

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

Ohio Department of Education
Literacy Academy

February 19, 2020



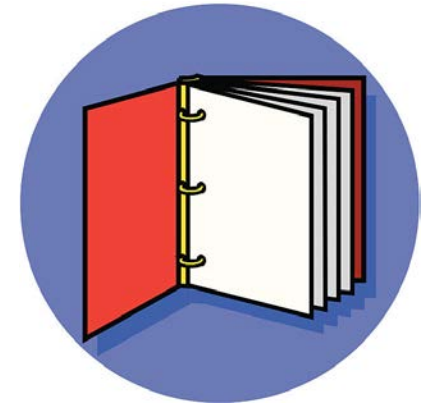
Today's Presenter

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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

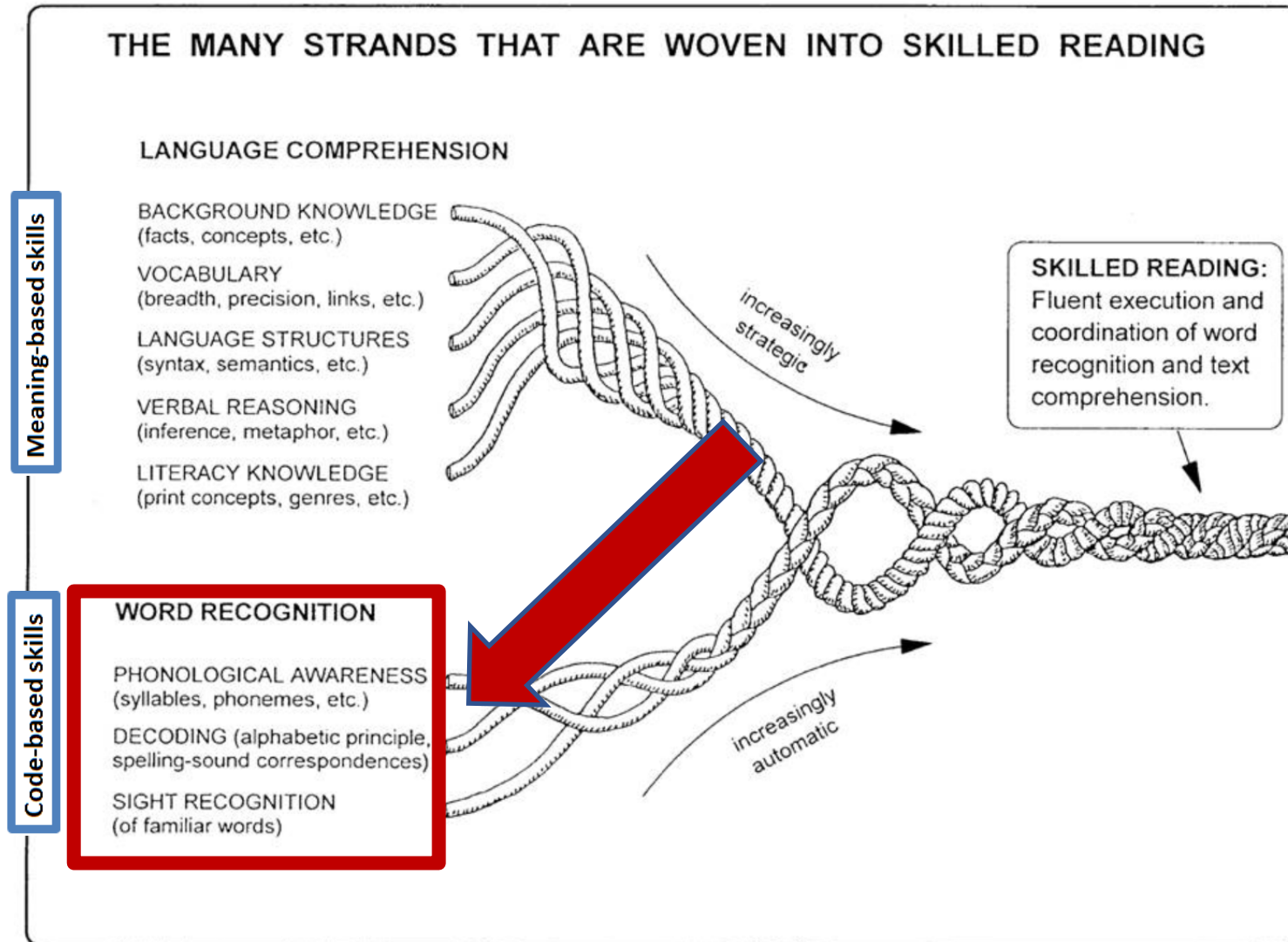
The ability to understand
spoken language



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

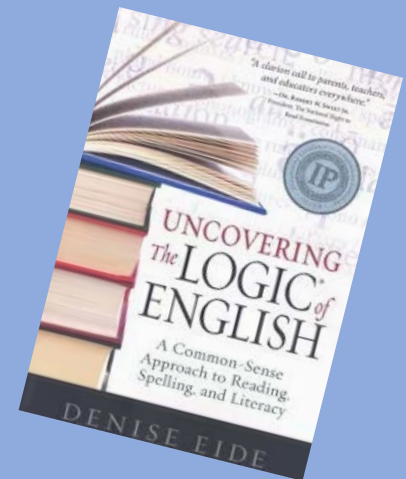


The understanding there is a **predictable relationship** between phonemes (sounds) and graphemes (the letters that represent those sounds) in **written** language

