



PHONICS



Objectives

- **Review** Phonemic Awareness and the Alphabetic Principle
- **Introduce** How Readers Read Words and Terms in Phonics Instruction
 - **Recognize** the five phases of word reading development
- **Learn** the importance of integrating spelling into phonics instruction
- **Understand** how phonograms support reading
 - **Learn** common phonograms and word families
- **Understand** how awareness of syllables supports decoding and encoding
 - **Learn** syllable types
 - **Introduce** the importance of morphological awareness

Next time... assessment and instruction

Your Concerns

■ *Outside of school*

- Exposure to reading and English language or practice time
- Parents who do not yet read or support homework and attendance
- Students not read to; do not practice reading
- Resources for students and outside programs

■ *During school*

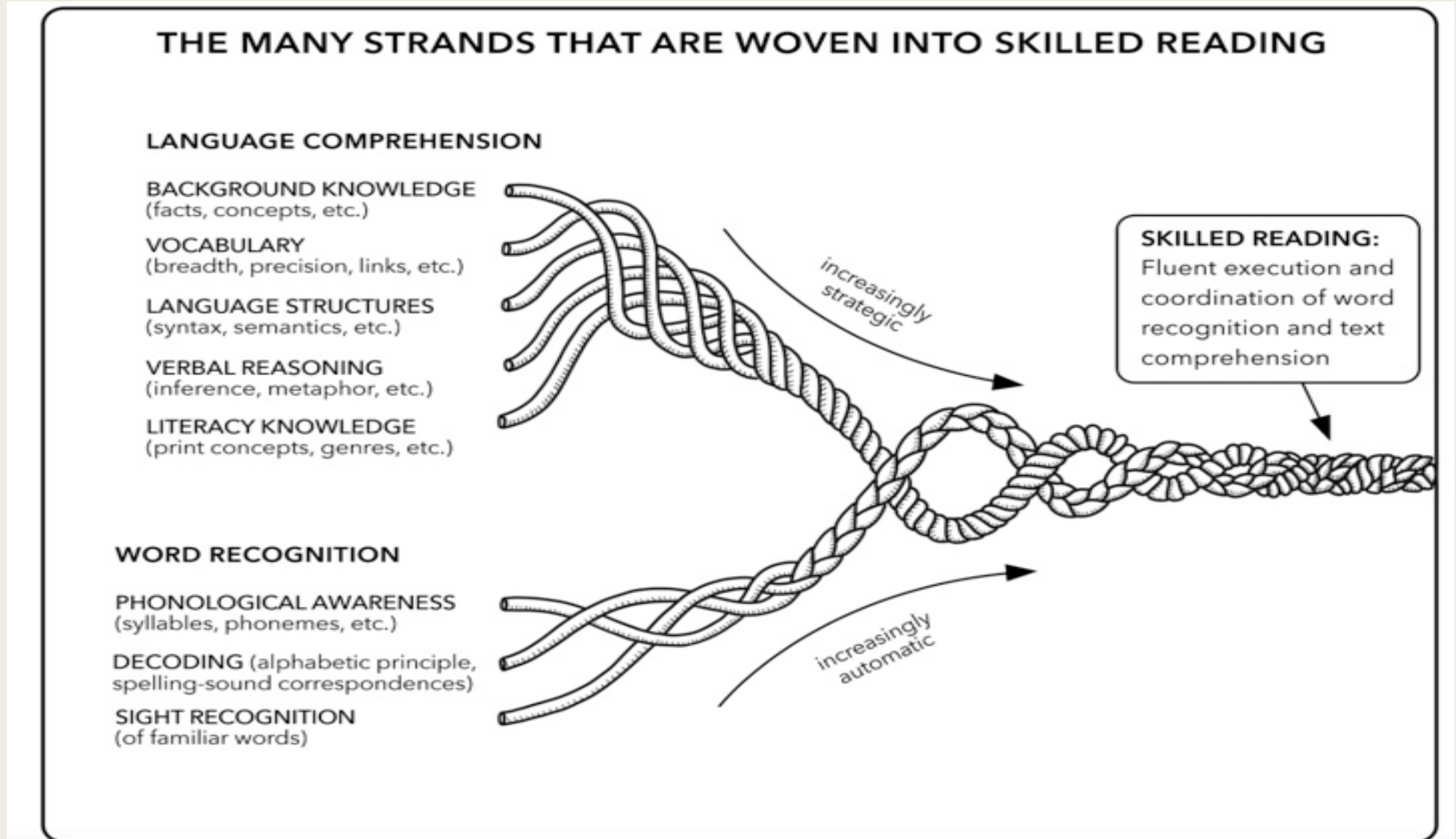
- No ENL teacher and *teachers don't teach them or move too quickly*
- *Far behind in school with little support*
- Miss so much/gaps and move along in grades; lack of continuity
- Reading is not taught but expected to read direction/word problems

