



# PHONICS

Part 2



# Objectives

- **Review**
- **Evaluate** phonics assessments
- **Learn** ways to teach word families
- **Learn** various word sorts for common spelling patterns
- **Learn** how syllables support decoding and encoding
  - **Introduction** to the importance of morphological awareness

Next time...high-frequency words (and sight words) and fluency!



REVIEW

# Scarborough's Reading Rope

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

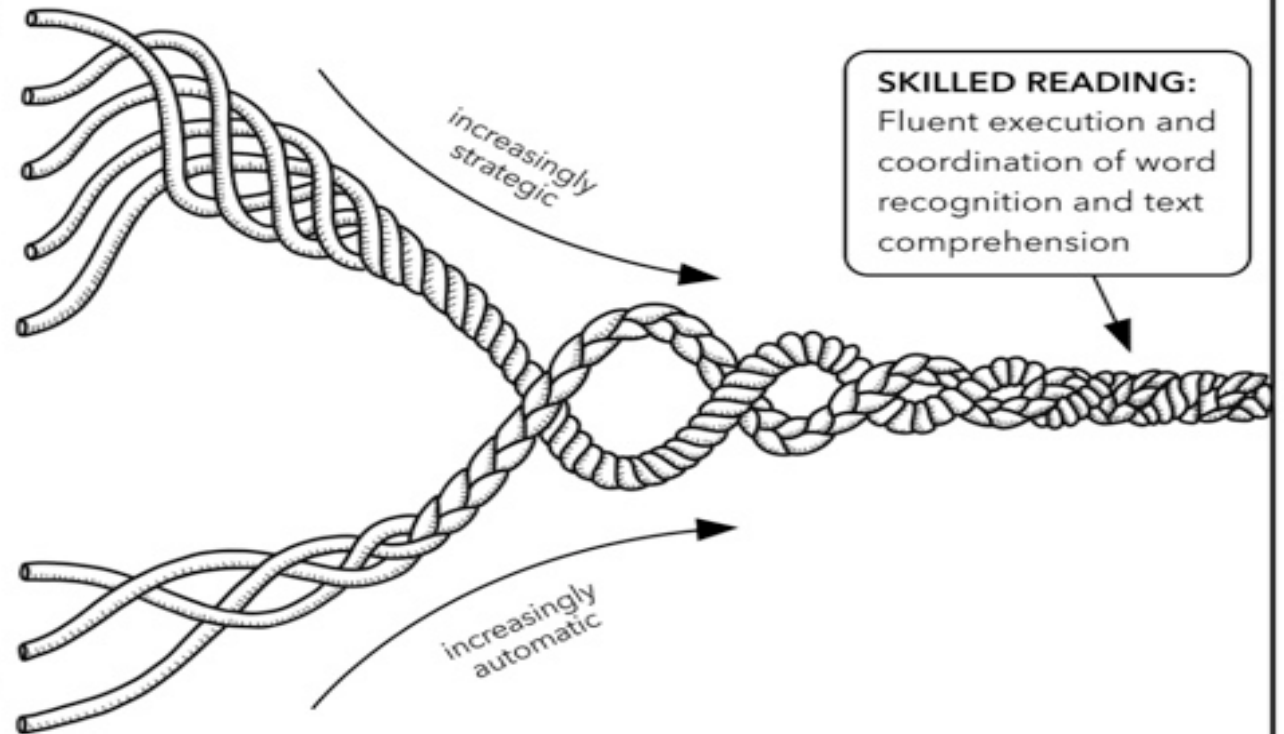
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension

# Phases of Development

(Ehri, 2005)

Prealphabetic	Early/ Partial Alphabetic	Full Alphabetic	Consolidated Alphabetic	Automatic (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				

# 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



ASSESSMENTS:  
SPELLING INVENTORY

# What Students Know and What They Need

How is mastery of phonics skills determined?



**Encoding**  
Spelling Inventories  
or Writing Sample



**Decoding**  
Phonics  
Screeners





# Administering Spelling Inventories



Can be administered to all students in a class, either individually or in groups



End the assessment as soon as the student is frustrated or makes many errors



The results of the spelling inventory can be used to differentiate instruction

# Spelling Inventory: Sample Scoring

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*fan*: initial (f) and final consonant (n); short vowel (a)

*dream*: consonant blend (dr); long vowel (ea)

*thorn*: consonant digraph (th); r-controlled vowel (or)

*lump*: initial consonant (l); short vowel (u); consonant blend (mp)

# Phonological Error Examples

- Are all sounds present in the spelled word?
- Are these sounds accurately represented?
  - Vowel substitutions or omissions
  - Consonants: liquids, voicing, nasals, others

## **Phonological Error** Examples

<b>Word</b>	<b>Spelled</b>	<b>Error Pattern</b>
fan	van	f/v: voicing confusion
lump	lup	Blend: Nasal
dream	jrem	Blend: Affricate
thorn	thern	r-controlled

# Orthographic Error Examples

If phonologically correct, did the student represent the spelling pattern correctly?