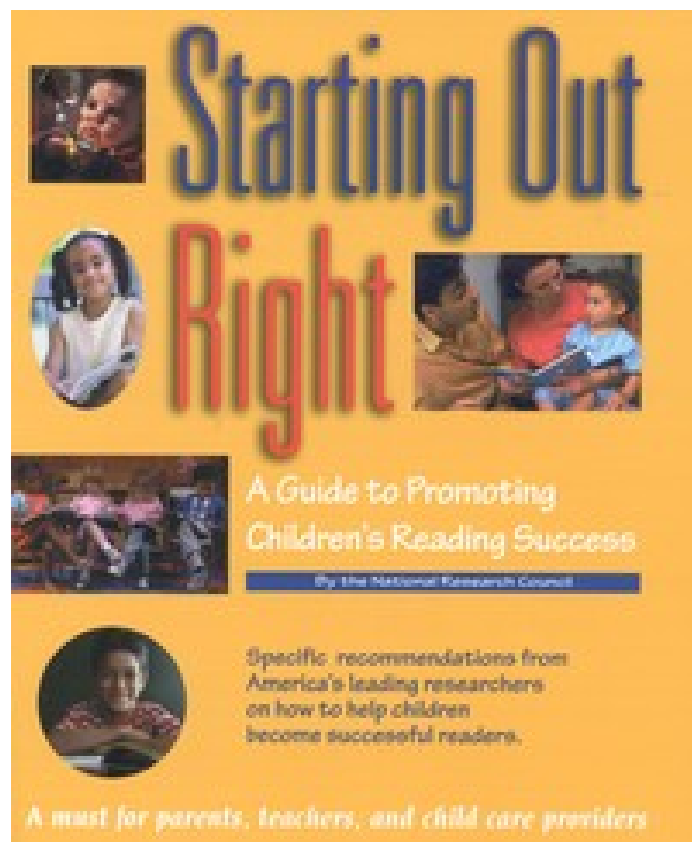
How Predictable?

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)



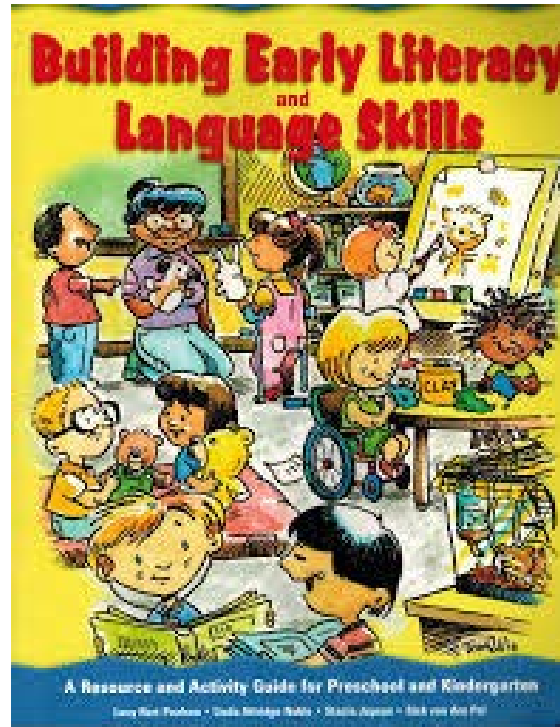
Emergent and Early Literacy Considerations

