



# Phonics

# Second Grade

**Assignment for Observation**

- Take an accuracy check of one child from assigned group during familiar reading.
- Record student and teacher behavior during the Explicit Phonics/Spelling portion of the block.
- Observe the assigned group of students during the entire Literacy Block, carefully watching for evidence of independent student processing and application of phonics skills.
- Watch for evidence of students either working ahead or behind class instruction. Does teacher provide interventions on the student's phonics level?
- Collect a sample of student writing to analyze.

**Participant Materials**

Reading First Notebook

- Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003
- Arkansas Reading First Comprehensive Literacy Instruction Map
- Arkansas Reading First Classroom Observation Protocol
- *A Closer Look at the Five Essential Components of Effective Reading Instruction*
- *Put Reading First*

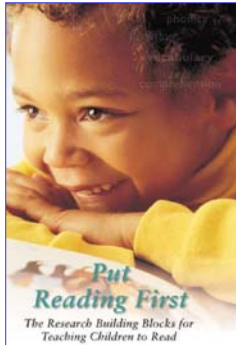
Texts

*Phonemic Awareness in Young Children*  
*I've DIBEL'd, Now What*  
*Word Journeys*

**Presenter Materials**

All Participant Materials  
*Words Their Way*  
*Phonemic Awareness in Young Children*  
*Phonological Awareness Start Up to Build Up 1*  
TPRI Training Disk  
Overhead Projector  
Disks for Elkonin boxes

## Put Reading First



Phonemic awareness is the ability to notice, think about, and work with the individual sounds in words.

PRF, 2

### Research

Have participants read and highlight the following sections of ***Put Reading First (PRF)***:

**Page 2, Paragraph 1** - *Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.*

**Page 3, Paragraph 1** - *Phonemic awareness is not phonics. Phonemic awareness is the understanding that the sounds of spoken language work together to make words. Phonics is the understanding that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in written language. If children are to benefit from phonics instruction, they need phonemic awareness.*

**Page 3, Paragraph 3** - *Phonemic awareness is a subcategory of phonological awareness. The focus of phonemic awareness is narrow – identifying and manipulating the individual sounds in words.*

Refer participants to **Resource P1 Phonemic Awareness and Phonics**. Discuss the differences and similarities between phonemic awareness and phonics.

Highlight **PRF, p. 8**, “*Phonemic awareness instruction can help essentially all of your students learn to read, including preschoolers, kindergarteners, first graders who are just learning to read, and older, less able readers.*”

If children are struggling with reading and Second Grade assessments have not identified their specific problem, they should be assessed with DIBELS Phoneme Segmentation Fluency (PSF) to see if phonemic awareness is the barrier to reading. The PSF is a one-minute screener that requires the child to segment each individual phoneme in a given word. The assessment is given in the absence of print.

### **ACTIVITY: Administering the DIBELS PSF**

Model the administration of the DIBELS Phoneme Segmentation Fluency (PSF) measure. Use **Resource P2 DIBELS Phoneme Segmentation Fluency** probe.