- **Vowels:** vowel teams; open, closed; Vce; r-controlled; other
- **Consonants:** digraphs/trigraphs; -Cle; doubling; suffixes, others

## **Orthographic Error** Examples

<b>Word</b>	<b>Spelled</b>	<b>Error Pattern</b>
stick	stik	Complex consonant
blade	blad	Vowel – Vce
dream	drem	Vowel teams
lesson	leson	Syllable juncture

# Morphological Errors

Did the student understand prefixes, roots, and suffixes (derivational and inflectional)?

## **Morphological Error** Examples

<b>Word</b>	<b>Spelled</b>	<b>Error Pattern</b>
Tries	Trys	Inflectional suffix
Confident	Confadent	Bases/roots
Opposition	Opposition	Derivational suffix

The image features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

# EXAMPLES?

Questions or observations

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# ASSESSMENTS: PHONICS SCREENERS

# Phonics Screeners

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Identify which patterns the student has learned

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Determine which patterns a student needs to be taught

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Tasks are organized according to a progression of difficulty



# Administering Phonics Screeners

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Individually administered

---

Begin where the student will meet success  
and don't assess skills not yet learned

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At the beginning of the assessment, students  
should be able to read the words accurately  
and automatically

---

If the student struggles to read the word after  
3 seconds, read it and move on

---

End as soon as the student is frustrated or  
makes many errors

# Scoring Phonics Screeners

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Evaluate the pattern – if a student reads fog as frog, the short vowel is accurate

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Determine not only accuracy but also automaticity (not hesitant)

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Reassess with screener or other words (informally)

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Follow up: Check spelling of the patterns

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# Quick Phonics Screener

**Task 2(a)**      dad      fog      let      tub      in      sit      cup      red      map      on

**Task 2(b)**      Sam and Ben hid the gum.      Pat had a nap in bed.  
Mom had a top on a big pot.      Tim can sit in a tub.

**Task 3(a)**      ga**sp**      ro**mp**      mi**nt**      ju**st**      so**ft**      cl**ub**      br**an**      sn**ip**      pr**od**      sl**ed**

**Task 3(b)**      Glen will swim past the raft in the pond.  
The frog must flip and spin and jump.

**Task 4(a)**      nice      mole      rule      doze      fate      ripe      cave      tile      cane      vote

**Task 4(b)**      Mike and Jane use a rope to ride the mule.  
Pete has five tapes at home.

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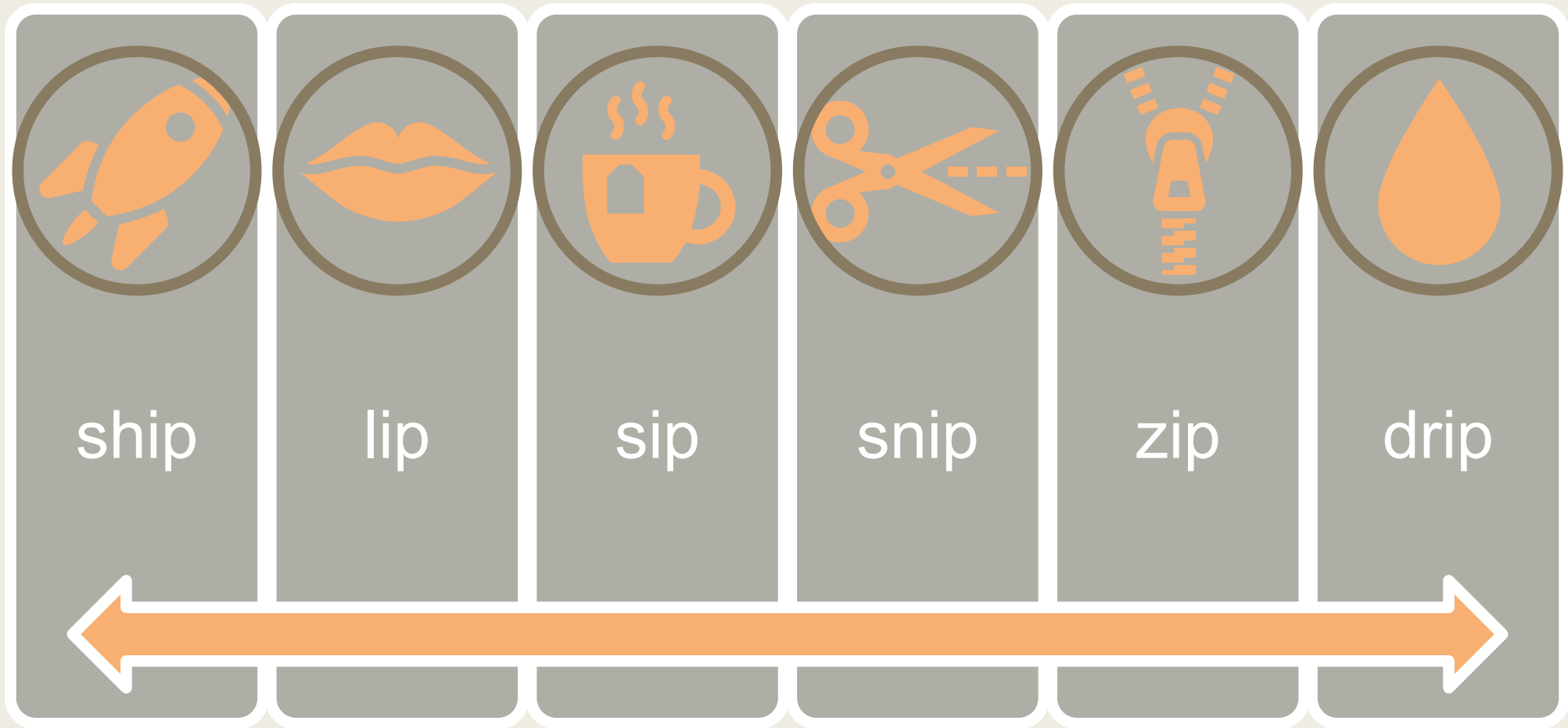
# TEACHING WORD FAMILIES

