_\_.
  3. What Sound?
- OR
4. (Point to the isolated grapheme.) This sound is \_\_\_\_\_.
  5. Say the sound with me. \_\_\_\_\_.
  6. What Sound?

## Example Task B:

### Review:

1. When I touch under a letter, you say the sound.  
Keep saying the sound as long as I touch under it.
  - A. (Touch to the left of the letter. Then, loop your finger under the letter and say:) **What Sound?**
  - B. (Alternate between the new grapheme and previously introduced graphemes. Gradually increase the retention interval for the newly introduced grapheme.
  - C. (Check individual students.)

(Anita Archer)

## DECODING STRATEGY SHORT WORDS

1. **Say the sounds.**
2. **Say the sounds fast.**
3. **Say the word.**
4. **Ask yourself:**

**Is it a real word?**

**Does it make sense?**

### Example Task A:

**SOUNDING OUT VC, CVC, CVCC, CCVC WORDS**

#### TEACHING PROCEDURE 1:

1. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between sounds.
2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds and say stop sounds quickly. Don't stop between the sounds.)
3. Sound out this word with me. (Touch under each letter.)
4. Your turn. Sound out this word by yourselves. (Touch under each letter.)
5. What word?

(Anita Archer)

### Example Task B:

#### SOUNDING OUT VC, CVC, CVCC, CCVC WORDS

#### TEACHING PROCEDURE 2:

1. (Write the first letter on the board.) What Sound?
2. (Write the second letter on the board.) What Sound?
3. (Move your hand under the two letters.) Blend it.
4. (Write the third letter.) What Sound?
5. (Move your hand under the letters.) Blend the Sounds.
6. What Word?

### Example Task C:

#### SOUNDING OUT WORDS WITH LETTER COMBINATIONS

#### Introduction in Words:

1. (Point to the underlined letters.) What Sound?
2. (Point to the word.) What Word?
3. (Have students reread the list without the pre-correction.)
4. (Have individual students read the words or have them read the words to their partner.)

### Example Task D:

#### DECODING CVCC WORDS

1. (An *e* at the end tells us to say the name of this (point to the letter) letter.
2. (Prompt students in applying the rule.)
  - a. Is there an *e* at the end of this word?
  - b. (Point to vowel letter.) So, do we say the name of this letter?
  - c. What is the name of this letter?
  - d. (Point to the word.) What word?
3. (Return to the top of the list.) You're going to read these words.  
(Point to each word.) What word?

(Anita Archer)

## Spelling

Explicit phonics and word analysis should be the backbone of spelling instruction during the reading block. Traditional methods of copying definitions, repeated writing of words, word searches, or composing sentences from spellingwords are no real indicator of spelling knowledge or efficient practice.

If a formal spelling list is being used during the reading block including the following words:

Words being used in phonics lessons and word analysis  
Sight words

### Examples of word lists using Phonics and structural elements

- If the element is /ar/
  - farm
  - cart
  - barn
  - start
  
- If the element is a prefix "re"
  - recall
  - rebuild
  - rearrange
  - recycle

## Phonological Awareness and Phonics Chart

| Phonological Awareness   | Phonics  |
|--|--|
| <p>Ability to recognize the sounds of spoken language and how sounds can be blended together, segmented, and manipulated.</p> <p style="text-align: center;"><b>AUDITORY</b></p> <p>Involves sound.</p> <p>Tasks can be done with the eyes closed if not using manipulatives.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Ask children to listen to each sound in the word /m/ /a/ /n/ and say the word man.</li><li>• Say the word /man/. Ask children to say each sound they hear in the word: /m/ /a/ /n/.</li></ul> <p>Focuses on the sounds of spoken language and how they can be blended, segmented, and manipulated.</p> <p>Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling.</p> | <p>An instructional approach that links the sounds of spoken language to printed letters.</p> <p style="text-align: center;"><b>GRAPHOPHONEMIC</b></p> <p>Involves sound and print.</p> <p>Tasks involve looking at print.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Write the word man on the board. Ask children to say each sound in the word and blend the sounds together to read the word: /mmaann/.</li><li>• Ask children to listen to each sound in a word and spell the word using letter tiles.</li></ul> <p>Shows how the sounds of spoken language are represented by letters and spellings.</p> <p>Helps children begin to read and to spell words.</p> |

