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

Ohio Department of Education
Literacy Academy

February 19, 2020

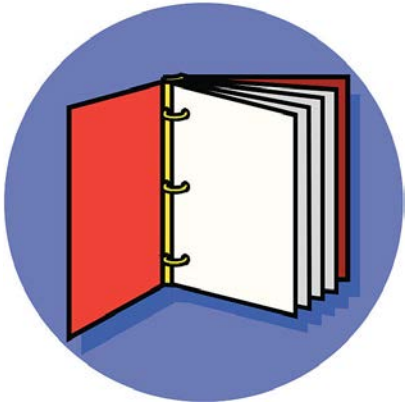
Today's Presenter

Carolyn Turner
Ohio Literacy Lead
Carolyn.turner@hcesc.org

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

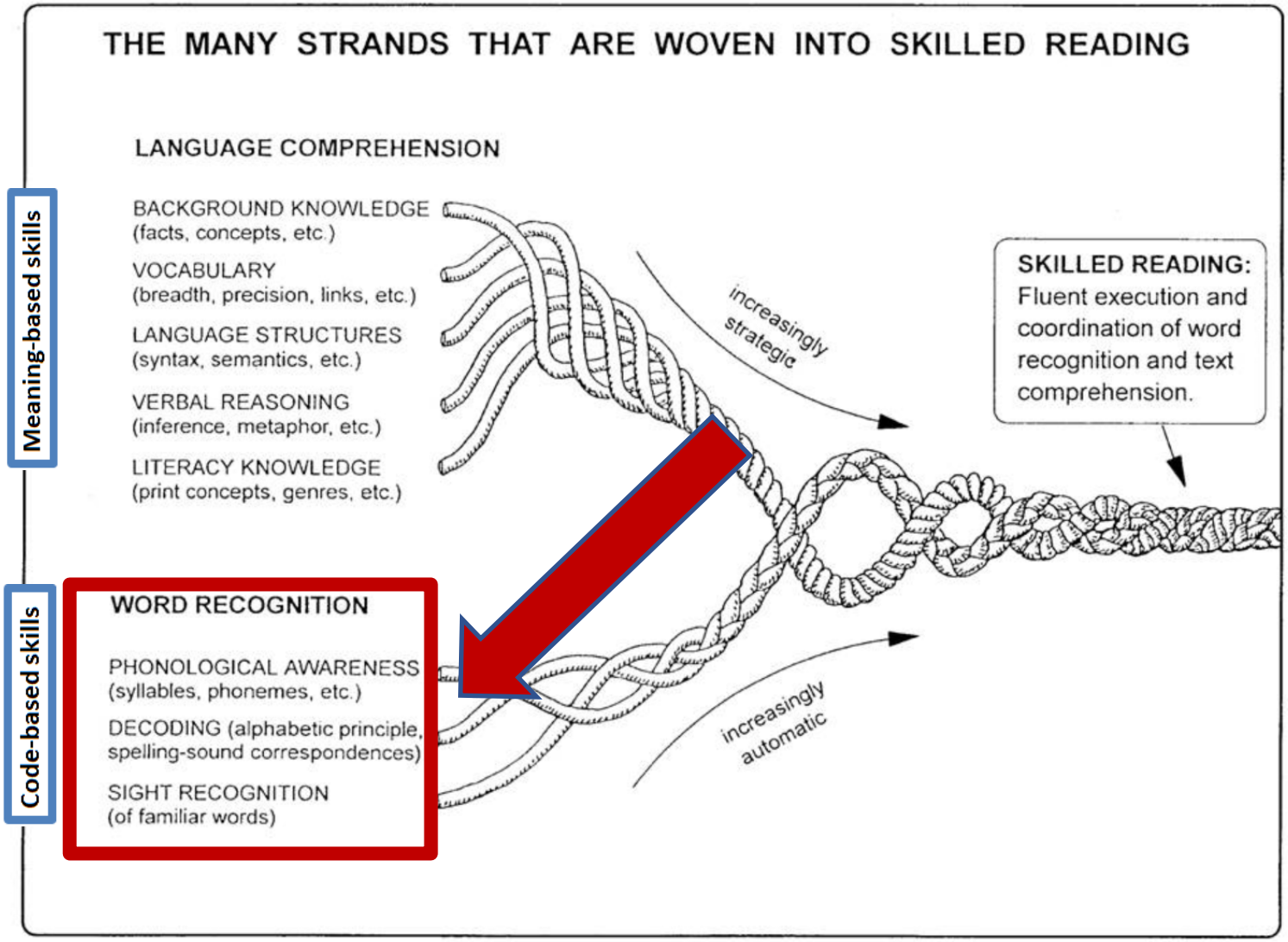
The Truth About Reading…

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

Gough & Tunmer in 1986

Reading Rope



From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001.

