

Phonics Instruction: How to Teach It and What to Do When Children Struggle

Ohio Department of Education
Literacy Academy

February 19, 2020



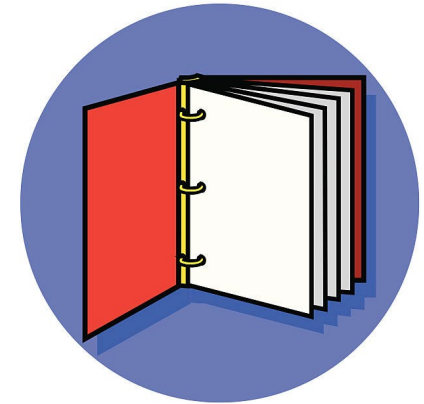
Today's Presenter

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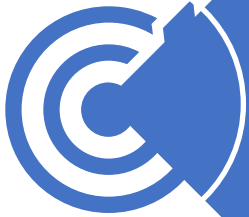
Link to Livebinder

[Literacy Academy Phonics Presentation](#)

Access Key: litacademyphonics



Objectives



Understand the relationship between phonemic awareness and phonics.



Explore activities for teaching explicit and systematic phonics



Learn strategies to incorporate if a student is having difficulty linking sounds to letters.

1.0

The Truth About Learning to Read



The Truth About Reading...

Teaching reading is essential and urgent.

- Teaching all children to read proficiently by third grade should be the number one priority for schools.

Teaching reading is complex.

- Teaching reading *is* rocket science (Moats, 1999).

Teaching reading should be guided by science.

- Teachers must have an in-depth understanding of reading instruction and assessment.

Simple View of Reading

The Simple View of Reading

Word Recognition

The ability to transform
print into spoken language



Language Comprehension

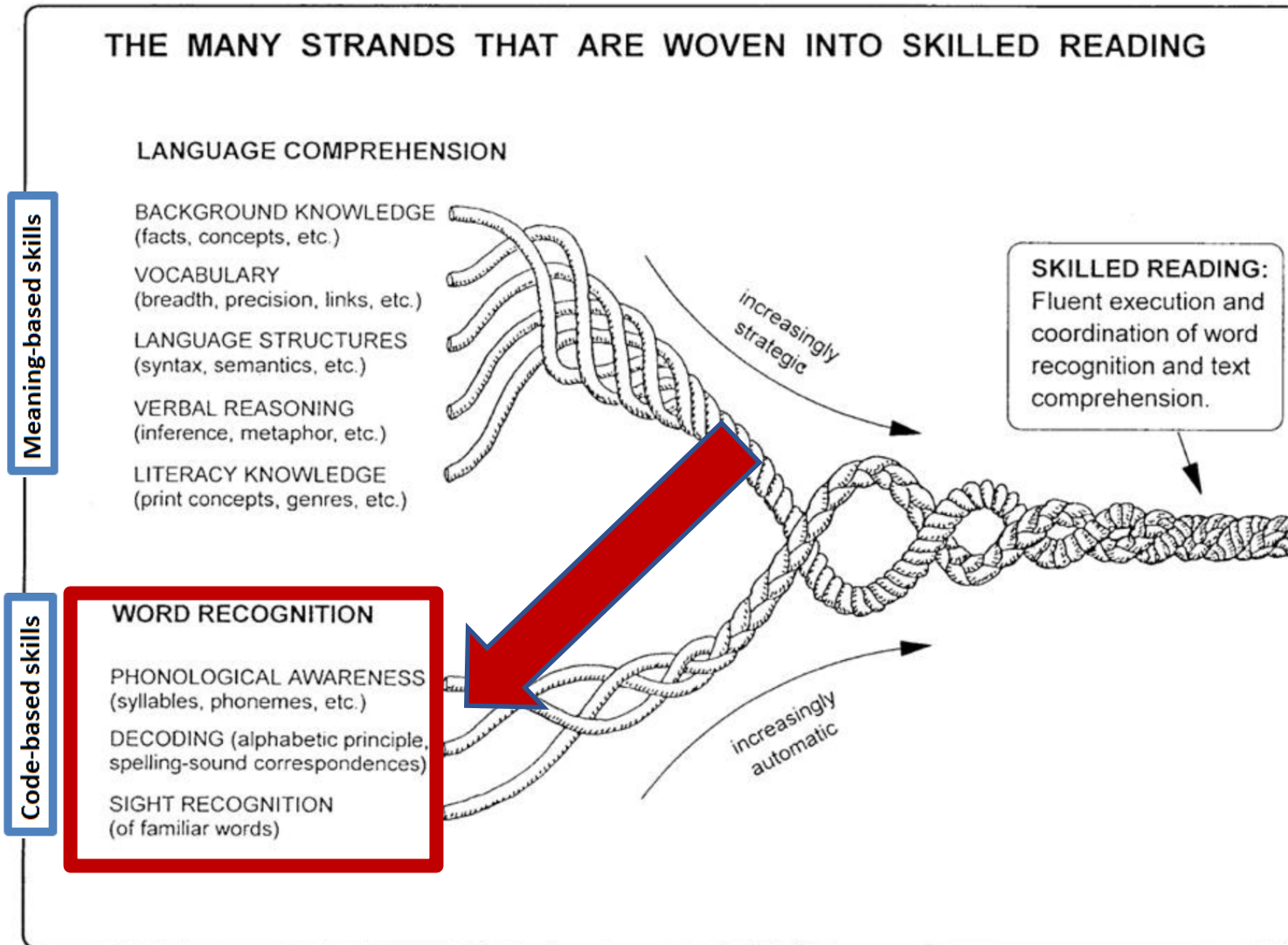
The ability to understand
spoken language



Reading Comprehension

Gough & Tunmer in 1986

Reading Rope



Agree or Disagree & Why

Only struggling readers benefit from phonics instruction.



From the Experts...

“Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some.”