■ Support Role of Tutors

- *Limited time and resources to teach*
- *Students must learn English vocabulary and do not know all the English sounds*
- Should we teach skills in English or home language first?
- Dialects and accents

- https://www.aft.org/ae/summer2021/washington_seidenberg

Scarborough's Reading Rope





REVIEW

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PHONEMES

Learning the Alphabet

- Students must decipher abstract symbols – both upper- and lower-case letters
- Then they link these symbols to phonemes
- Also, young children must learn to form letters
- And they all this new knowledge to read and spell words

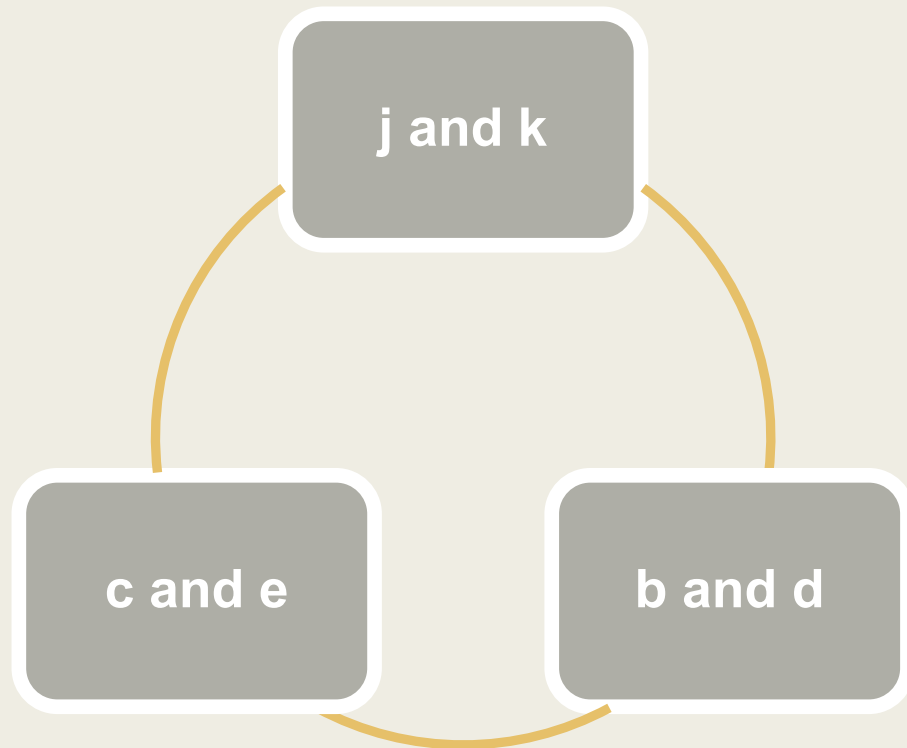
- This can be very confusing without systematic and explicit instruction!

Students Who Are Learning English

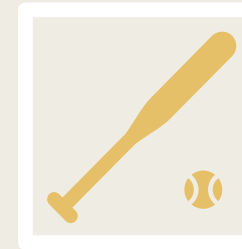
- Spanish to English:
 - Most letters are the same (good place to start!)
 - *13 consonants make the same sound (here too!)*
 - Some English sounds and patterns do not occur in Spanish