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

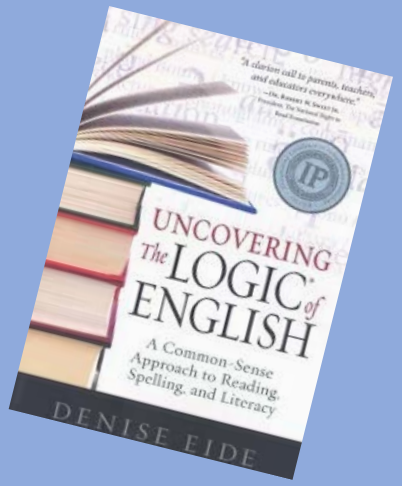
3.0
Phonics

Phonics

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

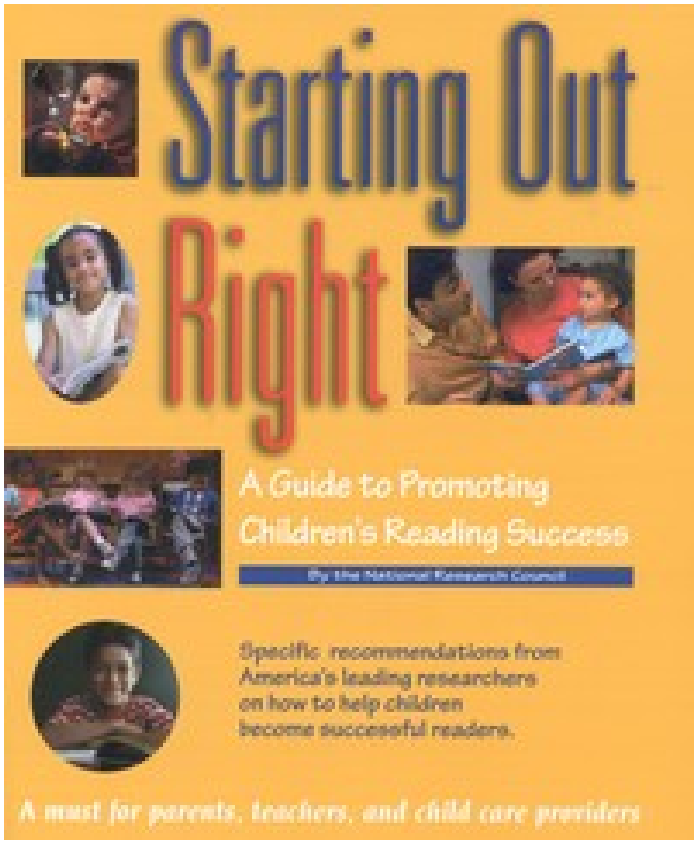
How Predictable?

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)

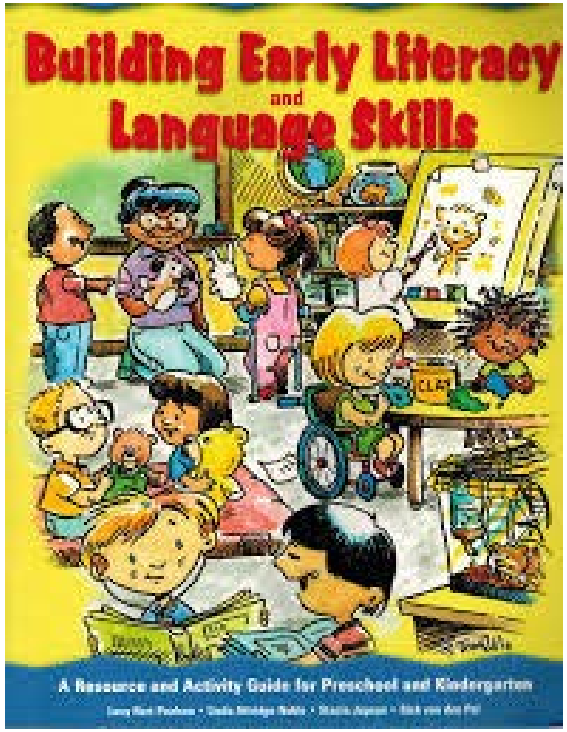
Emergent and Early Literacy Considerations



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

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

Letter Arc

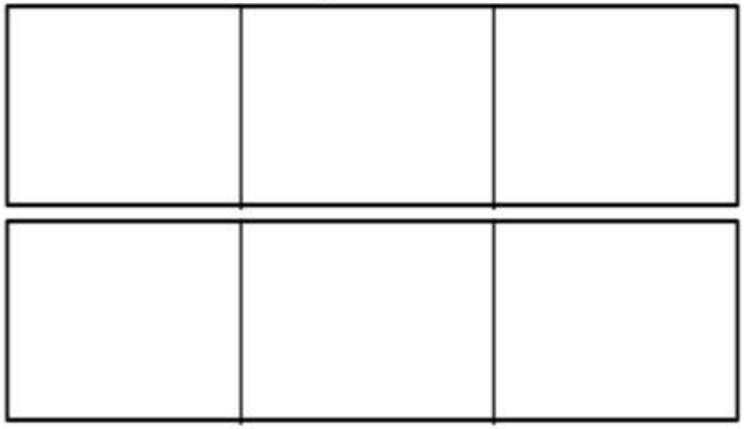
ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