# 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	

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# Use Word Families to Generate Word Lists



# Word Chains (or Word Ladders)

## Why use word chains?

- Word chains help students build new words by linking the phoneme to the grapheme

## Change one sound at a time

- **Onset-rime level:** sat-pat-cat-rat
- **Add consonant cluster:** splat-scat
- **Phoneme level:** sat-sit-sip

## Use a hands-on activity


- To help students create, read, and manipulate new words



# Examples: Word Chains

Use white board, letter tiles, or pencil/paper

- ONSET-RIME LEVEL:
  - *Spell the word: pat, hat, fat, rat, sat*
  
- CONSONANT CLUSTER:
  - *Spell the word: scat, spat, splat*
  
- PHONEME LEVEL:
  - *Spell the word: pat, pit, sit, sip, tip, tap*
- See handout

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QUESTIONS OR  
OBSERVATIONS

# Spelling Assessment to Inform Instruction

Student Spells:

stik for  
stick

mes for  
mess

mach for  
match

kolor for  
color

jiant for  
giant

fuge for  
fudge

# The Floss Rule

## What is the Floss Rule?

- When a one-syllable word with a short vowel ends in f, l, s, or z, double the final letter

## “Floss” follows this rule AND includes the letters f, l, and s

- The letters f, l, and s in ‘floss’ help us remember the rule (but don’t forget ‘z’)!

## Examples

- mess not mes
- fluff not fluf
- lull not lul
- jazz not jaz

# What Are Word Sorts?

Activities to categorize words according to the words' features

Sorting makes it easier to spot similarities and differences in words

Can be done independently, with a whole class, or in small groups

Teacher-directed/closed sorts: teachers define categories and model sorting

Student-centered/open sorts: students create their own categories with a set of words

# Word List

## Letter C: /k/ or /s/

city	color	candy	cell
cubicle	circumstance	cent	can
careful	collaborate	century	cymbal
cute	cylinder		

# What is the Common Spelling Pattern?

## Hard C /k/

color

candy

cubicle

can

careful

collaborate

cute

## Soft C /s/

city

cell

circumstance

cent

century

cymbal

cylinder

# Word List

## Letter G: /g/ or /j/

giant	gave	giraffe	gender
gasp	germ	gust	gone
gum	gym	gold	gist
gesture	golf		



# What is the Common Spelling Pattern?

<b>Hard G /g/</b>	<b>Soft G /j/</b>
gave	giant
gasp	giraffe
gust	gender
gum	germ
gold	gym
golf	gist
gone	gesture

# Word List: -ck and -k

look	book	milk	shack
week	lick	sulk	hack
work	cook	shook	back
junk	task	kick	

# Complex Consonant Patterns: -ck

## What Are the Spelling Patterns?

Use <b>-k</b> After Vowel Teams	Use <b>-k</b> After a Consonant	Use <b>-ck</b> After a Short Vowel
look	junk	lick
book	milk	back
shook	work	shack
week	sulk	hack
cook	task	kick