Avoid Teaching Similar Letters Together

Letter Names that Rhyme

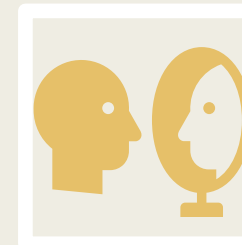


Letters that Look Alike



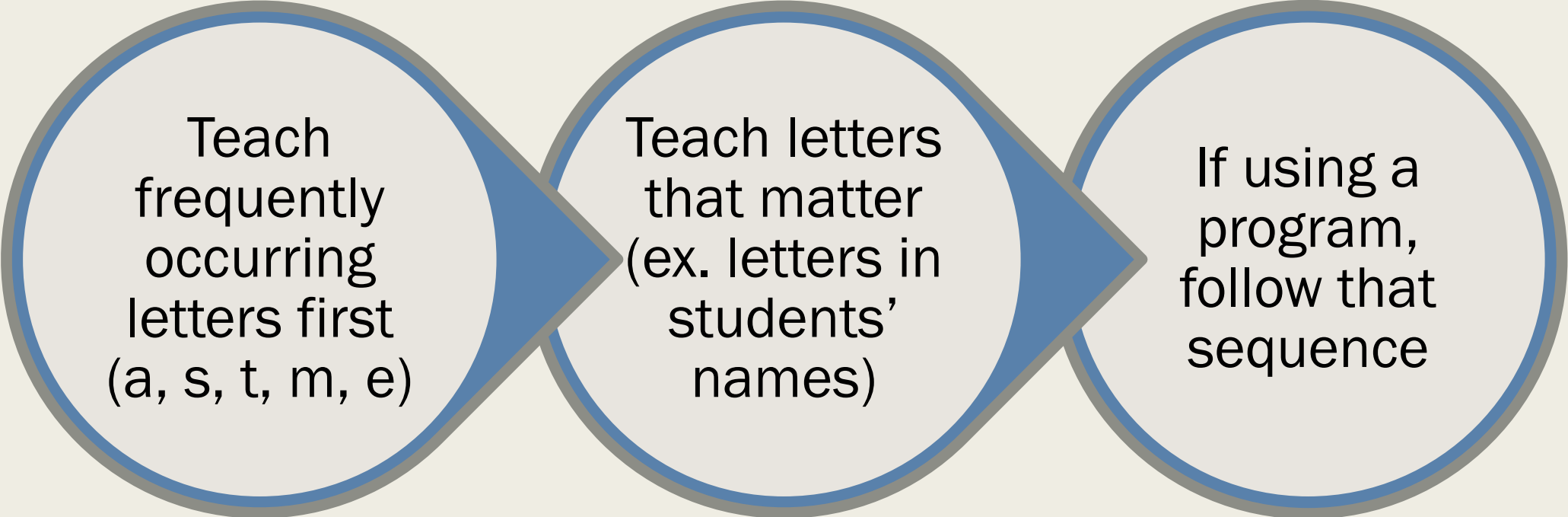
Circles and Sticks
b d q p

Humps
m n w h u



Similar Shapes
c e

High Frequency and Important Letters



Teach frequently occurring letters first (a, s, t, m, e)

Teach letters that matter (ex. letters in students' names)

If using a program, follow that sequence

Learning to Read and Write Requires Explicit Instruction




Noticing individual sounds
(phonemes)



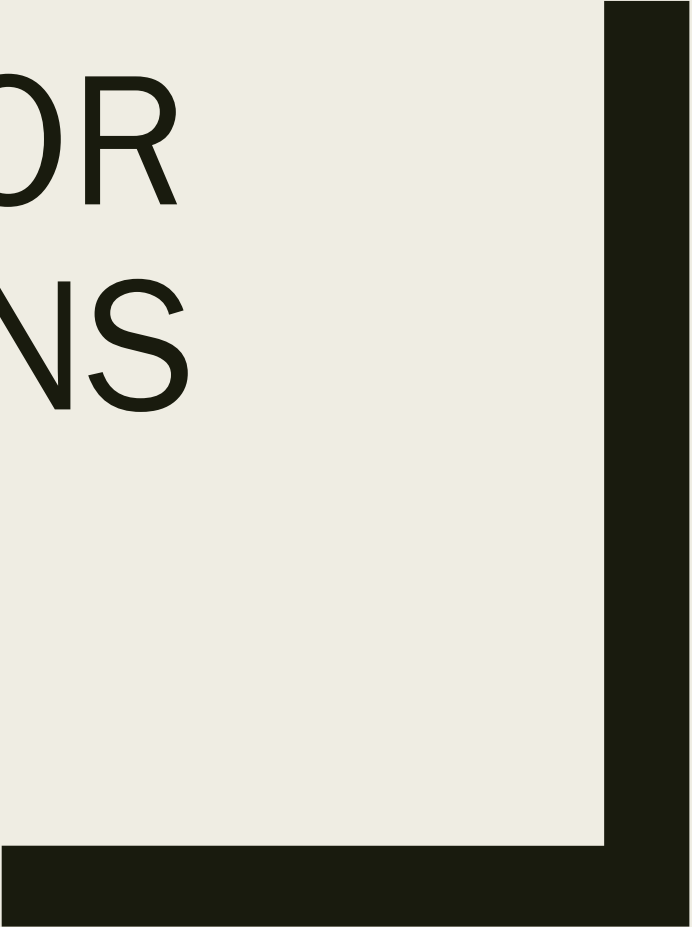
Understanding alphabetic principle
(individual sounds are represented
by letters / letter patterns)