# Structural Analysis

## (Discussion Points)

### How To Teach:

- Introduce, or reinforce the concept that words can be made up of several elements.
  - *Focus primarily on how students can use word parts to sound out a word and figure out its meaning.*
  - *For example defining specific elements like prefixes, suffixes and root words such as the word part "re". It is a very common prefix and students should be able to recognize it immediately in unfamiliar words (e.g. replay v. really)*
  - **My Example:**
  
- Be sure your instruction is explicit.
  - *Tell them why they're learning a specific skill and show when they can use it.*
  - *Providing many opportunities for application during the reading of a passage (partner reading activity) will further the development of the skill.*
  - **My Example:**



## Structural Analysis

### (Discussion Points)

- During instruction, rely more on concrete, known examples, rather than abstract rules, principles, or definitions.
  - *Focus students' attention on the relationship between a word's internal structure and its role in a sentence.*
  - *An example would know that a particular suffix changes a word from an adjective to a noun could be important in understanding a word's role in a sentence. (e.g. graceful v. grace)*
  - **My Example**
  
- Alert students to the diversity of English words.
  - *Instruct on the different prefixes and suffixes meanings.*
  - *For example provide instruction in Greek & Latin roots and clarify meaning:*
    - *unus (Latin root word) means one thus unanimous is sharing the same or one opinion/view.*
  - **My Example:**

## *Structural Analysis*

### (Discussion Points)

- Be sure students are aware of the limitations of structural analysis.
  - *After students analyze a word to determine its pronunciation and meaning they should check to see if it makes sense in the sentence.*
  - *For instance not all words that begin with "un" begin with a prefix. (e.g. unhappy v. under)*
  - **My example:**
  
- Apply!
  - *Use all reading experiences as an opportunity for students to use their knowledge of word parts to pronounce and determine the meanings of unfamiliar words.*
  - **My example:**

## Compound Words:

- A word made up of 2 smaller words.
- Its meaning is often derived from the meaning of the 2 smaller words.
- 3 types: open (fire drill), closed (doghouse), and hyphenated (by-pass).
- Look for words with more than 2 or 3 letters in a larger word.
- Identifying a 2-letter word isn't always useful.
- When a compound word is divided, each remaining smaller word must be able to stand on its own.

### **Activity:**

Examine the compound words.

If possible break them apart into smaller words.

Using the meanings of the smaller words determine the meaning of the larger word.

Now go through each word and replace one of the two smaller words and create a new larger word and explain its meaning.

1. airmail

2. backstage

3. blueberry

4. eyesight

5. flowerpot

6. windshield

## Prefixes:

- A group of letters that appears at the front of a word and affects the meaning of the root word.
- Most prefixes have more than one meaning.
- Be careful of letter clusters that look like prefixes but aren't.
- Use context clues to verify the word's meaning.
- The most common prefixes are: un-, re-, in-, im-, ir

### **Activity:**

Display the word "*unhappy*".

Allow time for audience to examine the different parts.

Begin dissecting the word:

1. In this word I see the prefix "*un*", meaning not.
2. The rest of the word is "*happy*".
3. Since "*un*" means *not* this word means "*not happy*".
4. Just because a word begins with the letters "*un*" (or any other letters for a prefix) doesn't mean it's a prefix.
5. For example the words: "uncle and under" each begin with the prefix "*un*" but when you remove it from the rest of the word the remaining part is not a recognizable root word.
6. Display word list and have students read each word (providing modeling as necessary). Then have the students see if they can provide a meaning for the word.

**unafraid**

**uncover**

**unheard**

**unhurt**

**unpleasant**

**unprotected**

**unreal**

**unroll**

**uneven**

**unstuck**

**uncap**

**unwrap**

## Suffixes:

- A letter or group of letters that is added to the end of a root word.
- Adding a suffix sometimes changes the spelling of a base word. E.g. run—running, fly---flies, make---making.
- The most common suffixes are:  
-s, -ed, -ing, -ly, and -tion.

## **Activity:**

Display the word "*softly*".

Allow time for audience to examine the different parts.