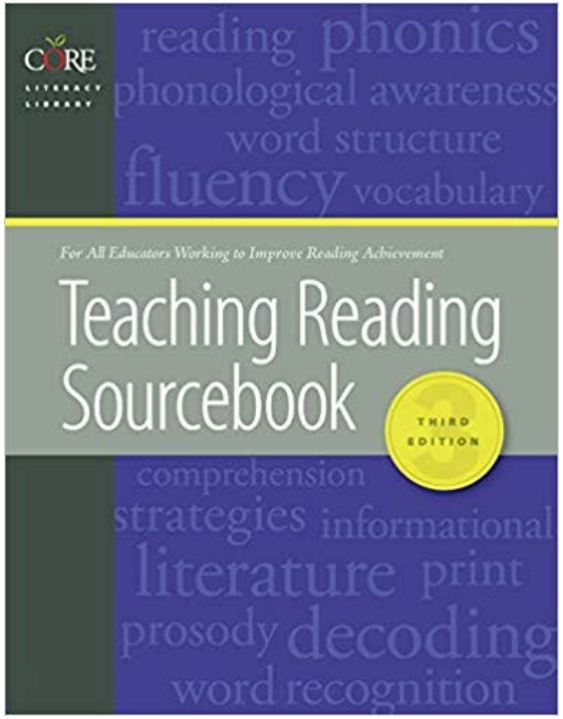
left

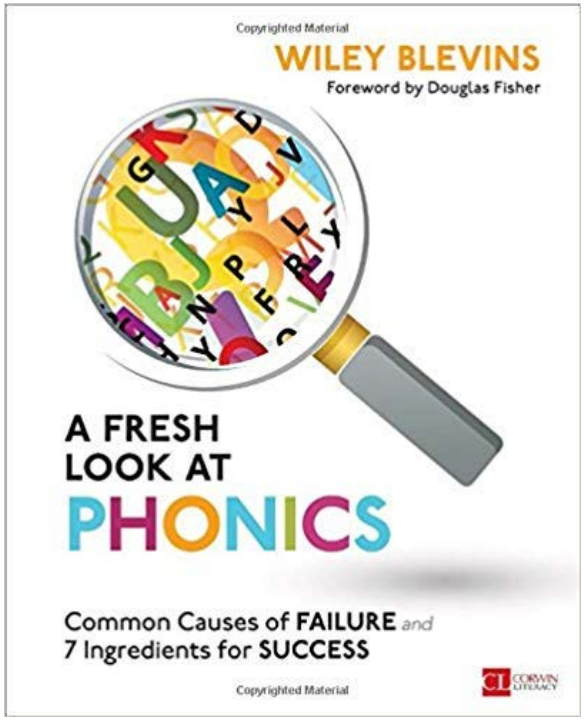
right

abcdefghijklmnopqrstuvwxyz



Conventional Literacy Considerations





Changing Emphasis

Component	K	1st	2nd	3rd	4th	5th 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