Snow & Juel (2005)

“We have no way of sorting out ahead of time who needs phonics, who would gain some benefit, and who would do fine without it.”

Tim Shanahan, Distinguished Professor Emeritus
at the University of Illinois at Chicago

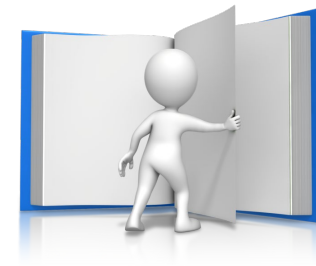
2.0

Phonological Awareness



Phonemic Awareness and Phonics

Many teachers are unfamiliar of the difference between Phonemic Awareness and Phonics



(Moats, 2007)

Clarification of Terms

Phonological Awareness:

- Awareness of **speech sounds**
- Ability to manipulate the **sound structures** in words
- Deals with **spoken language**

Phonemic Awareness:

- **Subset** of phonological awareness
- Focuses on the **individual sounds**, or phonemes.

Phonological Awareness

Phonemic Awareness

3.0 Phonics



Phonics

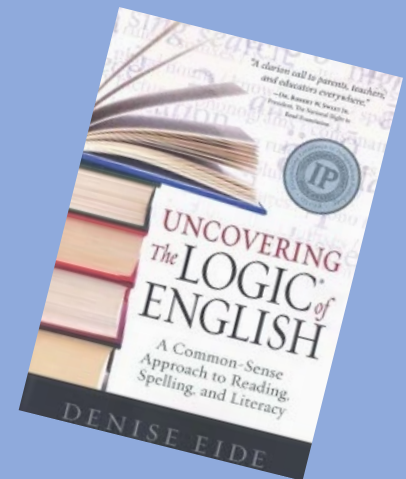


The understanding there is a **predictable relationship** between phonemes (sounds) and graphemes (the letters that represent those sounds) in **written** language

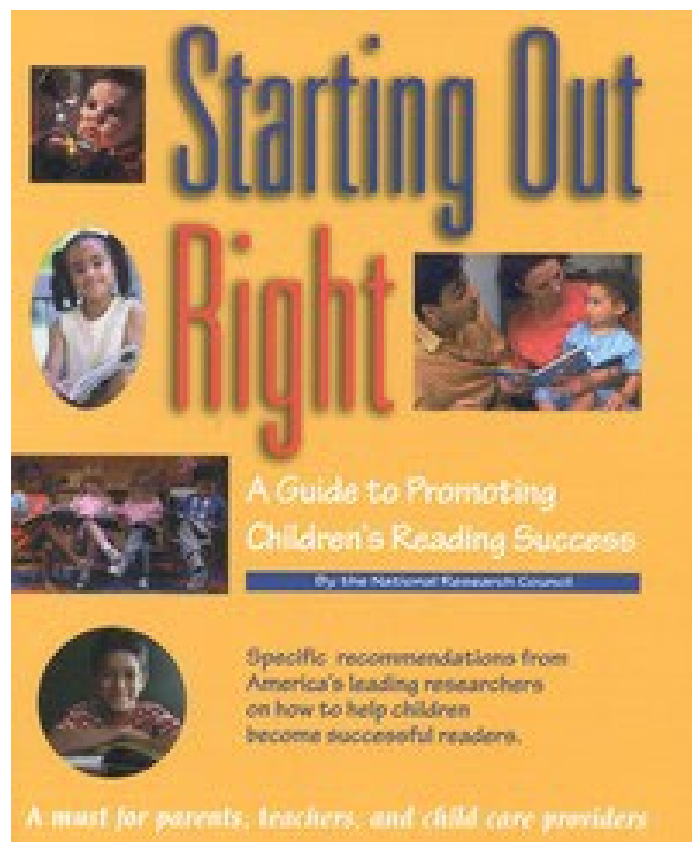
How Predictable?

Given that only █% of English words are totally irregular, there is tremendous value in teaching students to use a phonemic approach to spelling. At least █% of words can be encoded exactly as they sound, while another █% have only one unpredictable letter.

(Moats, 2009)



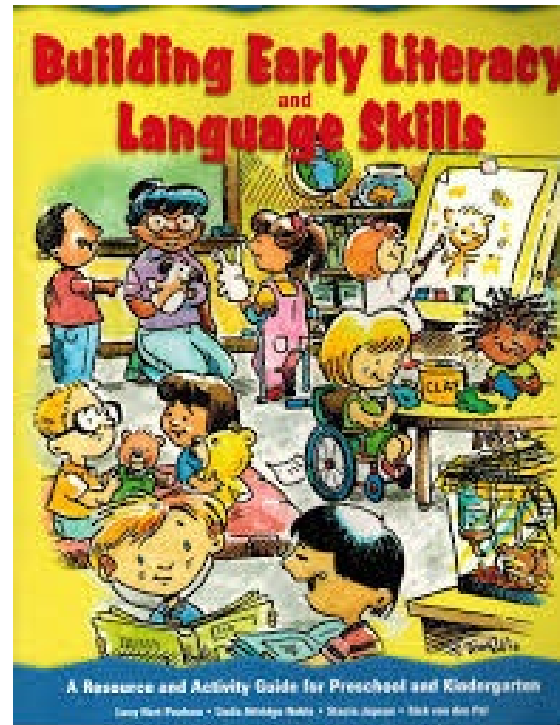
Emergent and Early Literacy Considerations

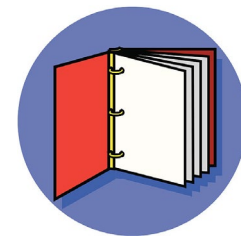


Building the Foundation

In PreK, we are teaching letter recognition and letter/ sound correspondences. These are the pre-cursor skills to phonics and decoding.