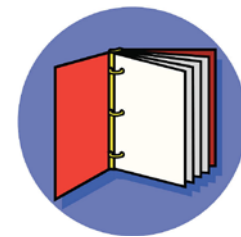


Building the Foundation

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



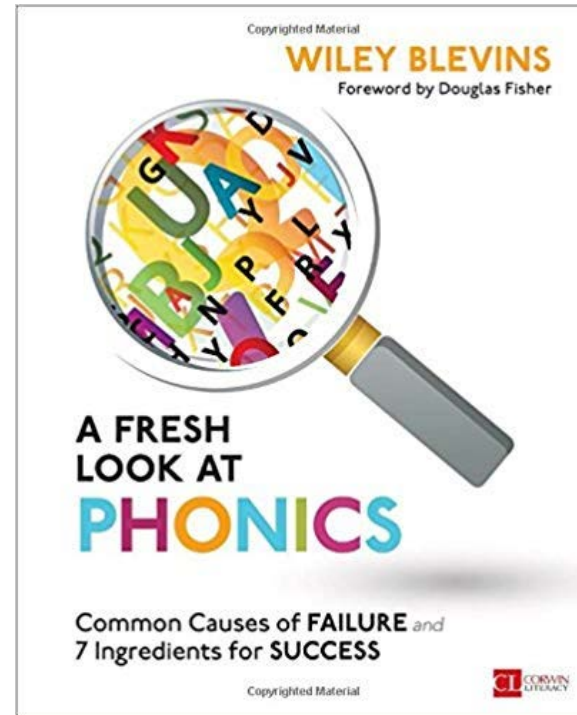
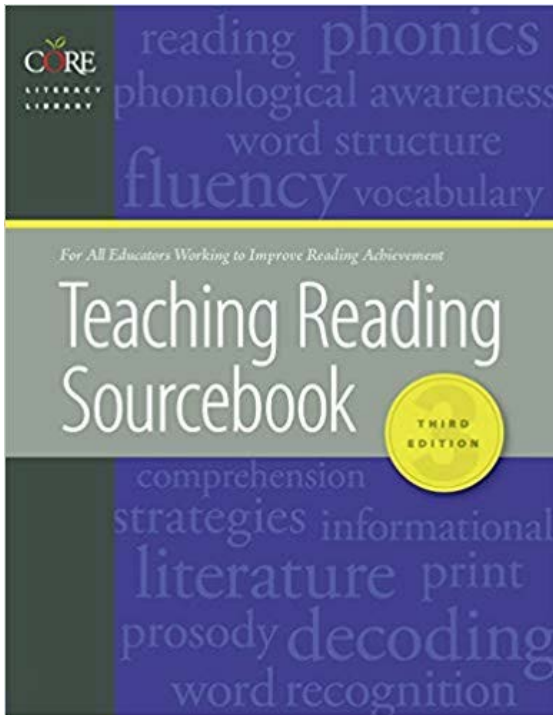
left