Accuracy and Automaticity

- Some children enter kindergarten knowing all letters
- **Early assessments** determine letter knowledge
- Build letter naming ability to the level of **automaticity** – achieve fluency as soon as possible



QUESTIONS OR
OBSERVATIONS



How Readers Read Words

(Ehri, 2014)

Decoding

- Readers sound out and blend graphemes into phonemes; syllables and morphemes blend into words

Analogy

- Using known words to read new words (ex. using “damp” to read “camp” or “lamp”)

Prediction

- Using context and letter clues to guess unfamiliar words

Sight

- Words are read immediately from memory without conscious effort

Phases of Development

(Ehri, 2005)

Prealphabetic	Early/ Partial Alphabetic	Full Alphabetic	Consolidated Alphabetic	Automatic add (Ehri and McCormack, 1998)
PreK – Early K	Early K – Mid K	End of K – Grade 1	Grade 2 – Automaticity	Quick, effortless
No phonemic awareness (PA)	Begins connecting graphemes with phonemes	PA segmenting and blending	Multi-letter patterns are read automatically	Most words are sight words
May know letters	First and last letter/s and guess	Converts letters into sounds	Syllables and morphemes are read as units	A variety of effective strategies to read unfamiliar words
“Reads” the environment		Decodes slowly	Decodes unfamiliar words accurately	
Uses context, pictures, guessing				

Review Basic Terms

Phoneme

- Smallest unit of speech

Phonemic Awareness

- Ability to hear, identify, move or changes sounds (phonemes) in spoken words

Alphabetic Principle

- The idea that letters and letter patterns represent the sounds of spoken language

Grapheme

- Individual letters or groups of letters that represent individual speech sounds (ex. “ch” or “igh” in “light”)

Phoneme-Grapheme
Correspondence

- How graphemes map to phonemes

Decode

- The ability to apply knowledge of letter-sound relationships to correctly pronounce written words

Encode

- An understanding of phonics is used to build or spell a word

Orthography Terms

Orthography

- The writing system of a language

Phonics


- The systematic relationship between letters and sounds

Syllable

- Part of a word that contains a single vowel sound

Morpheme

- The smallest meaningful unit of language

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QUESTIONS OR
OBSERVATIONS

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SPELLING INVENTORY

Let's look at the Primary Spelling Inventory

Spelling as a Teaching Tool

Primary Grades

Spelling Supports:

- Phonemic Awareness
- Letter-Sound Correspondence
- Phonics Instruction

Upper Grades

Spelling Supports:

- Spelling and learning meaningful word parts
 - *Latin and Greek Forms*

Spelling Instruction Supports Learning to Read



Students' spelling + explicit instruction improves memory for letters (orthographic memory)



Excellent diagnostic tool reflecting how students represent orthographic patterns



Spelling demonstrates students' ability to transfer learned patterns and to decode new words



Spelling Instruction Goals

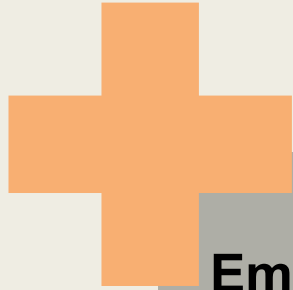


To have an accurate representation of printed words in memory



To help children map and store words permanently for accurate and quick writing

Moving Beyond Spelling Memorization



Emphasize

Spelling instruction that is based on the sounds of language

Decoding skills that are reinforced by learning transferable patterns



Deemphasize

Rote memorization and recall for spelling

Spellings of English words
based on letter-sound correspondence

Spelling:
Predictable
or Arbitrary?