Emergent and Early Literacy Activities to Build Print Awareness



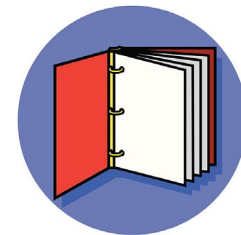


ABC Eye Chart

ABC Eye Chart

A B C D
E F G
H I J K
L M N O P
Q R S
T U V
W X
Y Z

Building Early Language and Literacy Skills, (BELLS), p. 267



Letter Arc

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz



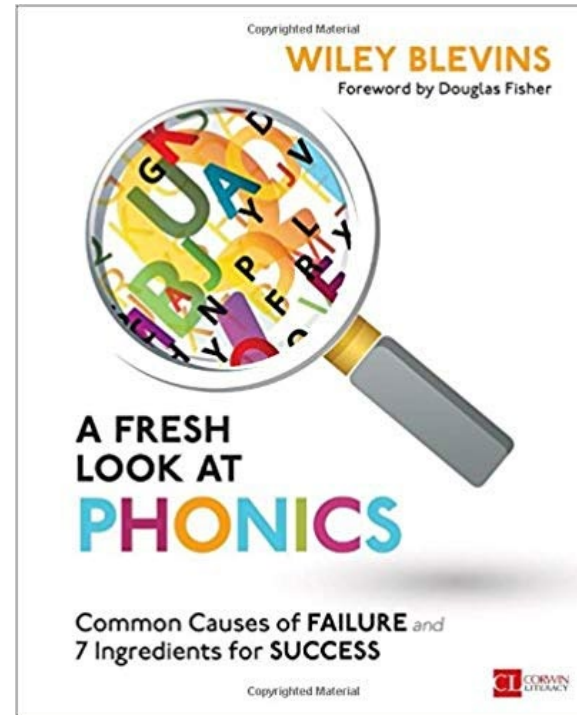
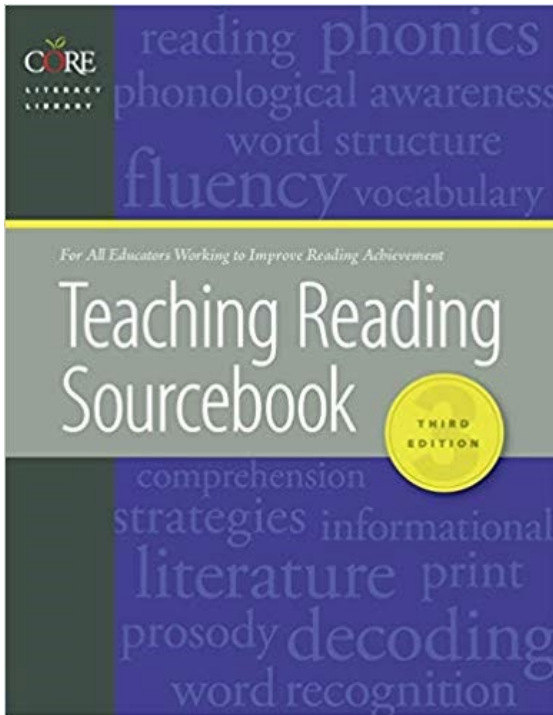
left



right

abcdefghijklmnopqrstuvwxyz

Conventional Literacy Considerations



Changing Emphasis

Component	K	1 st	2 nd	3 rd	4 th	5 th and beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Ingredients for Success

Readiness skills –
phonological and
phonemic
awareness

Scope and
Sequence

Blending is taught

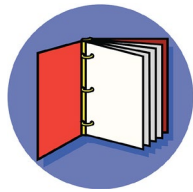
Dictation is
included in every
lesson

Word Awareness –
word building using
orthographic
mapping

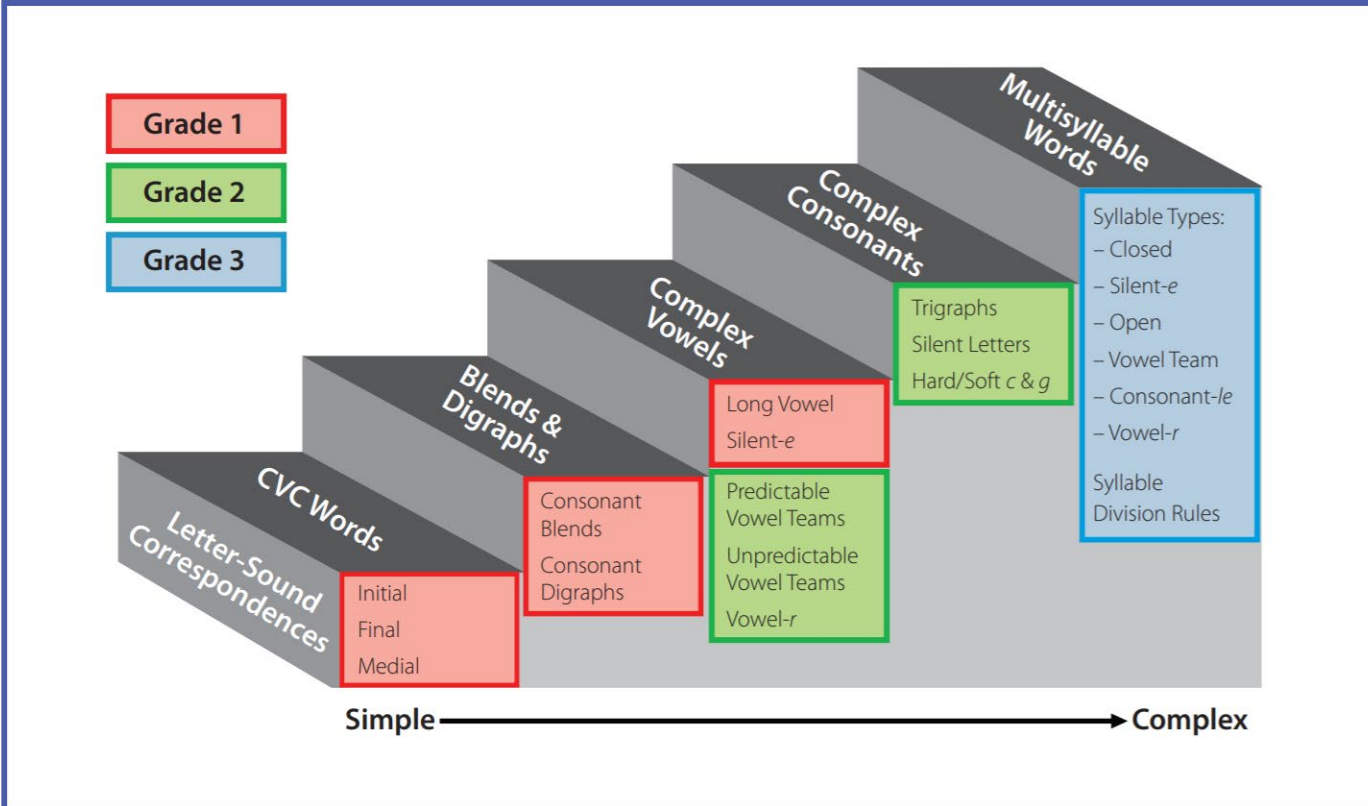
High Frequency
words taught using
sound-symbol
relationships