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

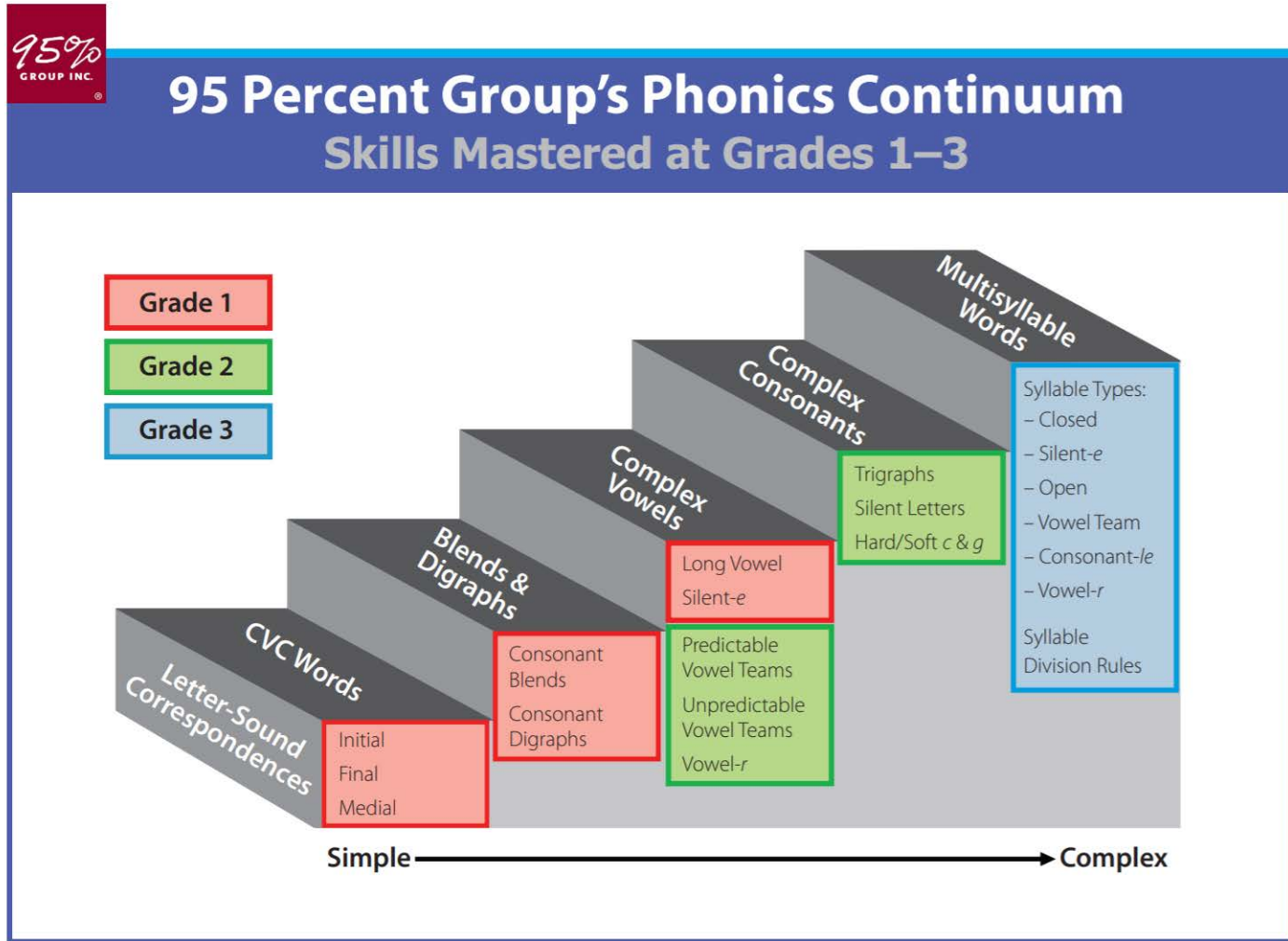
Dictation is
included in every
lesson

Word Awareness –
word building using
orthographic
mapping

High Frequency
words taught using
sound-symbol
relationships

Reading connected
text – decodables

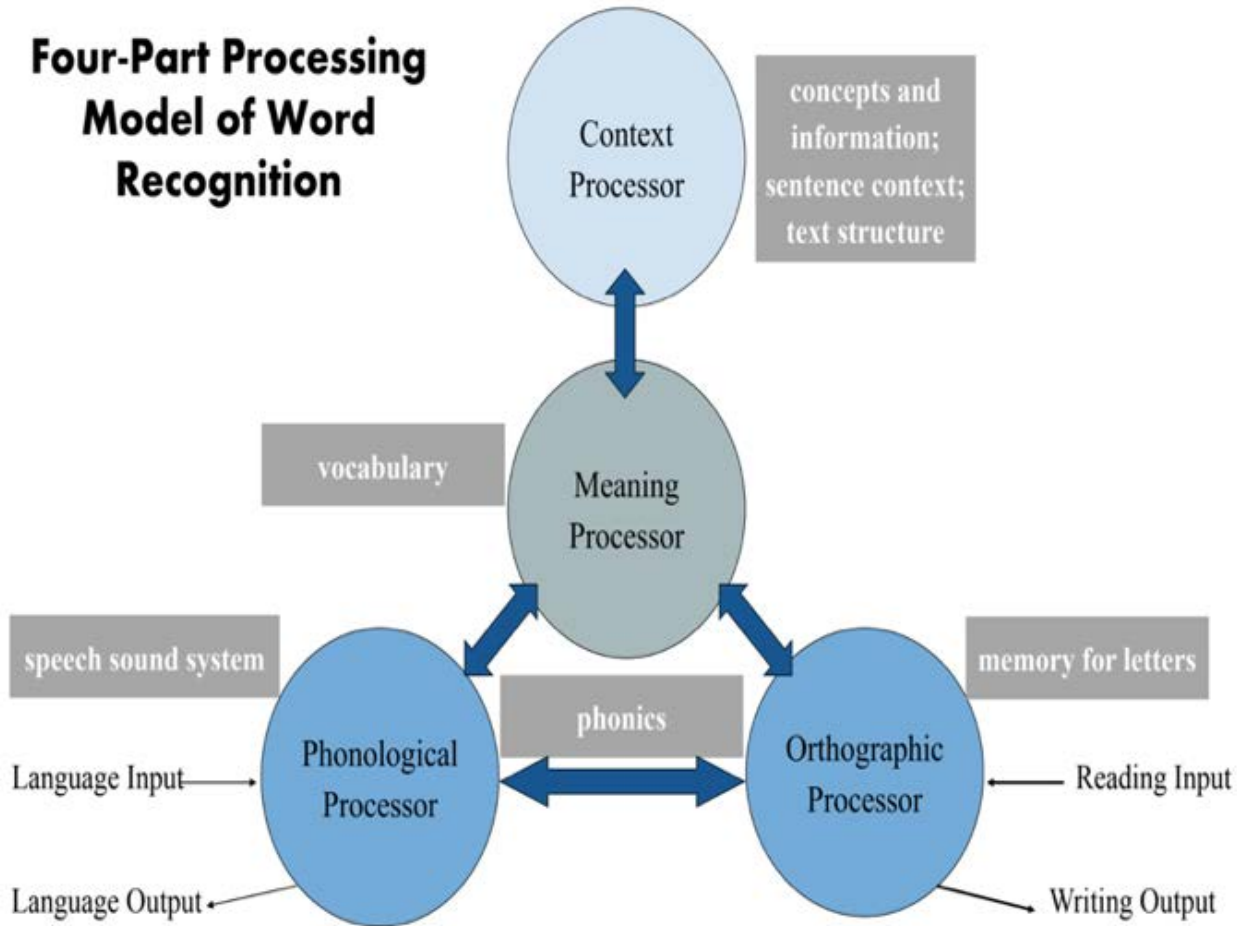
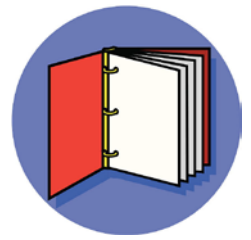
Sample Scope and Sequence



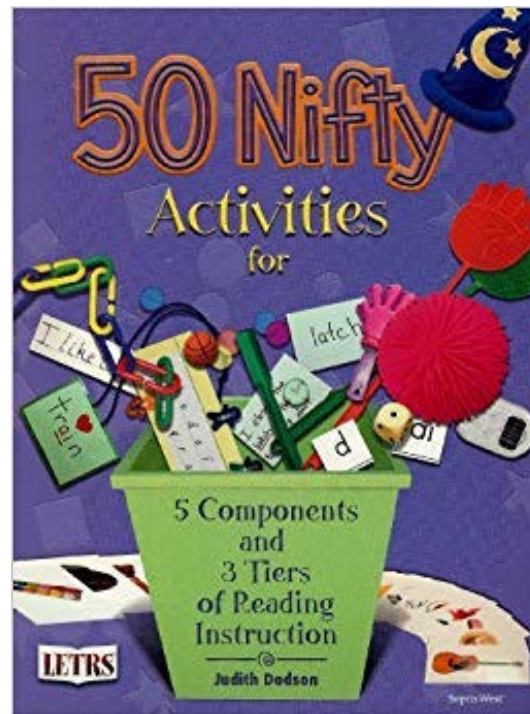
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Phonics Continuum (WEB DOWNLOAD)
www.95percentgroup.com