Begin dissecting the word:

1. In this word I see the suffix "*ly*".
2. The rest of the word is "*soft*".
3. The two word parts put together form the word "*softly*".
4. Looking for common word parts, such as suffixes, is a good way to read an unfamiliar word and figure out its meaning.

Display word list and have students read each word (providing modeling as necessary). Then have the students see if they can provide a meaning for the word.

|                 |                  |                |                   |
|-----------------|------------------|----------------|-------------------|
| <b>brightly</b> | <b>clearly</b>   | <b>closely</b> | <b>quickly</b>    |
| <b>costly</b>   | <b>correctly</b> | <b>quietly</b> | <b>repeatedly</b> |
| <b>sadly</b>    | <b>safely</b>    | <b>sickly</b>  | <b>delicately</b> |

## Reading Multi-syllabic Words

1. Look for word parts at the beginning and end of the word and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

\*Many students will have difficulty learning this strategy not because of the strategy's complexity, but rather because of unknown preskills. Therefore, the students must be able to:

1. say the correct vowel sound (phoneme) when shown the corresponding letters (grapheme).
2. say the sound (short sound) and name (long sound) for single vowel letters.
3. Underline vowel graphemes within words.
4. Sound out word parts containing various vowel graphemes.
5. Say the correct pronunciation for common prefixes and suffixes (referred to as word parts at the beginning and end of words).
6. circle word parts at the beginning of a word (prefixes) and the end of a word (suffixes).
7. Blend auditorily presented word parts into a word.
8. Correct incorrect pronunciations of longer words when presented in context.

Examples:

1. fantastic

\* *Teacher:* Let's look at the first part of this word: f-a-n. How would you pronounce this?

\* *Students:* fan

\* *Teacher:* That's right! This is a closed syllable, since it ends in a consonant. Closed syllables usually have a short vowel sound.

\* *Teacher:* Lets look at the next syllable: t-a-s. How would you pronounce this syllable.?

\* *Students:* tas

\* *Teacher:* How is this syllable like the first syllable in the word?

\* *Students:* They are both closed syllables and have short vowel sounds.

\* *Teacher:* Now let's read the last syllable in the word: t-i-c. It's a closed syllable too!

\* *Students:* tic

\* *Teacher:* You read fan-tas-tic. Let's put these syllables together to read the whole word.

\* *Students:* fantastic

\* *Teacher:* That's right. The word is fantastic

Example 2: reconstruction

re con struc tion



Extension activities for Compound Words, Prefixes, Suffixes can be found in the books **"Words Their Way"** (D. Bear, M. Invernizzi, S. Templeton, F. Johnston) on pages 229-248 and **"Teaching Phonics & Word Study"** (W. Blevins) on pages 247-254.

Extension activities for Multi-syllabic words can be found in the book: **"Teaching Phonics & Word Study"** (W. Blevins) on pages 191-192.



# APPENDIX

## Reading — Kindergarten

### **EALR 1: The student understands and uses different skills and strategies to read.**

#### **Component 1.1 Use word recognition skills and strategies to read and comprehend text.**

##### **1.1.2 Understand and apply phonological awareness and phonemic awareness.**

- Substitute auditorially one phoneme for another to make a new word (e.g., beginning and ending sounds; oddy tasks).
- Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt.
- Manipulate and segment words orally by onset and rime.
- Segment and blend two and three phoneme words orally. 1/23/14

##### **1.1.4 Apply understanding of phonics.**

- Identify letters of the alphabet.
- Identify common consonant sounds and short vowel sounds.
- Use common consonant sounds with short vowel sounds to decode three- and four-letter words.
- Use knowledge of phonics to read unfamiliar words in isolation and in context.

#### **Component 1.4 Apply word recognition skills and strategies to read fluently.**

##### **1.4.1 Know common sight words appropriate to grade-level.**

- Read selected sight words in isolation/lists.
- Recognize common sight words in text.

### **EALR 1: The student understands and uses different skills and strategies to read.**

#### **Component 1.1 Use word recognition skills and strategies to read and comprehend text.**

##### **1.1.2 Understand and apply phonological and phonemic awareness.**

- Identify syllables in a word auditorially.
- Identify and generate rhyme.
- Segment and blend multi-syllabic words, including compound words.
- Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word.
- Segment and blend words orally containing three to five phonemes.