Reading connected
text – decodables

Sample Scope and Sequence



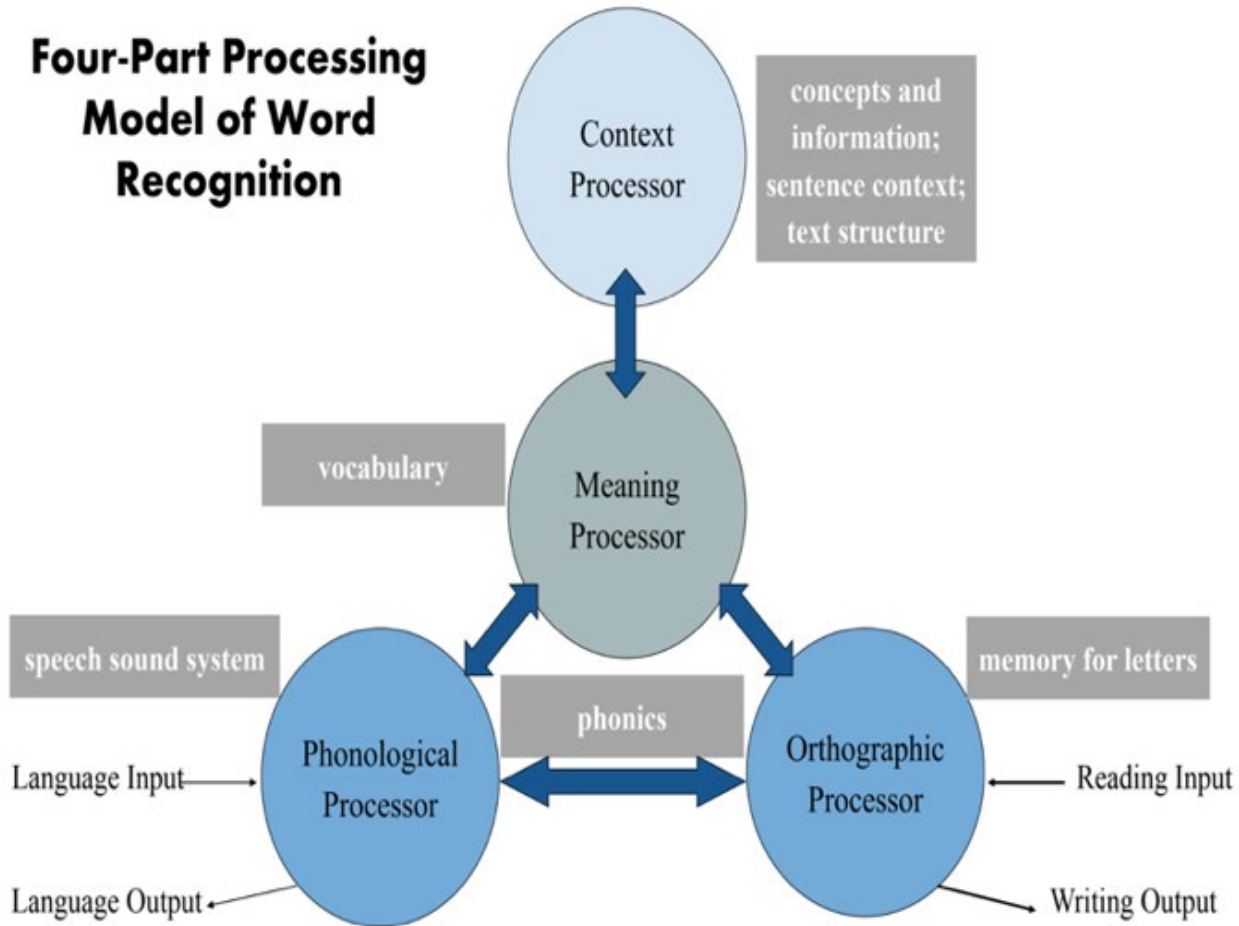
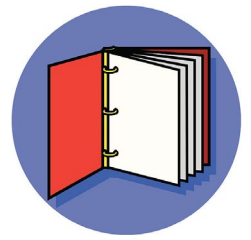
95 Percent Group's Phonics Continuum Skills Mastered at Grades 1–3