## Phonemic Awareness and Phonics

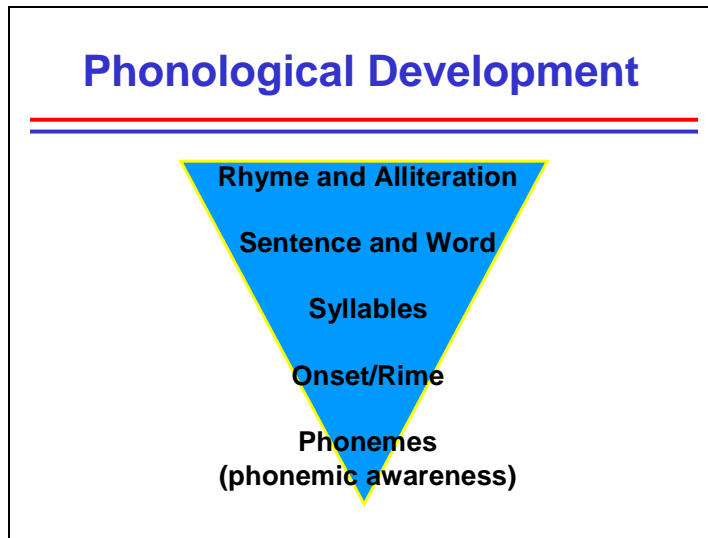
<b>Phonemic Awareness</b>	<b>Phonics</b>
<p>Ability to recognize the individual sounds of spoken language and how they can be blended together, segmented and manipulated.</p>	<p>An instructional approach that links the sounds of spoken language to printed letters.</p>
<p style="text-align: center;"><b>Auditory</b></p>	<p style="text-align: center;"><b>Graphophonemic</b></p>
<p>Involves sound Tasks can be done with the eyes closed if not using manipulatives.</p>	<p>Involves sound and print. Tasks involve looking at print.</p>
<p>Examples: <b>Say</b> the word <i>man</i>. Ask students to say each sound they hear in the word: <u>/m/ /a/ /n/</u>.</p>	<p>Examples: <b>Write</b> the word <i>man</i> on a chart. Ask students to say each sound in the word and blend the sounds together to read the word.</p>
<p>Ask students to <b>listen</b> to each sound in a word: /h/ /a/ /t/ and <b>say</b> the word <i>hat</i>.</p>	<p>Ask students to listen to each sound in the word <i>man</i> and <b>spell</b> the word <i>man</i> using letter tiles.</p>
<p>Focuses on the sounds of spoken language and how they can be blended, segmented, and manipulated.</p>	<p>Shows how letters and spellings represent the sounds of spoken language.</p>
<p>Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling.</p>	<p>Helps students understand how sounds in words relate to their corresponding written symbols. This knowledge helps students read and spell words.</p> <p style="text-align: right;"><i>-- Teacher Reading Academy</i></p>

## DIBELS Phoneme Segmentation Fluency

duck /d/ /u/ /k/	gone /g/ /o/ /n/	____/ 6
too /t/ /oo/	duck /d/ /u/ /k/	____/ 5
rush /r/ /u/ /sh/	hoot /h/ /oo/ /t/	____/ 6
shop /sh/ /o/ /p/	bat /b/ /a/ /t/	____/ 6
pine /p/ /ie/ /n/	should /sh/ /uu/ /d/	____/6
hall /h/ /o/ /l/	knock /n/ /o/ /k/	____/ 6
row /r/ /oa/	more /m/ /or/	____/ 4
tip /t/ /i/ /p/	used /y/ /oo/ /s/ /t/	____/7
birds /b/ /ir/ /d/ /z/	stopped /s/ /t/ /o/ /p/ /t/	____/ 9
boots /b/ /oo/ /t/ /s/	thank /th/ /a/ /ng/ /k/	____/ 8
your /y/ /or/	ranch /r/ /a/ /n/ /ch/	____/ 6
hung /h/ /u/ /ng/	cheese /ch/ /ea/ /z/	____/ 6

Total: \_\_\_\_

Error Pattern:



### **Phonological Development**

Children must develop an awareness of oral language in general before they will develop phonemic awareness. Children demonstrate this awareness by noticing and making oral rhymes, identifying words within a sentence, noticing syllables in words, noticing onsets and rimes within words and the most difficult task, noticing individual phonemes within a word.

This triangle represents how children develop Phonological Awareness. Instruction begins with the largest units of sound and move to the smaller units. It is easier for children to hear larger units of sound such as words and syllables and more difficult to hear the individual sounds such as phonemes.

Since Phonological Awareness is about **listening**, it is necessary to sharpen children's ability to attend selectively to sounds and listen attentively.

Refer to **PRF, p. 4**, for the definitions of some of the following terms:

**Phonemic awareness** and **phonological awareness** are not interchangeable terms. Phonemic awareness is a subcategory of phonological awareness. Phonological awareness is the big umbrella under which these components fall.