# Word List: -tch and -ch

watch	beach	scratch
pouch	crunch	march
witch	search	inch
hitch	brooch	preach

# Complex Consonant Patterns: -tch

## What Are the Spelling Patterns?

Use <b>-tch</b> After a Short Vowel	Use <b>-ch</b> After Vowel Teams	Use <b>-ch</b> After a Consonant
watch	beach	inch
scratch	pouch	crunch
witch	peach	march
hitch	preach	search

# Word List: -dge

fudge

hinge

fringe

judge

badge

age

change

stage

huge

cage

lodge

large

# Complex Consonant Patterns: -dge

## What Are the Spelling Patterns?

Use <b>-dge</b> After a Short Vowel	Use <b>-ge</b> After a Consonant	Use <b>-ge</b> After a long vowel
fudge	hinge	age
badge	fringe	stage
judge	change	huge
lodge	large	cage

# Word List: -ible/able

dependable

acceptable

profitable

possible

horrible

sensible

visible

incredible

workable

breakable

eligible

agreeable



# Suffix: -ible or -able

## What Are the Spelling Patterns?

---

Use **-ible**

possible

incredible

horrible

eligible

sensible

visible

Use **-able**

dependable

acceptable

profitable

breakable


agreeable

workable

---

# The Many Jobs of the Letter Y

Consonant	Vowel /e/	Vowel /ĭ/	Vowel /i/	Vowel Team /oy/	Vowel Team /ey/	Vowel Team /ay/
yell	happy	symbol	my	toy	they	say

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QUESTIONS OR  
OBSERVATIONS

# Using Elkonin Boxes: NOTICE SYLLABLES

Provide syllable boxes/boards

Say a word with multiple syllables (ex. "entertainment"); Students repeat the word

Students place a token in each box for each syllable

Repeat each syllable while students write the syllable in the boxes

Have students blend the syllables back into the word

Sample Elkonin Box

en	ter	tain	ment
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# Three Syllable-Reading Strategies

Two consonants (C) between two vowels (V)

- vc/cv: tab/let or pic/nic

One Consonant between two vowels

- v/cv or vc/v: la/bel or rap/id

Consonant blends and digraphs are not separated

- se/cret or e/ther

Syllable Type	Examples	Definition
Closed	dap-ple hos-tel bev-er-age	A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.
Vowel-Consonant-e(VCe)	com-pete des-pite	A syllable with a long vowel, spelled with one vowel + one consonant + silent e.
Open	pro-gram ta-ble re-cent	A syllable that ends with a long vowel sound, spelled with a single vowel letter.
Vowel Team (including diphthongs)	aw-ful train-er con-geal spoil-age	Syllables with long or short vowel spellings that use two to four letters to spell the vowel. Diphthongs ou/ow and oi/oy are included in this category.
Vowel-r (r-controlled)	in-jur-i-ous con-sort char-ter	A syllable with er, ir, or, ar, or ur. Vowel pronunciation often changes before /r/.
Consonant-le (C-le)	drib-ble bea-ple lit-tle	An unaccented final syllable that contains a consonant before /l/, followed by a silent e.

# Divide and Categorize

## Word List

Chimpanzee

Terrier

Monkey

Kitten

Cow

Mule

Viper

Hamster

Woodpecker

Rabbit

Sheepdog

Rattlesnake

**Closed**

**Open**

**VCe**

**Vowel Team**

**r-Controlled**

**C-le**

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# Check Your Syllables

Closed	Open	VCe	Vowel Team	r-Controlled	C-le
chim	ri	mule	zee	ster	tle
pan	vi	snake	cow	ter	
kit			wood	er	
ten			sheep	horn	
ham				per	
rab				er	
bit					
rat					
peck					
dog					



# 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

# Additional Information


- Word Chains (see handouts - perfect when teaching word families)
- Word Sorts with common patterns
- Language Experience Approach (see handout)
- Syllable work!

For more information!

- Word Chains: <https://youtu.be/IJhQEc0YEck?si=x8Siibgya9RN9c69>
- Schwa: <https://youtu.be/ylu2BD9PILs?si=HWWM5AieotyqBACo>
- Syllable Types: <https://www.readingrockets.org/topics/spelling-and-word-study/articles/six-syllable-types>

# 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  
OBSERVATIONS

# For Our Next Meeting!

Before next meeting: Fluency – assessment and instruction

- Before we meet on 3/19/2025:
- Read and View: National Center on Improving Literacy
  - <https://improvingliteracy.org/brief/fluency-text/index.html>
  - <https://www.youtube.com/watch?v=bzTENV9kkpk>