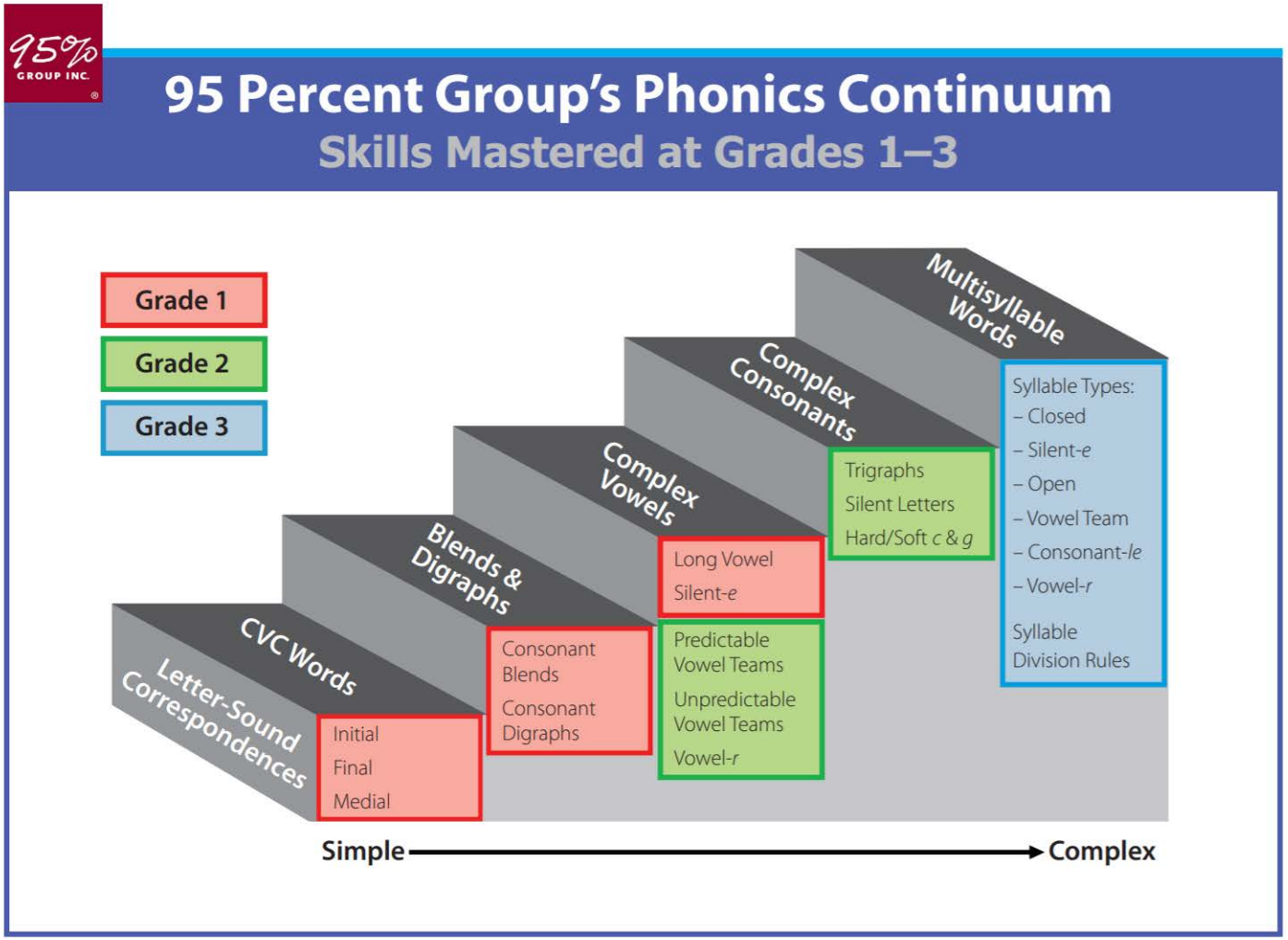
Dictation is included in every lesson

Word Awareness – word building using orthographic mapping

High Frequency words taught using sound-symbol relationships

Reading connected text – decodables

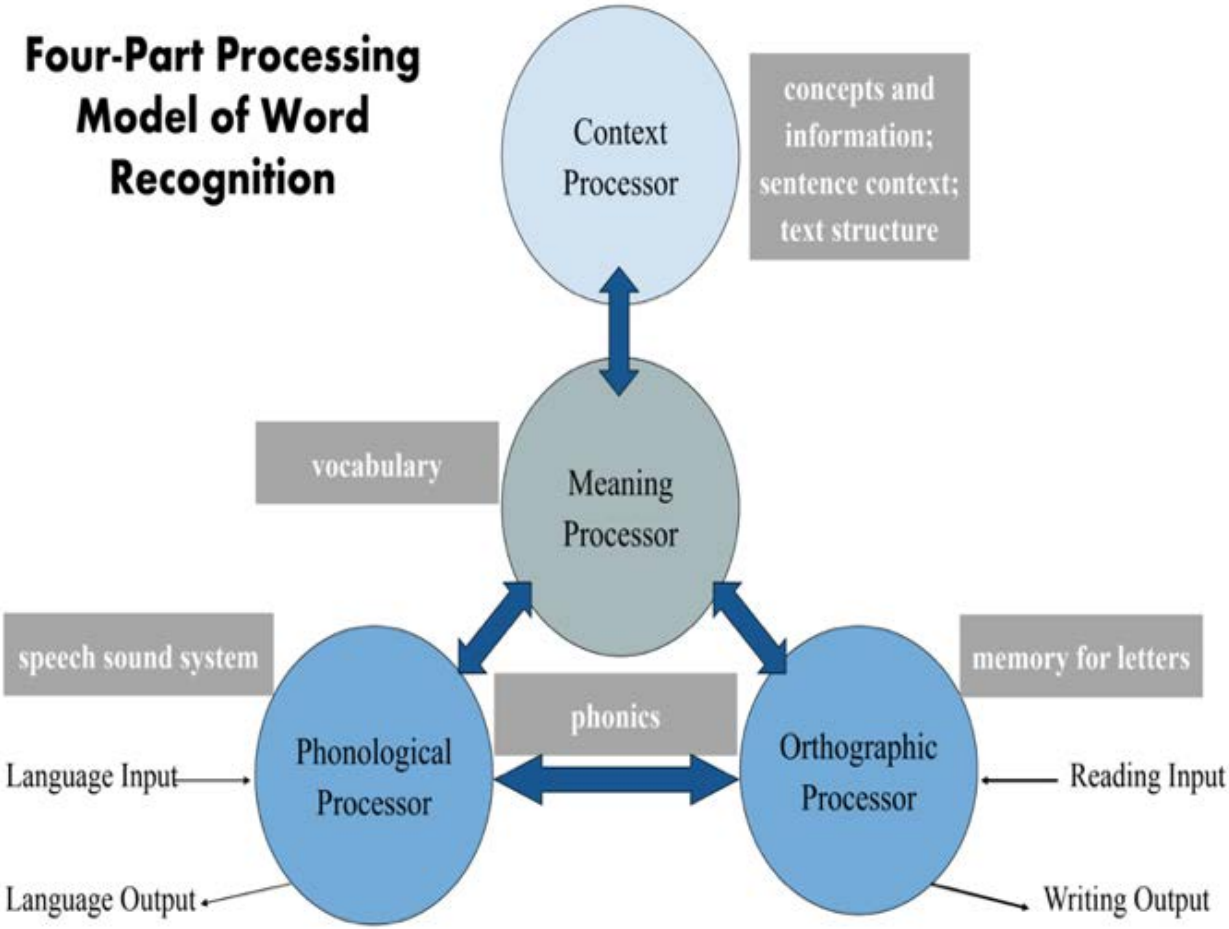
Sample Scope and Sequence



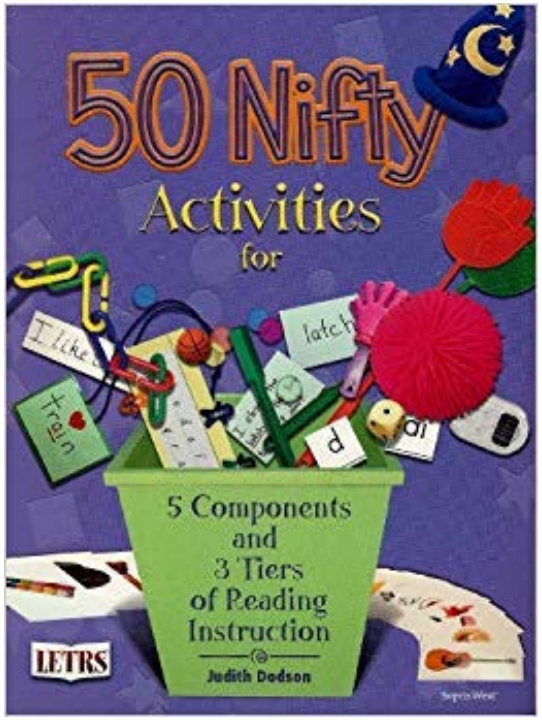
Copyright © 2014, 95 Percent Group Inc. All rights reserved.