**Rhymes.** Young children should have the opportunity to hear plenty of rhymes. Children who have a have difficulty hearing rhymes have difficulty hearing the phonemes.

**Alliteration.** Alliteration focuses attention on the beginning of words.  
*Example: Tommy Taylor talks.*

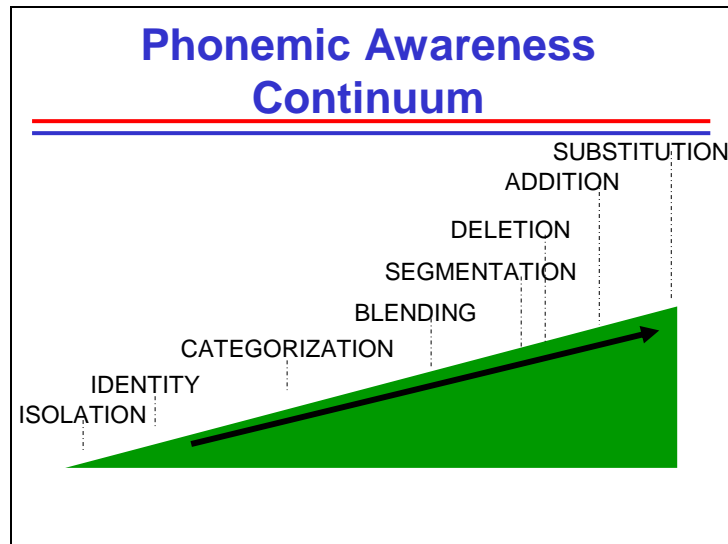
**Sentences.** Children need a sense of what a whole thought sounds like orally and auditorally. It is the sense of the words representing a complete idea.

**Words.** When students understand a complete thought, start talking about what a word is. Spacing of words in print cannot be taught until children hear words as individual sound units.

**Syllables.** Make sure children are really hearing parts of a word. Syllables are a critical structure of the language.

**Onset and Rime.** Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime) are early steps to phonemic awareness.

**Phonemes.** The smallest units of sound are the hardest for children to discriminate.



### Phonemic Awareness Continuum

Have participants read and highlight the following sections of *Put Reading First*:

- **pp. 5-6** – definitions of phonemic awareness categories.
- **p. 6** – some common phonemic awareness terms
- **p. 7** – *Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet...If children do not know letter names and shapes, they need to be taught them along with phonemic awareness.*
- **p. 9** - “How much time should I spend on phonemic awareness instruction?” *Over the school year, your entire phonemic awareness program should take no more than 20 hours...Some will need more instruction than others. The best approach is to assess students’ phonemic awareness before you begin instruction.*

Remind participants that **20 hours** pertains to phonemic awareness instruction, not the complete phonological awareness continuum. It would take place in Kindergarten and First Grade. In second and third grades, phonemic awareness would be taught primarily as an intervention.

**Phonemic Awareness in Young Children (PAYC).** Refer participants this resource and to **Resource P 3 Tasks that Promote Phonemic Awareness**. Note that these tasks are not written as explicit lessons but they demonstrate each component of the Phonemic Awareness Continuum.

**Model segmenting and blending phonemes.**

## Tasks That Promote Phonemic Awareness

### *Phonemic Awareness in Young Children*

Developing readers must be able to recognize the sounds, learn to separate the sounds, one from another, and categorize them in a way that permits understanding of how words work. Activities referenced are in *Phonemic Awareness in Young Children*.