Predictable

50%

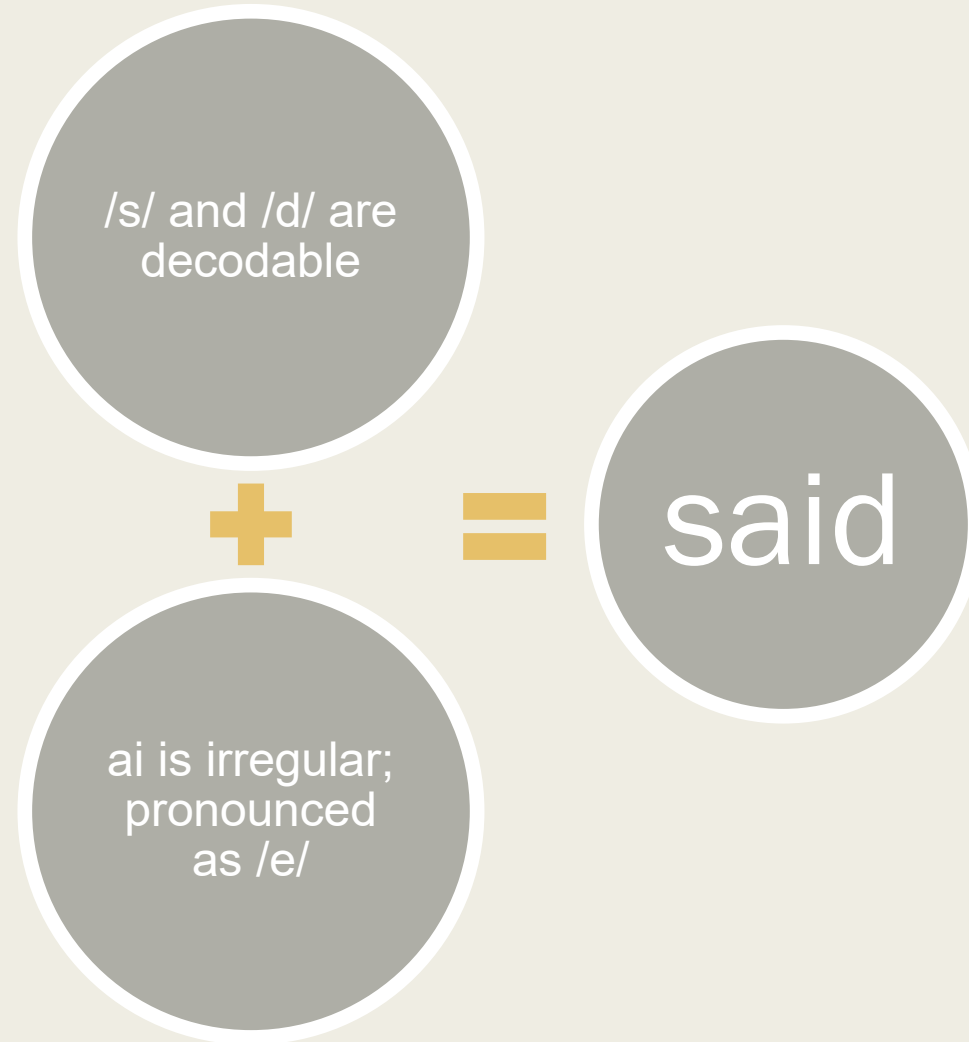


Predictable
except for
one sound

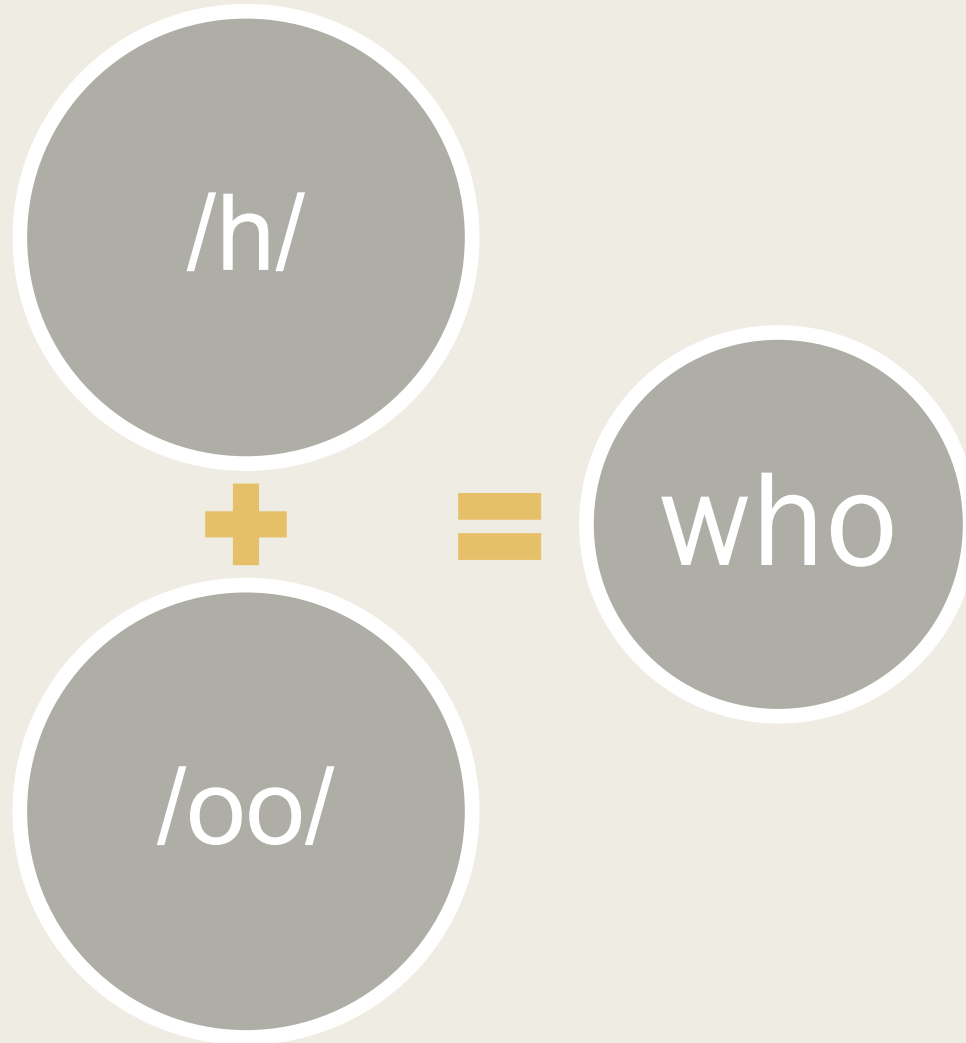
34%



Predictable Except for One Sound



Irregular



Spelling Predictability

(Malatesha et al., 2009)

Letter Patterns


- Teach patterns that represent speech sounds
- Consonant blends; consonant digraphs / trigraphs; vowels – short and long; etc.