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**.

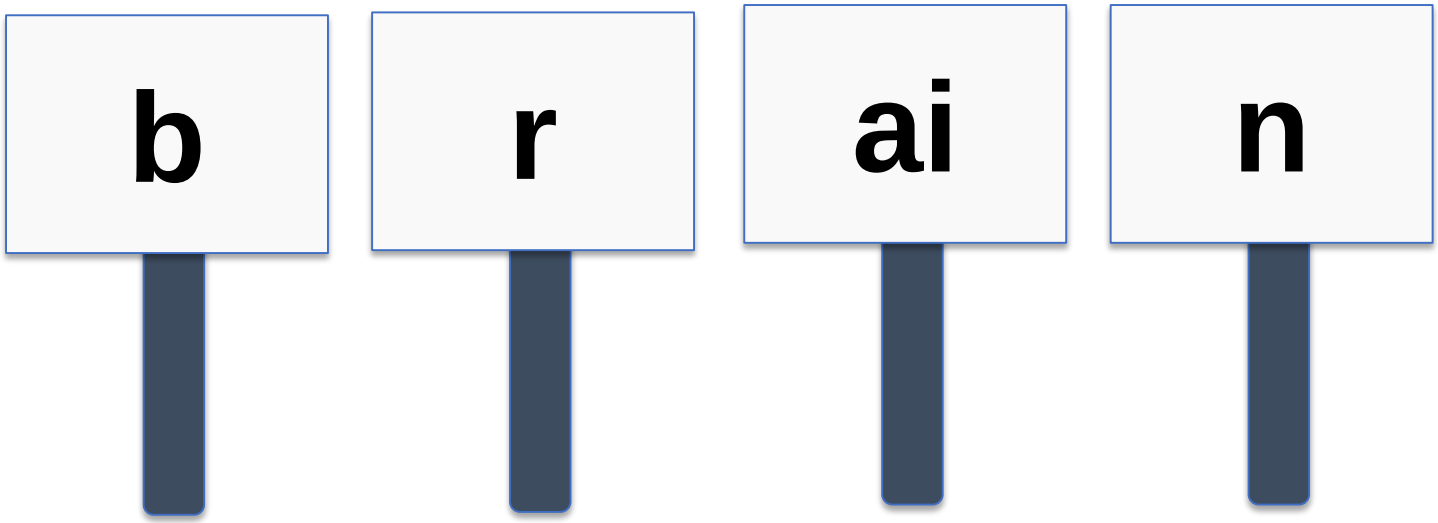
Tap It, Map It, Graph It, Zap It!

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

●	●	●	
ch	i	p	

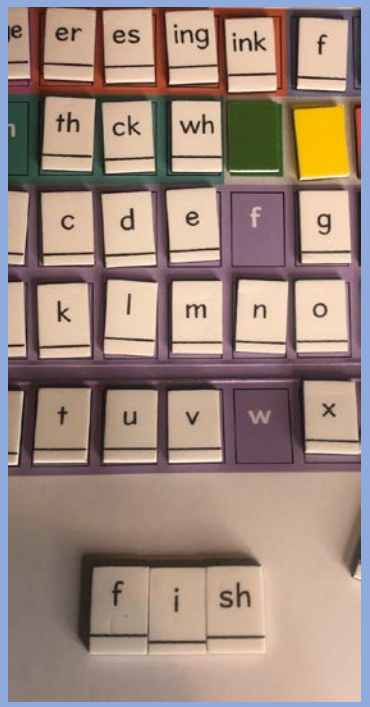
Physical Phonics

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



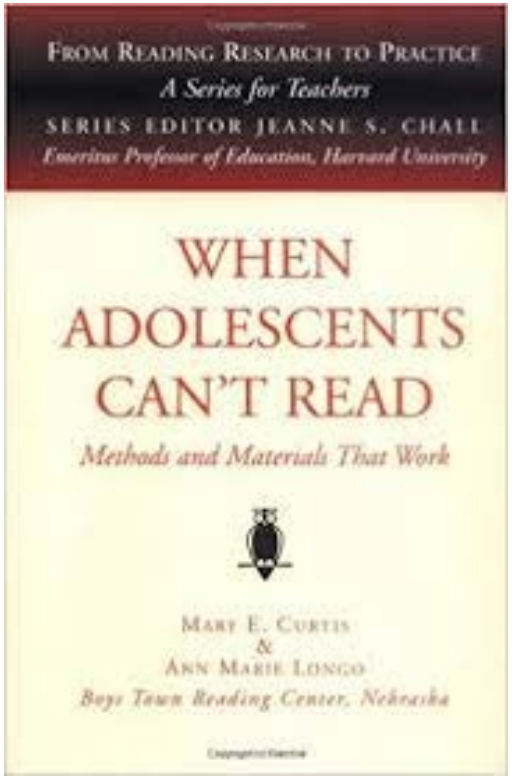
Word Chaining

Use post it notes to make the following grapheme tiles.