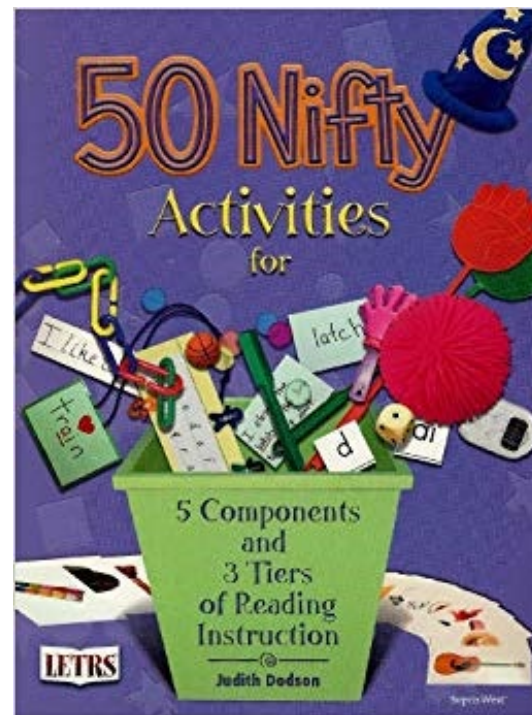
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Phonics Continuum (WEB DOWNLOAD)
www.95percentgroup.com

Four Part Processing Model



Conventional Literacy Activities



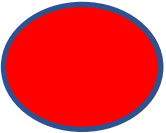
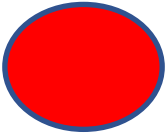
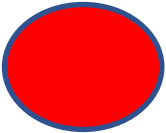
Phoneme-Grapheme Mapping

r	ou	n	d		round
f	ou	n	d		found
ow	l				owl
d	ow	n			down

Use **ou** at the beginning or in the middle of a word for /**ou**/.
Use **ow** at the end of a word for /**ou**/. If a single l, n, el, or er follows /**ou**/ at the end of a word, use **ow**.

Tap It, Map It, Graph It, Zap It!

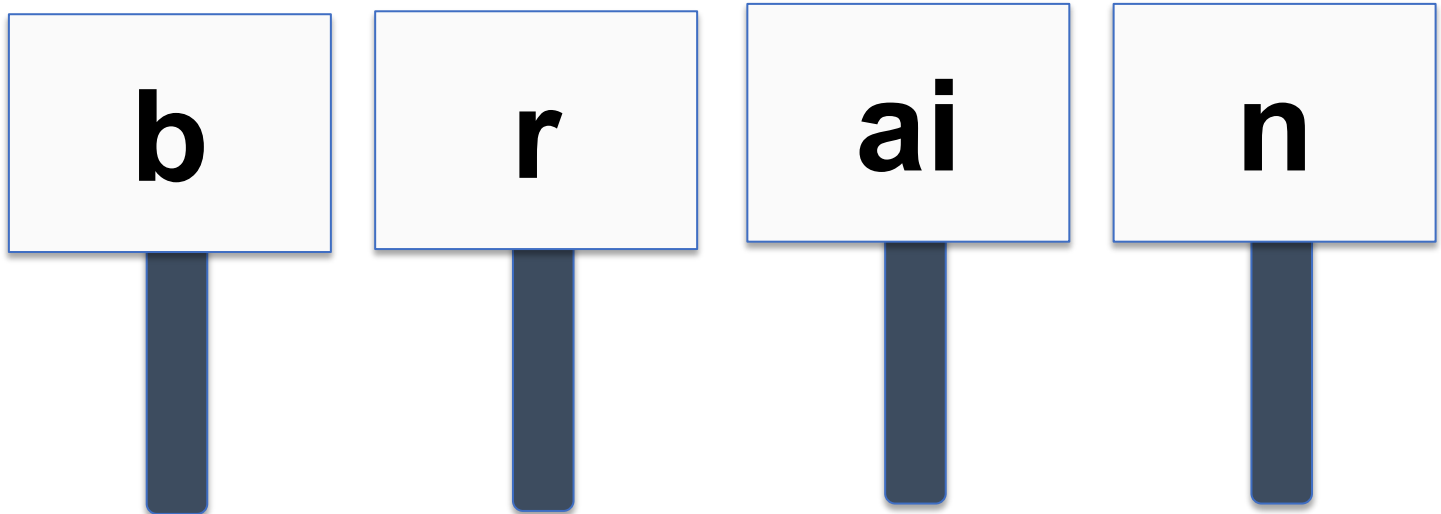
You have been practicing matching sounds and letters. Getting faster at that will help you be better readers and spellers.

			
ch	i	p	



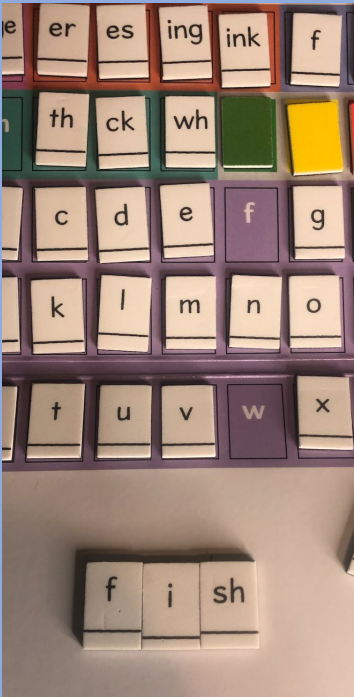
Physical Phonics

- Basic Decoding – Letters
- Each student gets a letter
- Dictate words, students spell them
- Students spell words, class reads them



Word Chaining

Use post it notes to make the following grapheme tiles.