Syllable Patterns and Morphemes

- Syllable types
- Base/roots and affixes

Word Origins and History

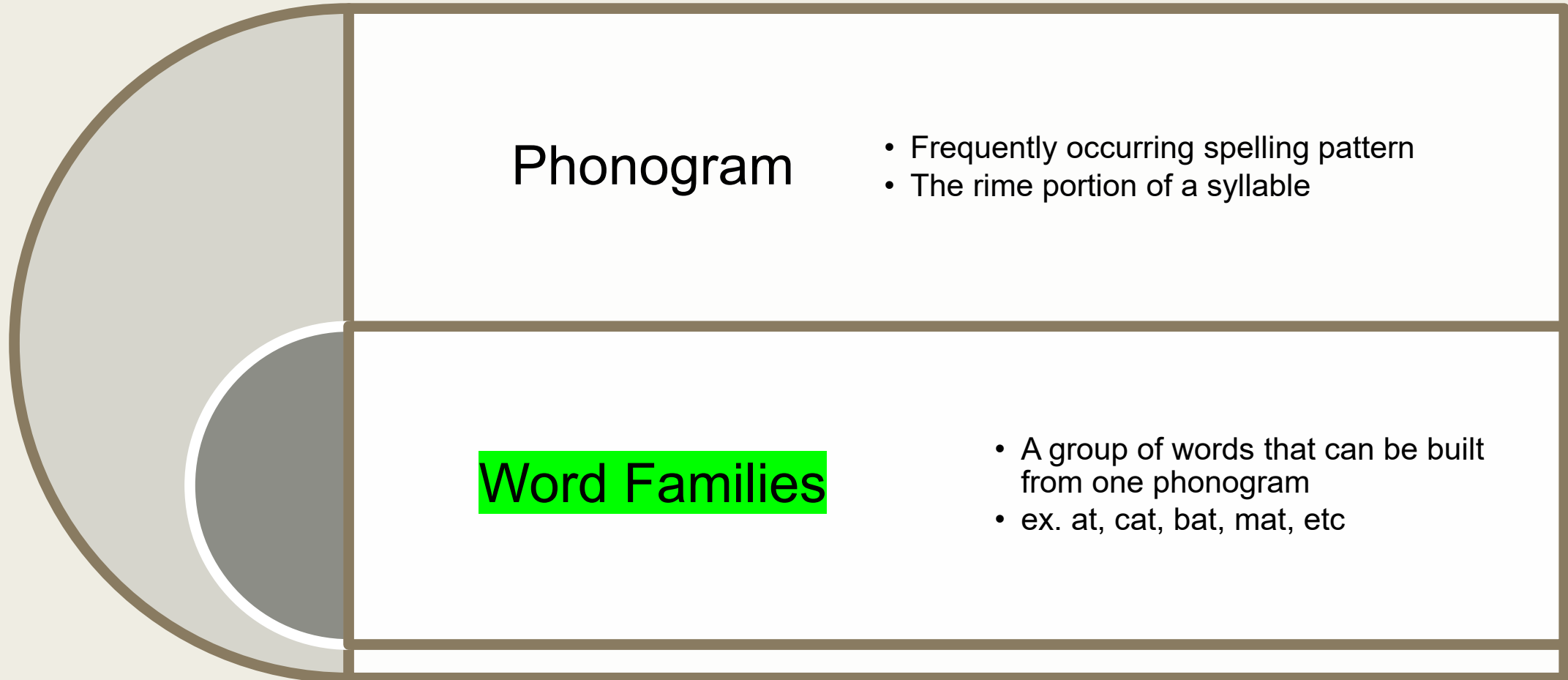
- Greek, Latin, Anglo-Saxon

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QUESTIONS OR
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What is a Phonogram?

(Scanlon et al., 2017)



Phonogram Caveats



Students must know grapheme-phoneme correspondence first



Phonograms and word families should not be taught solely through memorization



Word family words are not irregular and can be decoded



The Power of Phonograms!

Students benefit from learning that sound patterns share spelling patterns

These patterns occur regularly and can be processed as units

Learning phonograms builds efficiency and fluency; this is the reading strategy, analogy

The list of common phonograms can spell 500+ primary grade words!

List of Common Phonograms

ack	ar	er	ine	ore
ail	ash	est	ing	or
ain	at	ice	ink	uck
ale	ate	ick	ip	ug
ame	aw	ide	ir	ump
an	ay	ight	it	unk
ank	eat	ill	ock	us
ap	ell	in	op	

Just the “at” Family

at	hat	scat
sat	mat	splat
cat	tat	brat
pat	vat	format
bat	gnat	slat
rat	chat	flat
fat		

Let's Try It!


- How many words can you generate from the “ate” family?

Reading Program Examples

- Programs include –at, -ap, -an at the same time
- The practice reading materials will include examples of words with –at, -an, -ap

Teach words
with short a



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QUESTIONS OR
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QUICK PHONICS SCREENER

Let's look at the Quick Phonics Screener



When Understanding *Syllables* Matters



Full Alphabetic Phase

- Letter-sound decoding begins
- Decoding is slow

Consolidated Alphabetic Phase

- Reading/spelling multi-letter patterns
- Syllables and morphemes are read as units (“chunking”)

Why Understanding Syllables is Important

Recognizing syllable-spelling conventions helps students know if a vowel:

- is long or short
- a diphthong
- r-controlled

Knowing syllable patterns helps students:

- break longer words into manageable parts
- read longer words accurately and fluently
- solve spelling problems

Closed Syllables

(Moats and Tolman, 2009)

Contain one vowel “closed in” by one or more consonants

Most common type; accounts for just under 50% of syllables in running text

Examples

- bas/ket; nap/kin; fan/tas/tic
- nev/er; with/er

VCe Syllables

(Moats and Tolman, 2009)

Contain a single long vowel followed by a single consonant and a silent e

Examples

- cake; bike; vote; mute
- mis/take; par/take; mi/grate

eCe is not common

Open Syllables

(Moats and Tolman, 2009)

Ends with a single, long vowel sound

Examples

- table; rival; music

Open syllables are also found in some common single-syllable words

- me; she; he; no; so; go

Vowel Teams

(Moats and Tolman, 2009)

Use two to four letters to spell both long and short vowels

Diphthongs **ou/ow** and **oi/oy** are included in this category

- soil; crown

Consonant letters can also be used in vowel teams:

- -y: ey; ay; oy; uy (ex. they and day)
- -w: ew; aw; ow (ex. few and clw)

Examples

- thief; soil; day; boat; straw; light

r-Controlled Syllables

(Moats and Tolman, 2009)

A syllable with ar, er, ir, or, ur

Vowel pronunciation often changes before /r/

The /r/ phoneme

- Can be confusing for students because it has the same sound with different spellings
- Ex. fern, hurt, shirt