- Generate words that begin or end with the same sound or different sounds.
- Blend and segment onset and rime.

#### **1.1.4 Apply understanding of phonics.**

- Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).
- Use onset and rime/word families to decode words in isolation and in context.
- Decode words in isolation and in context following common vowel patterns.
- Use knowledge of phonics to read unfamiliar words in isolation and in context.
- Read compound words, contractions, and words with common inflectional endings in isolation and in context.

|   |
|---|
| <b>Component 1.4 Apply word recognition skills and strategies to read fluently.</b> |
|---|

#### **1.4.1 Know common sight words appropriate to grade-level.**

- Read selected sight words with automaticity.

### **Reading—Grade 2**

#### **EALR 1: The student understands and uses different skills and strategies to read.**

|  |
|--|
| <b>Component 1.1 Use word recognition skills and strategies to read and comprehend text.</b> |
|--|

#### **1.1.4 Apply understanding of phonics.**

- Use knowledge of phonics to read unfamiliar words in grade-level text.
- Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).
- Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., *super* follows v/cv pattern; *supper* follows vc/cv).

### **Reading—Grade 3**

#### **EALR 1: The student understands and uses different skills and strategies to read.**

|  |
|--|
| <b>Component 1.1 Use word recognition skills and strategies to read and comprehend text.</b> |
|--|

#### **1.1.4 Apply understanding of phonics.**

- Read words containing complex letter patterns and/or word families (e.g., -ieve, -eive, -ield) in isolation and in context.
- Apply multi-syllabic decoding when reading words in all text.

## Reading—Grade 4

**EALR 1: The student understands and uses different skills and strategies to read.**

|  |
|--|
| <b>Component 1.1 Use word recognition skills and strategies to read and comprehend text.</b> |
|--|

**1.1.4 Apply understanding of phonics.**

- Use multi-syllabic decoding when reading words in all texts.

## Reading—Grade 5

**EALR 1: The student understands and uses different skills and strategies to read.**

**Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidence of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade-levels.**

## GLOSSARY

**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., un, ing, ful).

**ALLITERATION:** The student can hear which words begin with the same sound (Peter Peter, pumpkin eater)

**ALPHABETIC PRINCIPLE-**Readers must apply their alphabetic knowledge to decode unfamiliar words and to remember how to read words they have read before.

**BLENDING:** Given individual sounds orally, the student can blend those sounds into words

**BLENDING SYLLABLES:** The student can blend the syllables spoken by a teacher into a word.

**CLOSED SYLLABLE-**a syllable that ends in a consonant phoneme (sound). (For example, both syllables in the word pumpkin- pump/kin.)

**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 consonants together in a word that produce only one speech sound (th, sh, ng).

**CONTINUES SOUNDS-** sounds that can be prolonged or sustained without distortion. (For example, /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/)

**COUNTING WORDS IN A SENTENCE:** The student can count the number of words in an oral sentence.

**DECODE**- Involves translating individual letters or groups of letters into sounds to access the pronunciation of a word.

**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.

**GRAPHEME**-The written symbols that represent phonemes; shown in print using // marks around the phoneme.

**IRREGULAR WORD**-Word that cannot be decoded using rules and letter/sound phonics relationships; sometimes called sight words.

**ONSET**: The initial consonant(s) sound of a syllable

**OPEN SYLLABLE**- a syllable that ends in a vowel phoneme (sound).

**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.

**RIME**- The part of the syllable that contains the vowel and all that follows. The student can segment and blend the onset-rime. (m-an, m-ade, st-and)

**RHYMING**: The student can rhyme a word with another word. Given several words, the student can pick out a word, which does not rhyme.

**RIME-** In a syllable the vowel and all the rest of the syllable / word; the vowel and consonant letter(s) which follow the vowel in a syllable (*atch* in the word *catch*)

**SEGMENTATION-** Breaking a word into its separate sounds (cat is /c/ /a/ /t/).

**SEGMENTING SYLLABLES:** The student can count the syllables (by clapping) of a spoken word.

**STOP SOUNDS-**a consonant sound produced by the blockage of the airflow. (For example, /p/ and /b/)

**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).

Compiled from Washington Reading Link, Phonics, and Teaching Phonics & Word Study, Wiley Blevins

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