r

l

p

w

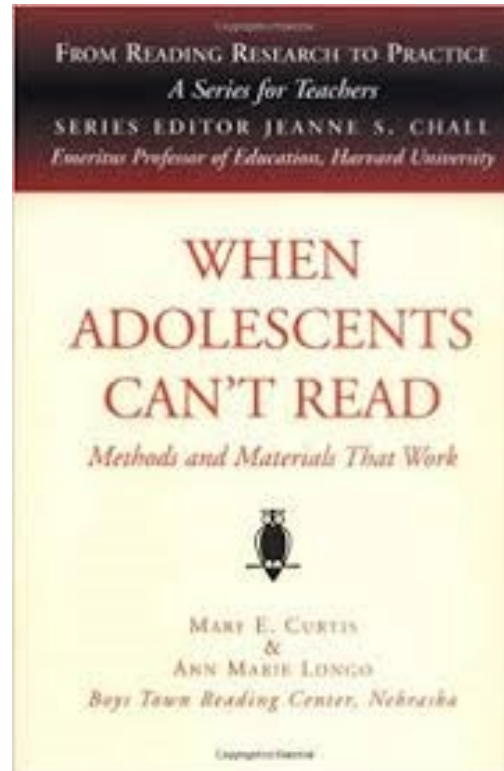
f

e

i

dge

Adolescent Literacy Considerations



Adolescent Literacy

Secondary

Advanced Word Study

Fluency

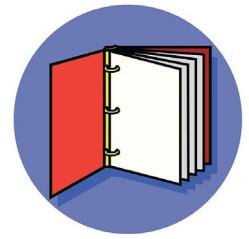
Vocabulary

Comprehension

Motivation

Syllabication
Morphology
Etymology

Syllabication



Closed

sim

A hand sign where the thumb and index finger are extended and touching, representing the word 'sim'. The word 'sim' has a blue underline under the 'i'.

Silent-e

nabe

A hand sign where the index and middle fingers are extended, representing the word 'nabe'. The word 'nabe' has a blue checkmark under the 'e'.

Open

fi

A hand sign where all five fingers are extended, representing the word 'fi'. The word 'fi' has a blue underline under the 'i'.

Vowel Team

glaip

A hand sign where the index and middle fingers are extended, representing the vowel team 'ai'. The word 'glai' has a blue underline under the 'ai'.

Consonant-le

ble

A hand sign where the index finger is extended, representing the consonant 'l'. The word 'ble' has a blue underline under the 'e' and a dashed green box around the 'ble'.

Vowel-r

zerg

A hand sign where the index and middle fingers are extended, representing the vowel team 'er'. The word 'zer' has a blue underline under the 'er'.

Adolescent Literacy Activities



Decoding Strategies for Multi-Syllabic Words

Overt Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

unavoidable



Walkabout Words

cam

cat

bob

a r d

r e p

e l

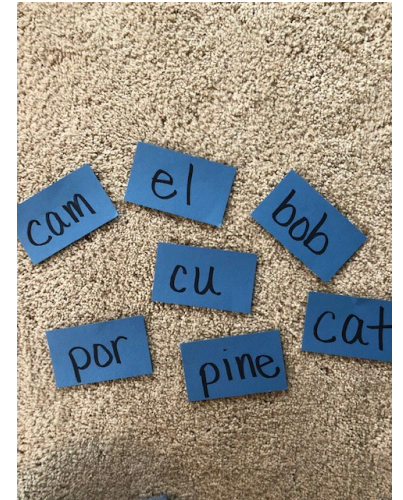
e r t

l e

d e s

l i z

t i



Syllable Tracking

Prefix:

trans
dis
re
un

Root:

Act
Form
Ject
port

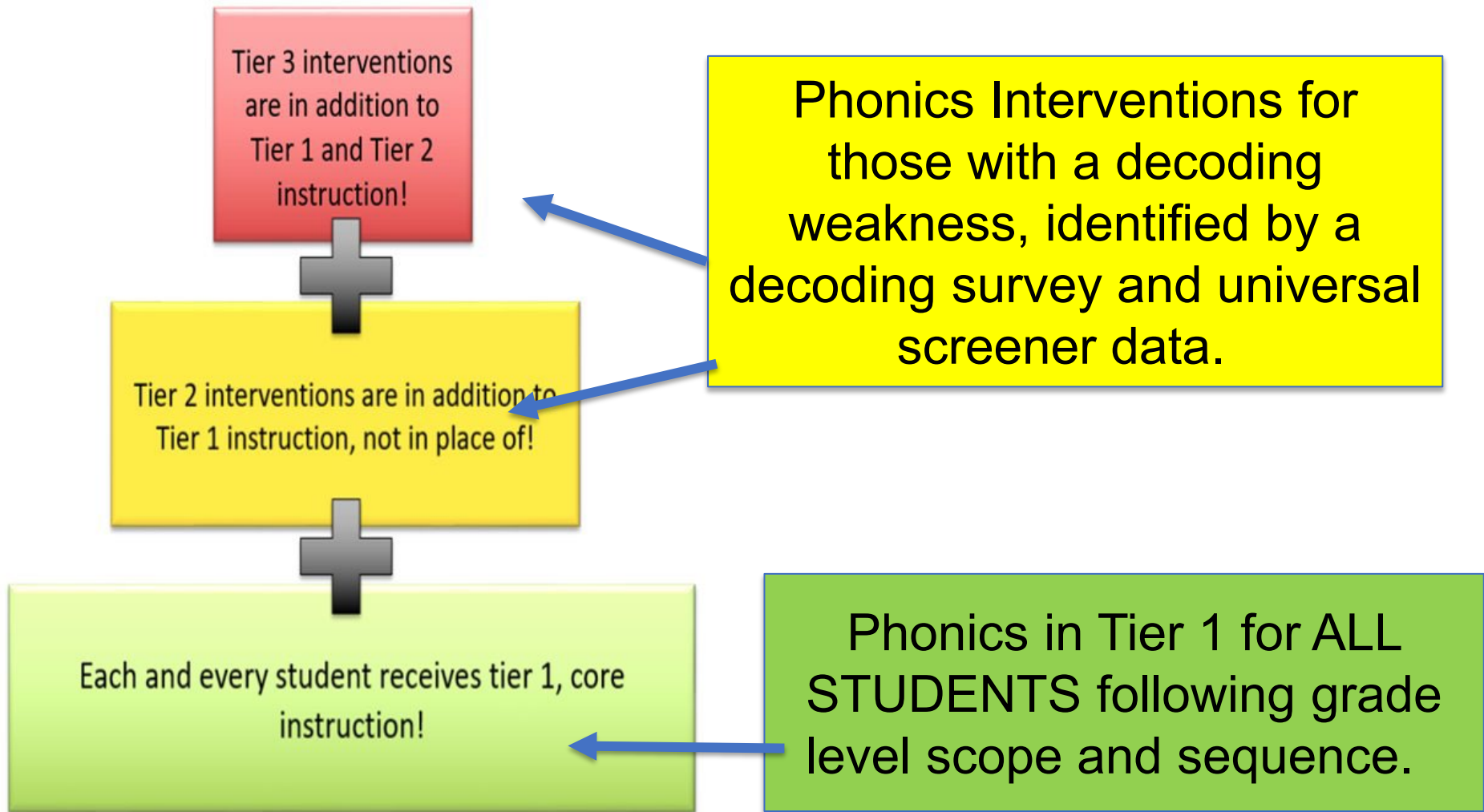
Suffix:

--able
--ing
--er
--ed

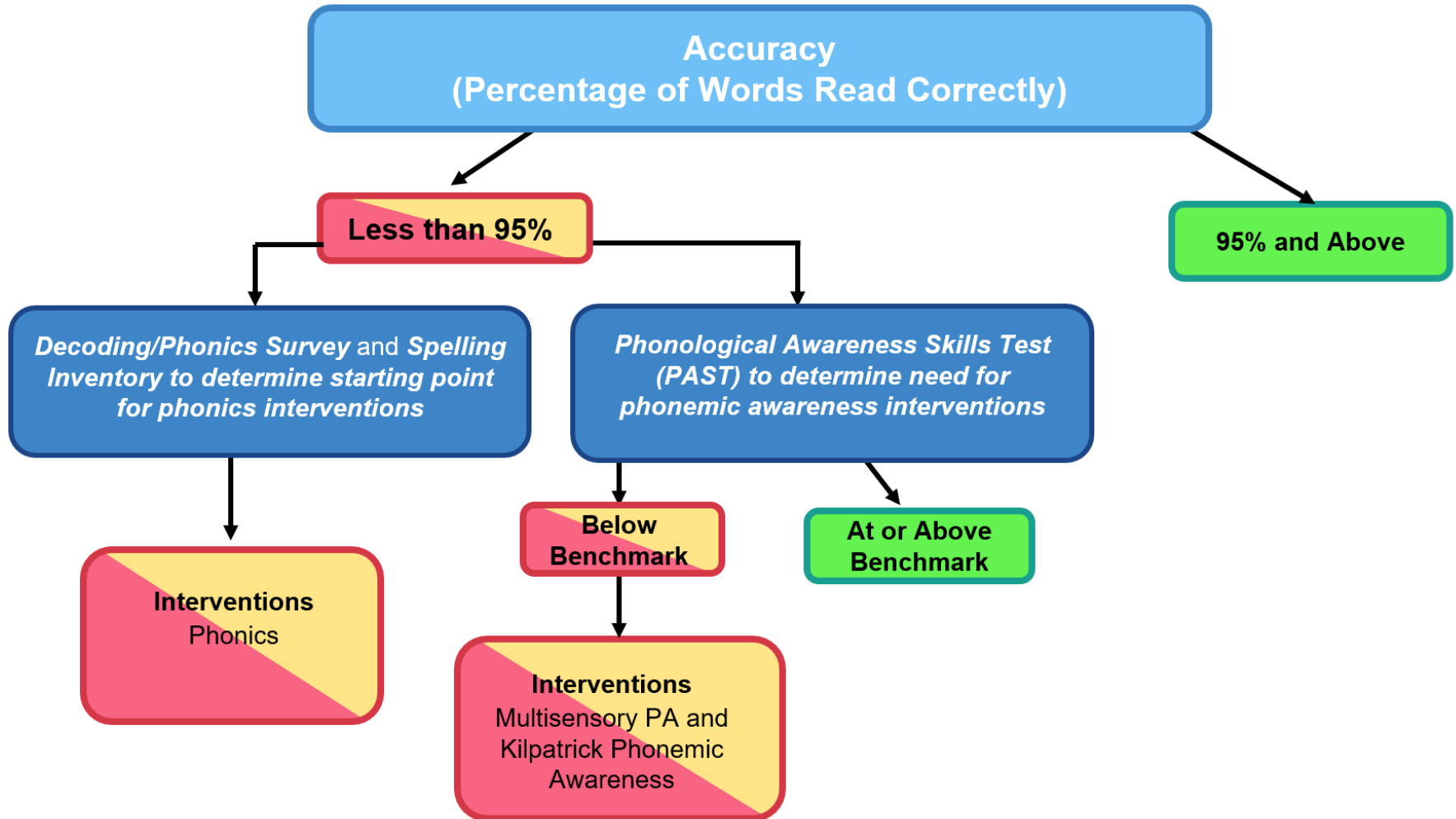
4.0 Prevention, and Intervention



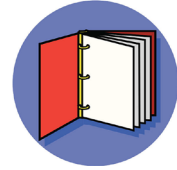
Phonics Instruction at 3 Tiers



Decision Rules



Decoding Survey



BEGINNING DECODING SURVEY RECORDING FORM **A**

Student _____ Date _____
Grade _____ Examiner _____

Real Words

1	see					
2	one					
3	they					
4	you					
5	are					
6	rag					
7	lid					
8	dot					
9	hum					
10	bel					
11	rich					
12	shop					
13	tack					
14	quit					
15	moth					
16	dust					
17	step					
18	hip					
19	pond					
20	brag					

Sentences (irregularly spelled sight words are in *italics*)

21-24 *The cat hid in a box.*

25-26 *The fresh fish is still on the wet grass.*

27-30 *Six flat shells were in my bath.*

Nonsense Words

33	vop					
34	yud					
35	zin					
36	keb					
37	shap					
38	thid					
39	chut					
40	weck					

Words Read Correctly (out of 50 total) _____

Error Column Totals

No Try	Sight Word	Sound Added or Omitted	Initial	Final	Short Vowel	Diagraph & Letters out	Blend