r	l	p	w
f	e	i	dge

Adolescent Literacy Considerations

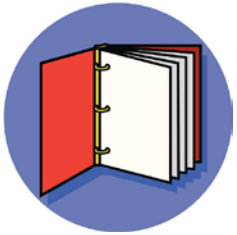


Adolescent Literacy

Secondary
Advanced Word Study
Fluency
Vocabulary
Comprehension
Motivation

Syllabication
Morphology
Etymology

Syllabication



Closed

sim

Silent-e

nabe

Open

fi

Vowel Team

glaip

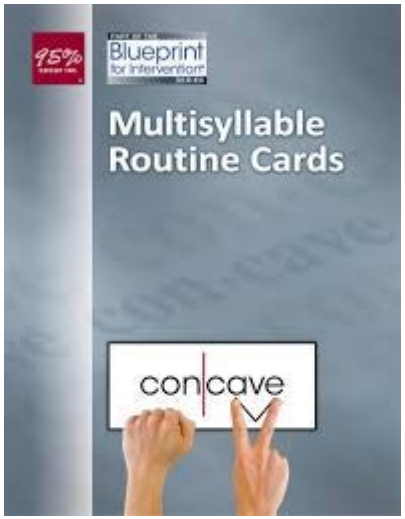
Consonant-le

ble

Vowel-r

zerg

Adolescent Literacy Activities



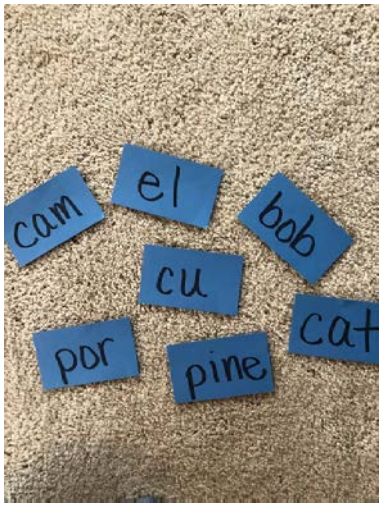
Decoding Strategies for Multi-Syllabic Words

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.