- Phoneme Isolation.** Children must recognize individual sounds in a word. This phonemic awareness concept helps children understand how phonemes sound when spoken in isolation and that phonemes are parts of words.  
**Activity: Guess Who, p. 58**
  
- Phoneme Identity.** Children must recognize the same sounds in different words. This phonemic awareness concept helps children understand that each phoneme shows up in many different words. The following activity reinforces this concept and it invites the children to pay attention to how the phonemes feel when they are articulated.  
**Activity: Different Words, Same Initial Phoneme, pp. 59-60**
  
- Phoneme Categorization.** Children must recognize the word in a set of three or four words that has the “odd” sound. This phonemic awareness concept extends the children’s awareness by asking them to compare and contrast the sounds in words.  
**Activity: Finding Things: Initial Phonemes, p. 61**

The next activity is one that combines all three (isolation, identity, categorization) by having children pull words from memory based on the initial phoneme and use their reasoning and problem-solving skills that have been previously developed.

**Activity: I’m Thinking Of Something, p. 62**

**It is difficult for a child to read (decode) and spell (encode) until they are able to blend and segment phonemes.**

- Phoneme Blending.** The phonemic awareness skill centrally involved in decoding (reading) is blending. Blending phonemes helps children to decode unfamiliar words. It involves listening to a sequence of individual sounds and combining them to pronounce a word. At first, use words that contain phonemes that can be pronounced without stopping between sounds.  
  
**Example:** Listen to these sounds and tell me the word I say: /t/ /a/ /g/ . What’s the word? (tag)
  
- Phoneme Segmentation.** The phonemic awareness skill key to encoding (spelling) is segmenting. Segmenting phonemes helps children to spell unfamiliar words and also to retain spellings in memory (NRP, 2000). It involves breaking a word into its individual sounds.

**Example:** Tell me the sounds you hear in the word **mat**. (/m/ /a/ /t/)

**Phoneme Segmentation** (continued). Using blocks or other counters provides students with concrete, tangible ways of counting or marking the individual sounds of words as they say them. Letters can be substituted for the counters once students are solid in their phonemic awareness and have learned letter-sound correspondences.

**ACTIVITY: Two Sound Words, pp. 73-75**

- Discuss analyzing and synthesizing of phonemes on this page.
- Next, model the activities on p. 74 for analysis and synthesis.

**Manipulating phonemes in words means working with phonemes (deleting, adding, or substituting them).** Manipulating phonemes by deleting, adding or substituting phonemes to make new words is at the highest level of phonemic awareness.

**Phoneme Deletion.** Children recognize the word that remains when a phoneme is removed from another word. Example: What word do you have when you take away the /t/ at the beginning of trap? (rap)

**Activity: Spider's Web With Word Pair I, p. 68**

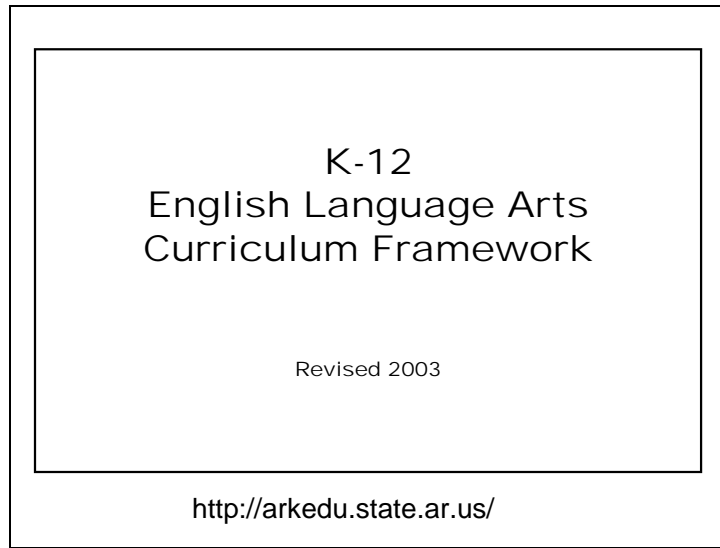
**Phoneme Addition.** Children make a new word by adding a phoneme to an existing word. Example: What word do you have if you add the /s/ to the beginning of the word pin? (spin)

**Activity: Spider's Web With Word Pair II, p. 69**

**Phoneme Substitution.** Children substitute one phoneme for another to make a new word.

**Example:** What word do you have if you change the /u/ in bug to the /a/ sound? (bag)  
Use magnetic letters to demonstrate the changes after practicing orally.