Four Part Processing Model



Conventional Literacy Activities



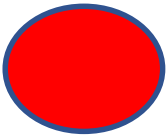
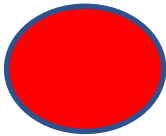
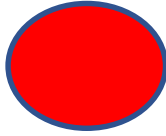
Phoneme-Grapheme Mapping

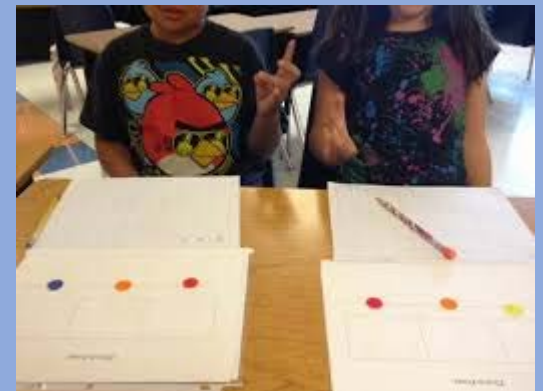
r	ou	n	d		round
f	ou	n	d		found
ow	l				owl
d	ow	n			down

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!

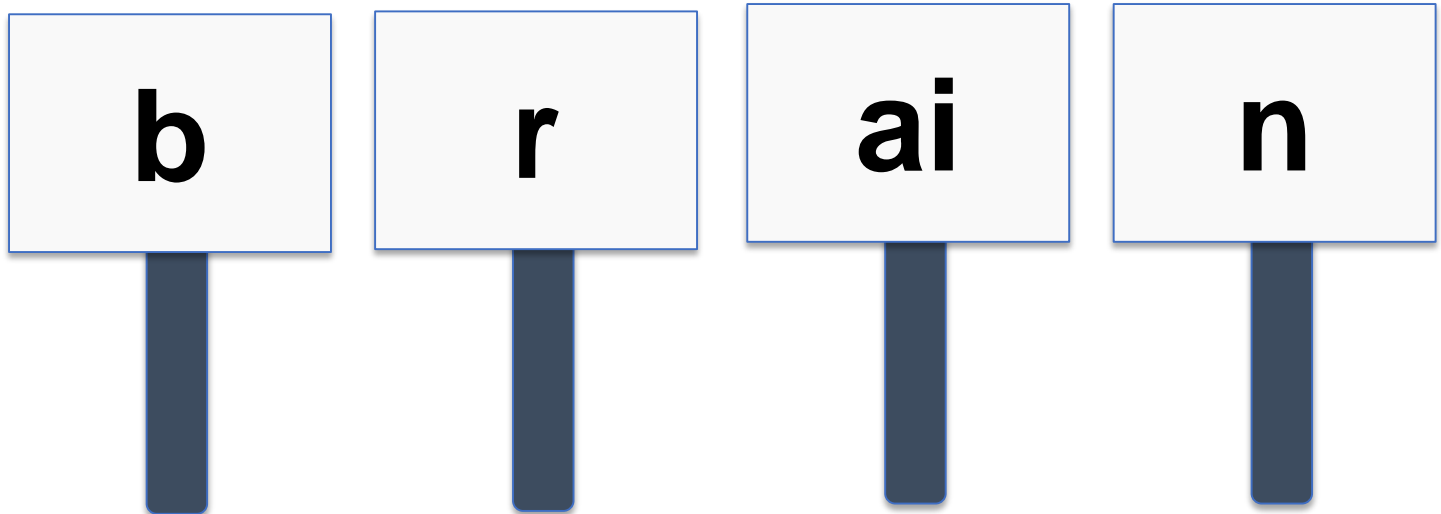
You have been practicing matching sounds and letters. Getting faster at that will help you be better readers and spellers.