Walkabout Words

cam	cat	bob	a r d
r e p	el	e r t	l e
d e s	l i z	t i	



Syllable Tracking

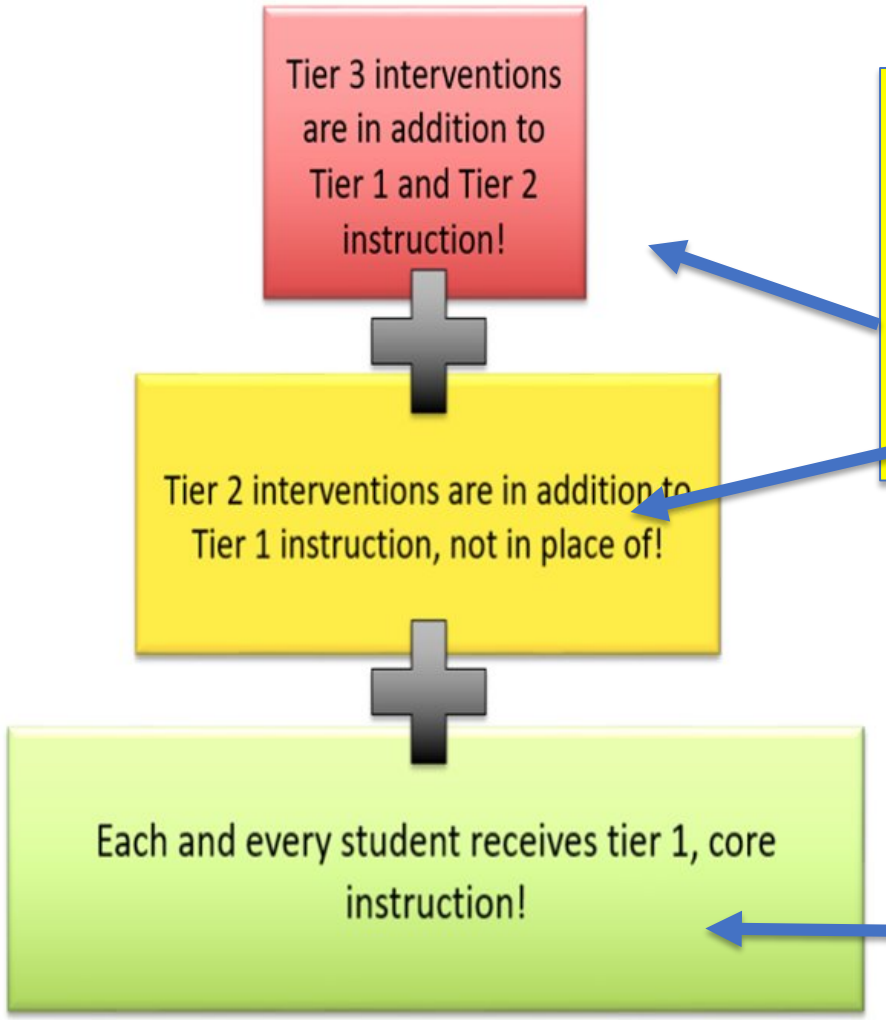
Prefix:
trans
dis
re
un

Root:
Act
Form
Ject
port

Suffix:
--able
--ing
--er
--ed

4.0
Prevention, and Intervention

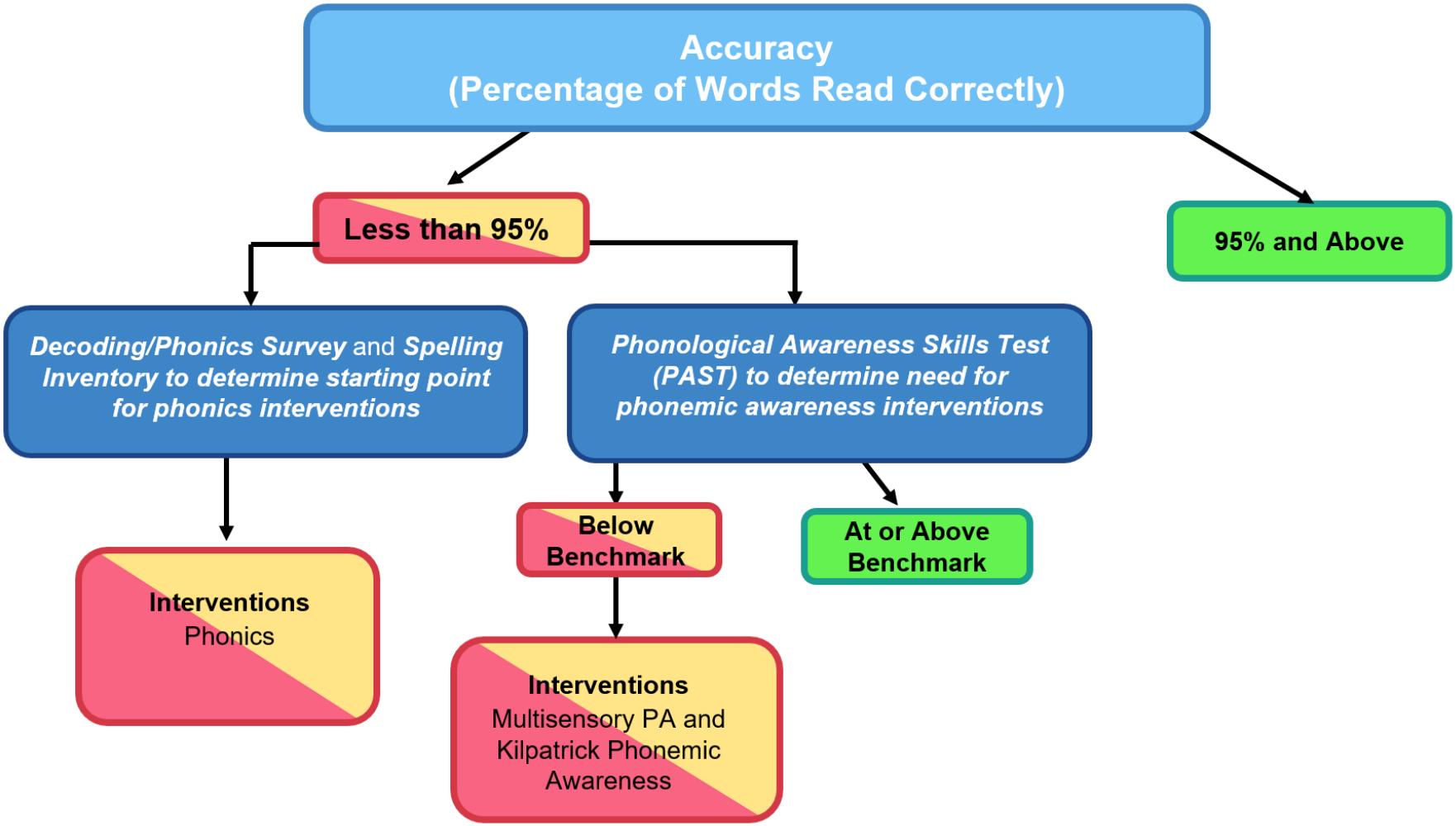
Phonics Instruction at 3 Tiers



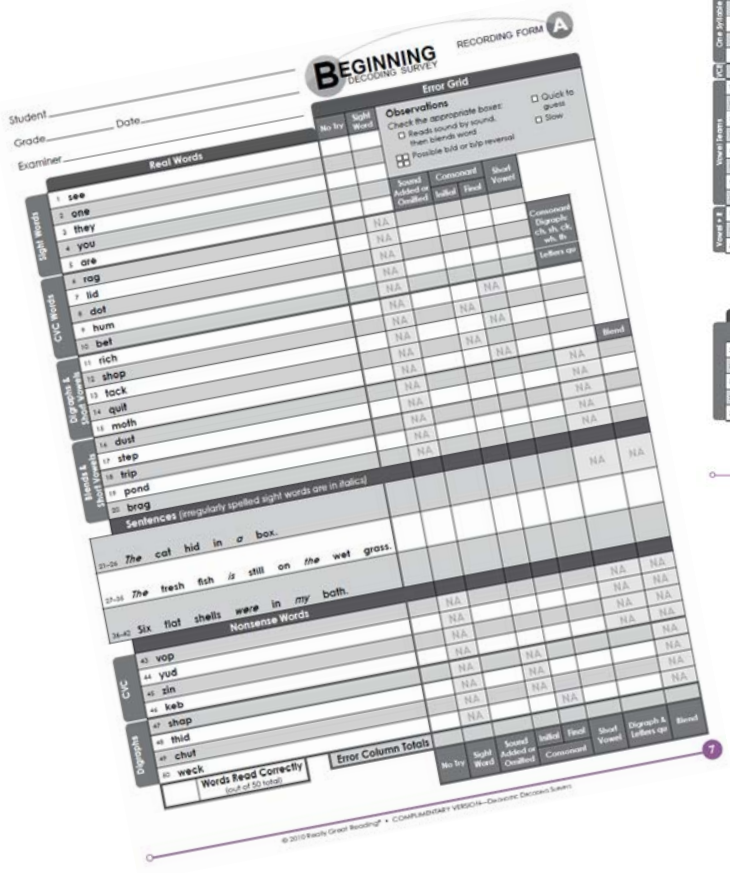
Phonics Interventions for those with a decoding weakness, identified by a decoding survey and universal screener data.