From *Phonemic Awareness in Young Children*. Adams, Foorman, Lundberg and Beeler (2002)



### **Arkansas K-12 English Language Arts Curriculum Framework**

Refer participants to the **Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003, pp. 22-23**. Read the Kindergarten and First Grade Student Learner Expectations (SLEs) for Phonemic Awareness. Remind participants that they are responsible for any SLEs not mastered in previous grades. When students cannot reach grade level expectation, we must look at the skills from previous grade levels and immediately start interventions.

#### **Strand: Reading**

#### **Standard 8: Foundations of Reading**

Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.

#### **Kindergarten Student Learner Expectations**

- R.8.K.11** Isolate individual *phonemes* in a word
- R.8.K.12** Recognize like *phonemes* in different words (*phoneme* identity)
- R.8.K.13** Categorize words with like and unlike *phonemes*
- R.8.K.14** Blend separate *phonemes* orally into one-syllable words
- R.8.K.15** Segment individual *phonemes* orally in one-syllable words

#### **First Grade Student Learner Expectations**

- R.8.1.5** Blend *phonemes* fluently
- R.8.1.6** Segment *phonemes* fluently (minimum 40 *phonemes* per minute)
- R.8.1.7** Delete *phonemes* to create new words
- R.8.1.8** Add *phonemes* to existing words to create new words
- R.8.1.9** Substitute one *phoneme* for another to make new words

**Arkansas Reading First Comprehensive Literacy Instruction Map**



<b>Developing phonological awareness</b>									
	1	2	3	4	5	6	7	8	9
<b>R.8.K.8</b> Identify and produce oral rhymes									
-identify oral rhymes	X	X							
-produce oral rhymes		X	X	X					
<b>R.8.K.9</b> Segment oral language into sentences and words	X	X							
<b>R.8.K.10</b> Identify and work with syllables, onsets, rimes in spoken words									
-blend syllables		X	X	X					
-blend onsets/rimes			X	X	X				
-segment syllables, onsets and rimes		X	X	X	X	X			

**Arkansas Reading First Comprehensive Literacy Instruction Map**

Refer participants to the Kindergarten and First Grade Phonological Awareness sections in the **Arkansas Reading First Comprehensive Literacy Instruction Map, pp. 3 and 9.**

This is a pacing guide for decisions of when to introduce each phonological awareness skill. Explain that the numbers at the top represent the months of the school year. The **Xs** show when to begin instruction and end when it would be expected that this skill would be established with most children in the class.

Remind participants that intervention for a child who is one or two grade levels behind their peers would require moving very quickly with intense intervention.

## Core Reading Program

---

---

Each school must have a core reading program that contains an explicit, systematic phonemic awareness component for all kindergarten and first graders.

### Core Reading Program

Struggling students may need more phonemic awareness instruction than that contained in a typical phonics program. Including phonemic awareness in a remedial reading program will help older students who are struggling with reading and writing because they did not develop phonemic awareness at a younger age.

Resources that are useful when supplementing phonemic awareness instruction include:

- *I've DIBEL'd, Now What?*
- *Phonemic Awareness in Young Children*
- *Phonetic Connections Phonological Awareness*

Have resources available.

All tasks in these materials are not written as explicit lessons, so they must be converted into explicit lessons to maximize effectiveness.

The core phonics program in Reading First schools contains phonemic awareness lessons at the Kindergarten and First Grade levels. The Kindergarten and First Grade teachers would be able to assist second and third grade teachers. The speech language pathologist has expertise in the areas of phonemic awareness and language development and can be utilized for support. The Reading First Literacy Coach is knowledgeable about phonemic awareness instruction and intervention and should be alerted when a student is struggling in reading.