			
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

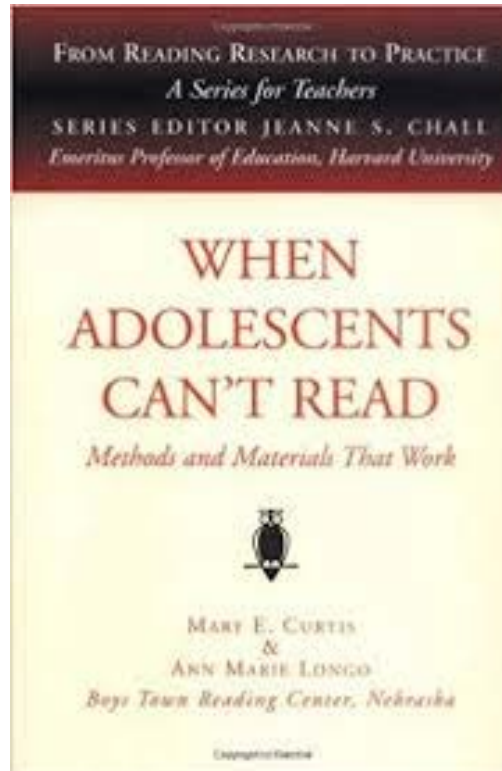
f

e

i

dge

Adolescent Literacy Considerations



Adolescent Literacy

Secondary

Advanced Word Study

Fluency

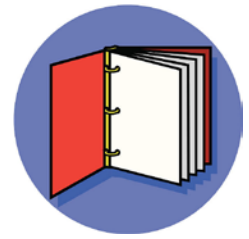
Vocabulary

Comprehension

Motivation

Syllabication
Morphology
Etymology

Syllabication



Closed

sim

A hand with the index and middle fingers curled into the palm, representing a closed syllable.

Silent-e

nabe

A hand with the index and middle fingers extended, representing a silent-e syllable.

Open

fi

A hand with all five fingers extended, representing an open syllable.

Vowel Team

glaip

A hand with the index and middle fingers extended, representing a vowel team syllable.

Consonant-le

ble

A hand with the index finger extended, representing a consonant-le syllable.

Vowel-r

zerg

A hand with the index and middle fingers extended, representing a vowel-r syllable.

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

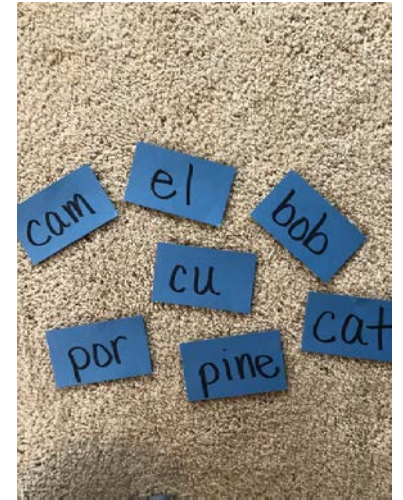
e r t

l e

d e s

l i z

t i



Syllable Tracking

Prefix:

trans
dis
re
un

Root:

Act
Form
Ject
port

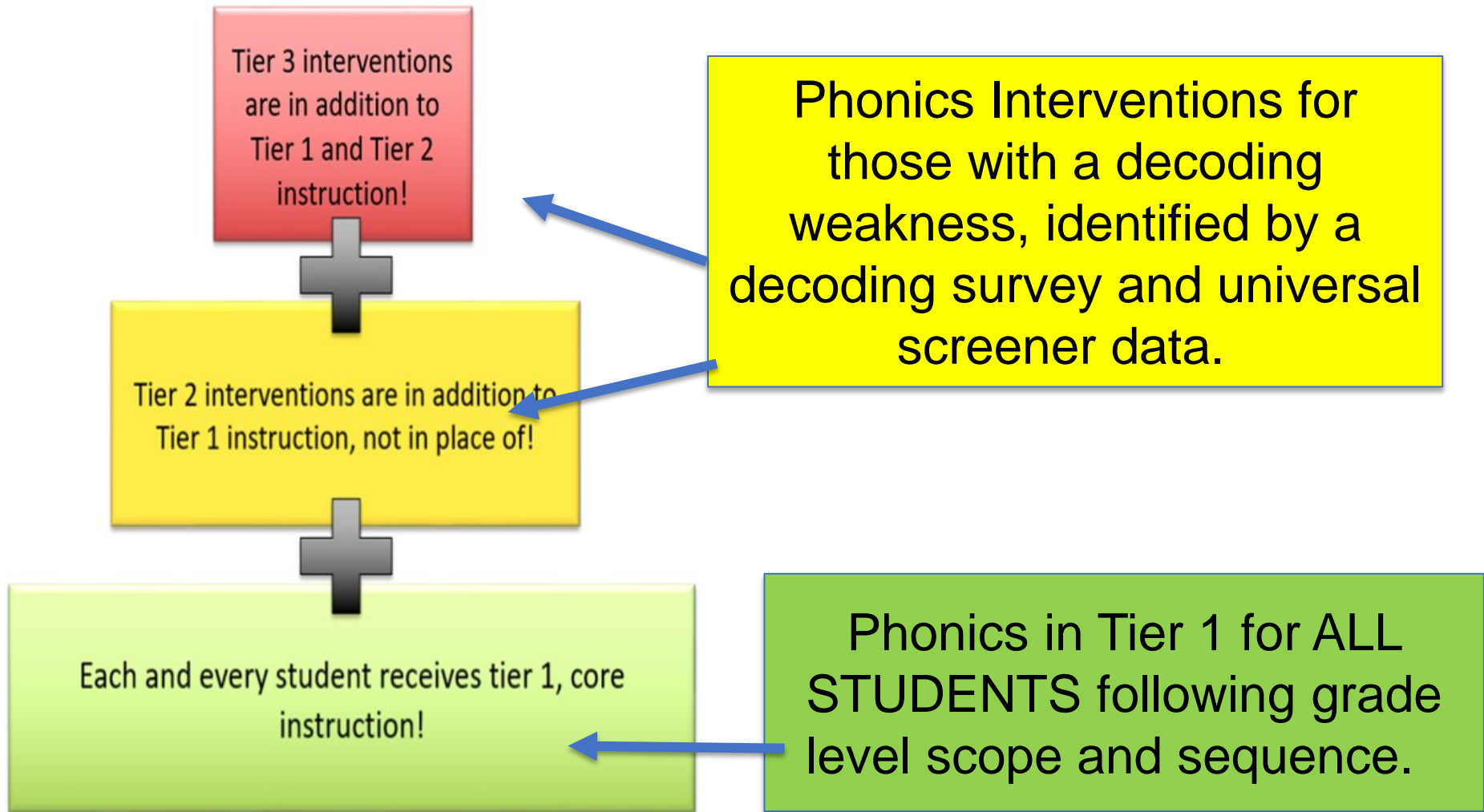
Suffix:

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

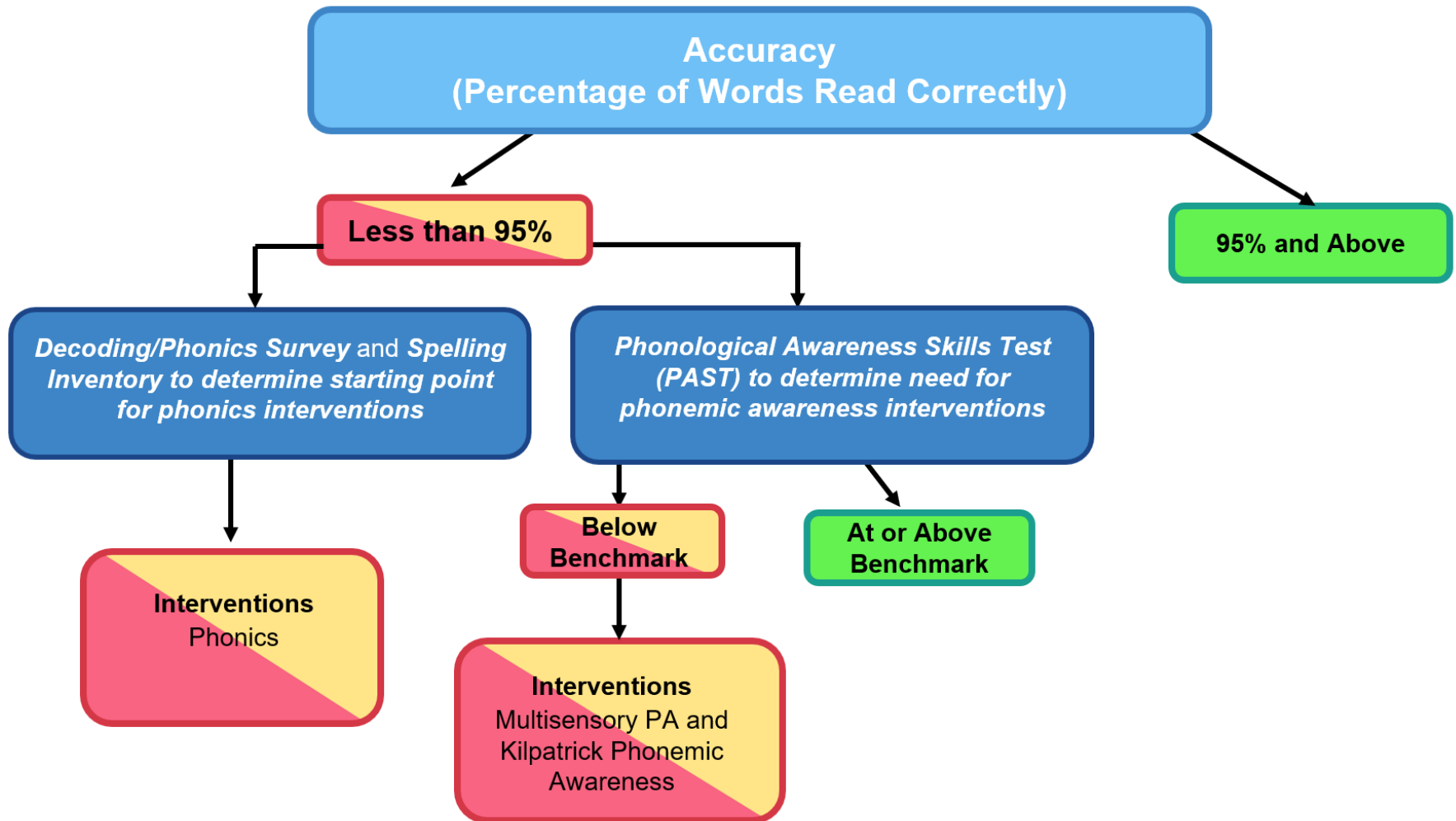
4.0 Prevention, and Intervention



Phonics Instruction at 3 Tiers



Decision Rules



Decoding Survey



Student: _____ Date: _____
 Grade: _____ Examiner: _____

BEGINNING DECODING SURVEY RECORDING FORM A

Real Words

Word	No try	Sight Word	Sound Added or Omitted	Initial	Final	Short Vowel	Consonant Digraphs (sh, ck, wh, etc.)	Blends	Observations
1. see									
2. one									
3. they									
4. you									
5. are									
6. rag									
7. lid									
8. dot									
9. hum									
10. bat									
11. rich									
12. shop									
13. tack									
14. quit									
15. moth									
16. dust									
17. step									
18. trip									
19. pond									
20. brog									

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.