Examples

- Perform, ardor, mirrorr, furrther, form, harrm

Consonant -le (C-le) Syllables

(Moats and Tolman, 2009)

Only present at the end
of words

If a C-le syllable is combined with a
closed syllable, a double consonant
results

- dabble; topple; little; bottle

If a C-le syllable is combined with an
open syllable, there is no doubled
consonant

- cable; bugle; title; table

Activity: Categorizing Syllable Types

Select a category from a learning unit

- Animals, Birds, Habitats, etc

Determine words that clearly represent the six syllable types

- Closed; Open; VCe; Vowel Team; r-Controlled; C-le

Example: separate words into syllables

- chim - pan - zee
- mon - key

Schwa

(Moats and Tolman, 2009)

An unstressed syllable that does not make its long or short vowel sound (“lazy vowel”)

Schwa is the most common vowel sound

Usually sounds like a short /u/ or short /i/ sound

Examples

- balloon; problem; family

Morphemes

(Moats and Tolman, 2009)

Recognizing the morpheme as a unit supports decoding, encoding, fluency, vocabulary, and comprehension

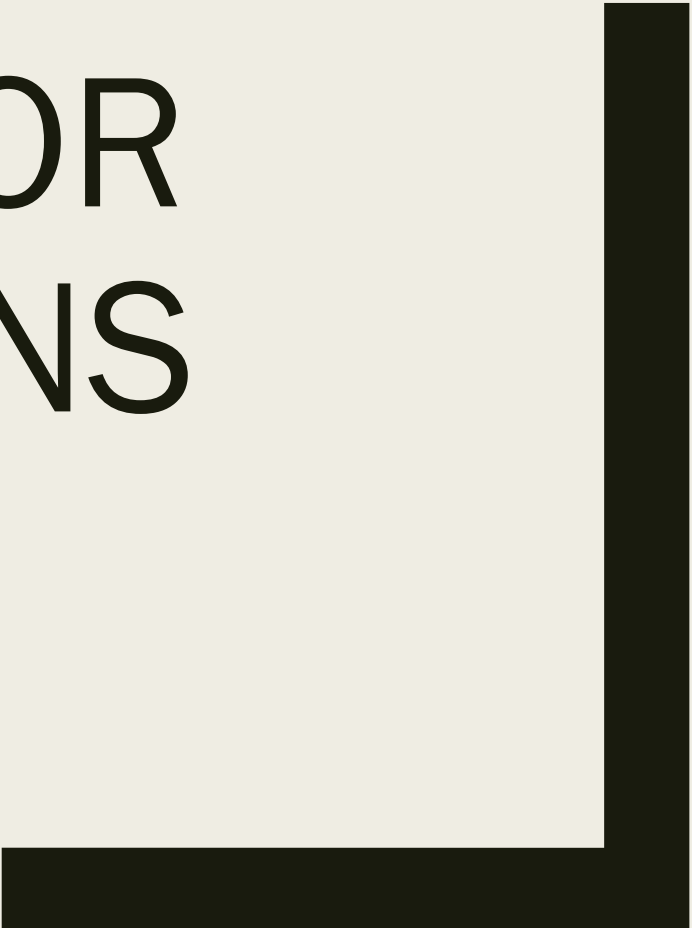

- prefix, root/base, suffix

Example: “osteoarthritis”

- **osteo** = bone
- **arthr**(on) = joint
- **itis** = inflammation

Example: “international”

- **inter** = between
- **nation** = nation
- **al** = derivational suffix
(pertaining to - adjective)



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A FEW TEACHING RESOURCES

Teaching Resources

- <https://www.nysmigrant.org/resources/library/ELA/determinefocus>
- <https://www.nysmigrant.org/resources/library/ela/consonants>
- <https://www.nysmigrant.org/resources/library/ela/vowels>
- <https://www.nysmigrant.org/resources/library/ela/multi-syllable>

- <https://fcrr.org/student-center-activities/kindergarten-and-first-grade#sca6>
- <https://fcrr.org/student-center-activities/second-and-third-grade>
- <https://fcrr.org/student-center-activities/fourth-and-fifth-grade>

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QUESTIONS OR
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For Our Next Meeting!

- Phonics – assessment and instruction
- Before we meet on 1/9/2025:
 - *Administer Quick Phonics Screener and/or Spelling Inventory*
- View: National Center on Improving Literacy
 - <https://www.youtube.com/watch?v=zHQSSu6BNe0&t=275s>
 - FROM: <https://www.improvingliteracy.org>