When teaching phonemic awareness, it is important to articulate individual letter sounds correctly. Watch **TPRI Training Disc, Segment #3** and listen as the letter sounds are correctly articulated. Practice making the sounds correctly.

## **Interventions for Phoneme Segmentation Fluency**

### **Slow Processing Speed**

- Practice segmenting with timer.

### **Accuracy**

- Look at error pattern.
- Match the student error pattern to the Phonological Awareness continuum.
- Plan according to student need.

### **Intervention for Phoneme Segmentation Fluency**

Phonological Awareness is a foundation for student success in reading. Learning will eventually break down if students do not have a firm foundation.

Assessment can determine if the problem with phoneme segmentation is slow processing speed or lack of accuracy. Teachers must assess struggling readers and plan interventions appropriate to the need. If the problem is slow processing speed, the student may practice segmenting with a timer. If the problem is with accuracy, determine where on the phonological awareness continuum the child is having a problem and begin instruction there.

Refer to **Resource A1 Use of Assessment Data to Inform Instruction.**

### **Sample Accuracy Interventions**

- Alliteration deficit – match pictures by beginning sound
- Rhyme deficit – match pictures by rhyme
- Onset/rime deficit – practice segmenting at onset/rime
- Phoneme Segmentation deficit - use disks to push sounds (Elkonin boxes)

### **Letters of the Alphabet**

Highlight **PRF, p. 7**, “*Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.*”

It is essential that children know the letters of the alphabet and connect them to the sounds that they make.

**ACTIVITY: Modeling Sound Analysis with Elkonin Boxes.** One of the best interventions for older children is using Elkonin boxes. Model sound analysis using Elkonin boxes.

**Kindergarten Classroom Observation Protocol  
Explicit Phonics/Spelling: Phonological Awareness**

Skills are taught explicitly and systematically.	
Teacher makes students' cognitive manipulations of sounds overt by using concrete representations, e.g., claps, Elkonin boxes.	
Lesson includes teacher modeling followed by guided practice.	
Lesson includes an emphasis on segmenting and blending.	
Instruction is explicit about the connection between phonemic awareness and reading.	

P 3

Refer participants to **Resource P3 Explicit Phonics/Spelling: Phonological Awareness, Kindergarten Classroom Observation Protocol**. Note that First Grade has the same expectations. This could be used as a planning sheet in upper grades or when planning interventions

## What is it?

Phonics is the relationships between the letters (graphemes) of written language and the sounds (phonemes) of spoken language.

*Put Reading First, p. 12*

### What is Phonics?

Refer participants to *Put Reading First (PRF)*, p. 12, and have them highlight the definition of phonics.

*Phonics instruction teaches children the relationship between the letters (graphemes) of written language and the sounds (phonemes) of spoken language.*

Turn to *PRF*, pp. 13-15, and read the research found in the yellow boxes.

**Note:** Throughout *PRF*, the main points from the National Reading Panel research are highlighted in the yellow boxes. The paragraphs that follow the highlighted sections explain or expand on the research.

**Each Reading First school must have a systematic and explicit phonics program.**

**Systematic instruction** reflects several important characteristics both within the lesson and across time. Skills and concepts are taught in a planned, logically progressive sequence. Lessons focus on clearly defined objectives that are stated in terms of what students will do. Practice aligns with the objective taught.

**Explicit instruction** means the teacher states clearly what is being taught and **models** effectively how a skilled reader uses it. Explicit instruction ensures students' attention is drawn to important features of an example or demonstration.

A systematic and explicit program will contain decodable text that contains only the features that have been taught up to that point in time so that students can practice the skills they are learning in continuous text.



### **Arkansas K-12 English Language Arts Curriculum Framework**

Refer participants to **Arkansas K-12 English Language Arts Curriculum Framework, pp. 16-17, 33-36** to locate and read the Student Learner Expectations (SLEs) for phonics instruction. Mark these SLEs with a **P**.