Observations

Check the appropriate boxes:

Reads sound by sound, then blends word

Possible bid or b/p reversal

Quick to guess

Slow

Consistent digraph, sh, ck, wh, ff, etc. letters out

ADVANCED DECODING SURVEY RECORDING FORM **A**

Student _____ Date _____

Error Grid

		No Try	Sound Added or Omitted	Consistent Initial	Final	Short Vowel	Consistent Digraph sh, ck, wh, ff, etc.	Blend	Advanced Vowel
Nonsense Words	1	fut							
	2	shob		NA					
	3	thox		NA					
	4	lutch		NA					
	5	phim		NA				Blend	
	6	gred							
	7	strob						NA	
	8	misp						NA	Advanced Vowel
	9	yume			NA	NA	NA	NA	
	10	weag			NA	NA	NA	NA	
Diagraph & Letters out	11	jaib		NA	NA	NA	NA		
	12	soom		NA	NA	NA	NA		
	13	foom		NA	NA	NA	NA		
	14	vawk		NA	NA	NA	NA		
	15	soid		NA	NA	NA	NA		
	16	zout		NA	NA	NA	NA		
	17	fay		NA	NA	NA	NA		
	18	frd		NA	NA	NA	NA		
	19	gorf		NA	NA	NA	NA		
	20	lerm		NA	NA	NA	NA		

Error Column Totals

No Try	Sound Added or Omitted	Initial	Final	Short Vowel	Diagraph & Triagraph	Blend	Advanced Vowel

Multi-Syllable Words

21	knimplf	Incorrect or No Try	24	fantastic	Real Words	Incorrect or No Try
22	gruckle		25	several		
23	stafnode		26	attached		
24	alipart		27	recognize		
25	parventic		28	totem		

Words Read Correctly (out of 30 total) _____

SAN DIEGO QUICK ASSESSMENT

Name _____ Grade _____ Date _____

INSTRUCTIONS: Begin with a list set that is 2 or 3 grades below the student's grade level and have the student read aloud until the student makes three or more errors in a list. Next read each word that the student misreads. Have the student read each list until they reach a list where they make three or more errors. Once complete, look at the lists and record the grade level reached for each frustration level, according to the number of errors as indicated here:

FRUSTRATION LEVELS:

- ONE ERROR: Independent Level
- TWO ERRORS: Instructional Level
- THREE ERRORS: Frustration Level

Independent	Instructional	Frustration
Preprimer	Primer	Grade 1
see	you	live
play	come	thank
me	with	when
at	jump	bigger
run	help	how
and	work	always
look	are	night
can	this	spring
here		today
# of errors	# of errors	# of errors
Grade 2	Grade 3	Grade 4
our	city	bridge
please	middle	commercial
town	moment	truck
early	frightened	abandon
send	several	trucker
wide	lonely	amper
believe	since	dominion
quietly	straight	sundry
carefully		impeccuous
# of errors	# of errors	# of errors
Grade 5	Grade 6	Grade 7
scarcity	bridge	amber
business	commercial	dominion
develop	trucker	sundry
considered	apparatus	impeccuous
discussed	elementary	weight
behaved	comment	elaborate
splendid	necessary	daunted
acquainted	gallery	condescend
escaped	relativity	# of errors
grim	# of errors	# of errors
# of errors	# of errors	# of errors
Grade 8	Grade 9	Grade 10
capacious	conscious	zany
limitation	isolation	jerkin
pretext	molecule	rotunda
intrigue	musical	capitulum
delusion	momentous	gratuitous
immaculate	vulnerable	linear
ascend	kinship	inept
acid	conservatism	legality
binocular	jaunty	aspens
embankment	inventive	amnesty
# of errors	# of errors	barometer
# of errors	# of errors	# of errors
Grade 11	Grade 12	Grade 13
galore	luxuriant	crunch
exonerate	superannuate	lie
superannuate	lie	lie
lie	lie	lie
lie	lie	lie
# of errors	# of errors	# of errors

Source: "The Grade Level Quick Change of Reading Ability" by Margaret Le Pour et al. in *Journal of Reading*, 22, 305-307 (January 1980).

Phonics Take-Aways

Decoding is necessary though not sufficient for comprehension

Teach orthographic mapping to increase sight word recognition

Instruction should be systematic and explicit.

Use the 4 Part processing System as a guide for teaching and providing feedback to students.

Don't group just to group. Use skill-based small groups

Remember...

There is no comprehension strategy powerful enough to compensate for the fact you can't read the words

--- Anita Archer



What stuck with you today?

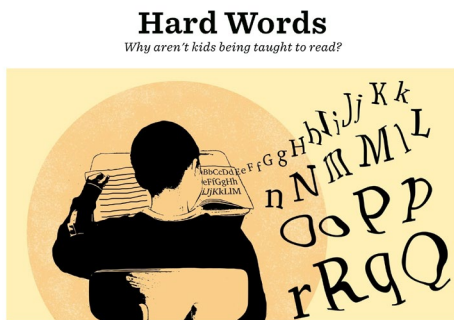


- 3 takeaways
- 2 colleagues you will collaborate with
- 1 change you'd like to make.

Additional Reading



Hard Words by APM Reports



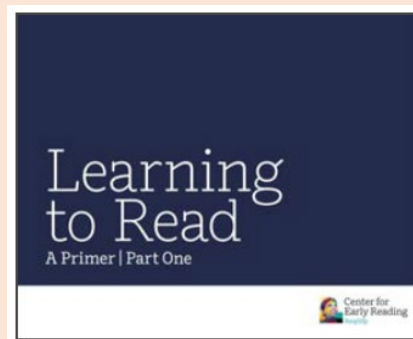
Meeting the Challenge of Early Literacy Phonics Instruction



Why a Structured Phonics Program is Effective



Learning to Read: A Primer



Contact Information

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