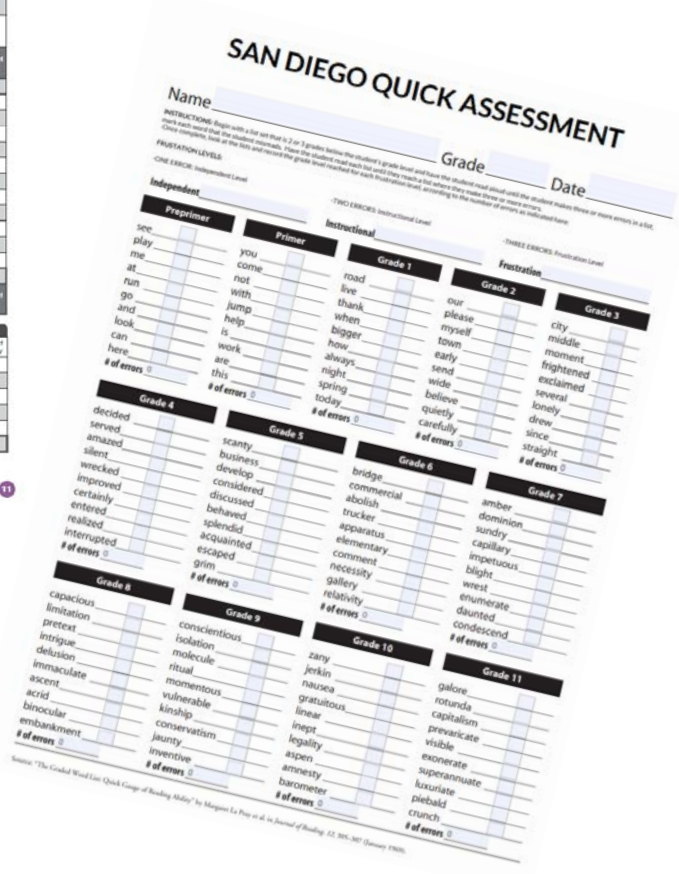
Phonics in Tier 1 for ALL STUDENTS following grade level scope and sequence.

Decision Rules



Decoding Survey





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

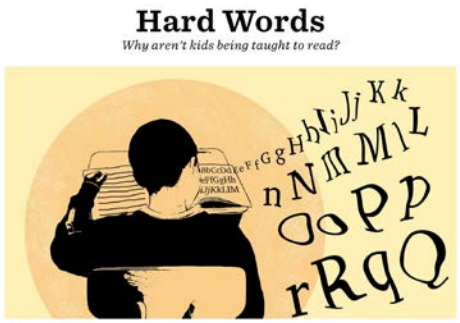
--- Anita Archer

What stuck with you today?

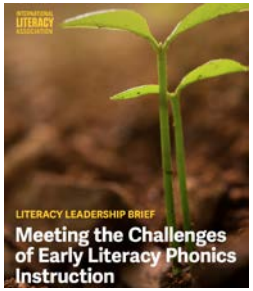
- 3 takeaways
- 2 colleagues you will collaborate with
- 1 change you'd like to make.

Additional Reading

Hard Words by APM Reports



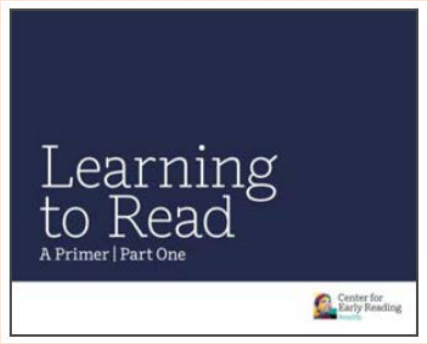
Meeting the Challenge of Early Literacy Phonics Instruction



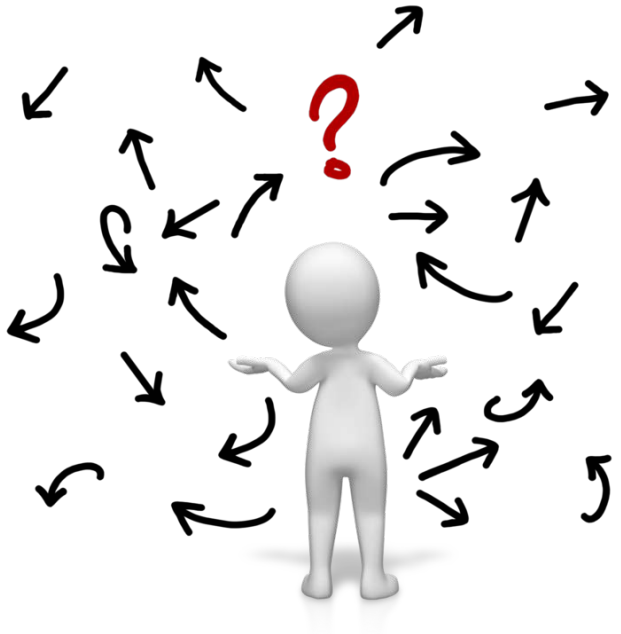
Why a Structured Phonics Program is Effective

STUDENT ACHIEVEMENT PARTNERS

Learning to Read: A Primer



Contact Information

Contact Information:

Carolyn Turner
Carolyn.turner@hcesc.org