27-28 Six flat shells were in my bath.

Nonsense Words

Word	No try	Sight Word	Sound Added or Omitted	Initial	Final	Short Vowel	Consonant Digraphs (sh, ck, wh, etc.)	Blends	Observations
33. vop									
34. yud									
35. zin									
36. keb									
37. shap									
38. thid									
39. chuf									
40. weck									

Words Read Correctly (out of 50 total)

Student: _____ Date: _____

ADVANCED DECODING SURVEY RECORDING FORM A

Error Grid

Word	No try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraphs (sh, ck, wh, etc.)	Observations
			Initial	Final			
Nonsense Words							
1. nat							
2. shob		NA					
3. thax		NA					
4. lutch		NA					
5. phim		NA					
6. gred					NA		
7. stob					NA		
8. mlsp					NA		
9. yume					NA	NA	NA
10. weag					NA	NA	NA
11. jalb					NA	NA	NA
12. soom					NA	NA	NA
13. foom					NA	NA	NA
14. vovk					NA	NA	NA
15. zoid					NA	NA	NA
16. zout					NA	NA	NA
17. fay					NA	NA	NA
18. fnd					NA	NA	NA
19. goft					NA	NA	NA
20. laim					NA	NA	NA
Error Column Totals							
No try							
Sound Added or Omitted							
Initial							
Final							
Short Vowel							
Consonant							
Digraph & Trigraph							
Blends							
Advanced Vowel							

Multi-Syllable Words

Word	Correct or No try
21. kniptut	
22. gruckle	
23. stlfnode	
24. dlipar	
25. ponvantic	

Real Words

Word	Correct or No try
26. fantastic	
27. several	
28. attached	
29. recognize	
30. lotion	

Words Read Correctly (out of 30 total)

Name: _____ Grade: _____ Date: _____

SAN DIEGO QUICK ASSESSMENT

INSTRUCTIONS: Begin with a list with that is 2 or 3 grades below the student's grade level and have the student read aloud until the student makes three errors in a list. Check the number of the student repeats. Check the student read each list and then record the number of errors that student makes on the error grid. Once complete, look at the list and record the grade level marked for each list and record, according to the number of errors in a list.

FRUSTRATION LEVELS

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

Independent	Instructional	Frustration
Preprimer	Primer	Grade 1, Grade 2, Grade 3
see	you	our
play	come	please
me	not	myself
at	with	town
run	jump	early
go	help	send
and	work	wide
look	are	how
can	is	always
here	this	night
# of errors	# of errors	# of errors
Grade 4	Grade 5	Grade 6
decided	scarcity	bridge
served	business	commercial
amazed	develop	considered
silent	discussed	trucker
wrecked	behaved	apparatus
improved	splendid	elementary
certainly	acquainted	comment
entered	escaped	necessary
realized	grim	gallery
interrupted	# of errors	# of errors
Grade 8	Grade 9	Grade 10
capacious	conscientious	zany
limitation	isolation	jerkin
pretext	molecule	nausea
intrigue	ritual	gratuitous
delusion	momentous	linear
immaculate	vulnerable	kinship
ascend	jaunty	conservatism
acid	inventive	barometer
binocular	# of errors	# of errors
embankment		
# of errors		
Grade 11		
galore		
rotunda		
capitalism		
prevaricate		
visible		
exonerate		
superannuate		
luxuriate		
piebald		
crunch		
# of errors		

Source: "The Grid Word List: Quick Gauge of Reading Ability" by Margaret Le Pass et al. in Journal of Reading, 22, 205-207 (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?

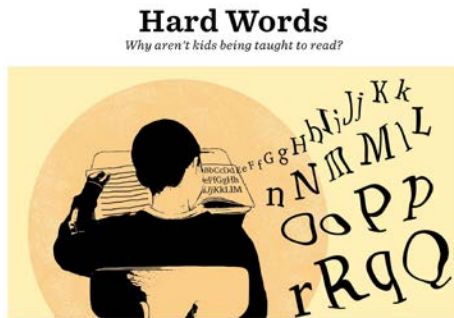


- 3 takeaways
- 2 colleagues you will collaborate with
- 1 change you'd like to make.



Additional Reading

Hard Words by APM Reports



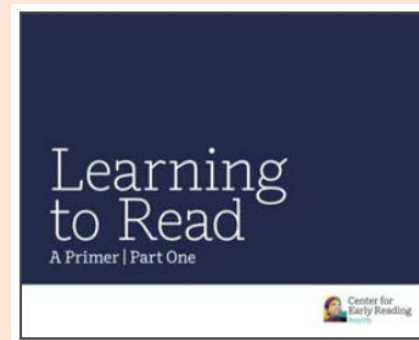
Meeting the Challenge of Early Literacy Phonics Instruction



Why a Structured Phonics Program is Effective



Learning to Read: A Primer



Contact Information

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