#### **Strand: Reading**

##### **Standard 11: Vocabulary, Word Study, and Fluency**

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

##### **Student Learner Expectations**

- R.11.2.4** Decode words using, blends, *digraphs*, common long vowel patterns, diphthongs, r-controlled vowel patterns, prefixes, suffixes, and root words in continuous text
- R.11.2.5** Read approximately 500 high frequency words fluently during reading
- R.11.2.9** Read grade level texts with accuracy of 90% or above
- R.11.2.11** Read grade level text fluently at a minimum of 90 words per minute

#### **Strand: Writing**

##### **Standard 6: Conventions**

Students shall apply knowledge of Standard English conventions in written work.

##### **Student Learner Expectations:**

- W.6.2.7.** Use phonetic strategies and common visual patterns to spell unfamiliar words
- W.6.2.8.** Spell a growing number of high frequency words correctly
- W.6.2.9.** Use knowledge of prefixes and common inflectional endings to spell new words

Refer participants to the **Arkansas Reading First Comprehensive Literacy Instruction Map**, Vocabulary, Word Study, and Fluency standards, **pp. 20-21**.

Remind participants that this is a pacing guide for instruction and they must keep their students' development in mind when planning instruction.

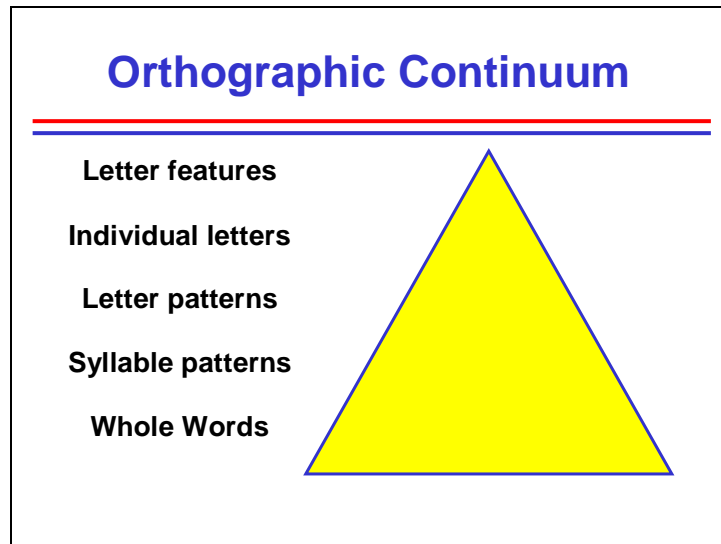
Look at the Second and Third Grade Classroom Observation Protocol (phonics/explicit spelling section) and compare to the Student Learner Expectations. See protocol notes that follow.

**Arkansas Reading First Classroom Observation Protocol – Second and Third Grade Protocol Notes - Selected Strategies**

Instructional Strategies	Research and Comments
Teacher clearly and correctly articulates the sounds.	Sounds are articulated correctly. Consonants are pronounced without “uh” attached.
Instruction promotes automaticity.	Laboratory research indicates that the most critical factor beneath fluent word reading is the ability to recognize letters, spelling patterns and whole words effortlessly, automatically, and visually. The central goal of all reading instruction, comprehension, depends critically on this ability. <i>Beginning to Read, p.54</i>
Specific strategy for solving words in reading and writing is included.	The objective is stated in explicit language. Example: “We are going to learn a new sound and the letter we use to spell this sound. This will help read words with this sound in them.” <i>Reading First, a Closer Look, p.14</i>
Teacher uses connected text to provide explicit instruction in fluency.	
Instruction is explicit about the connection between the concept taught and reading and writing.	The teacher explains and models for students how to apply what they have just learned about a letter-sound correspondence to decode a new word.
Lesson provides initial practice in controlled, connected text in which students can practice their newly learned skills successfully.	Decodable text provides the initial practice in controlled, connected text. <b>See notes on decodable text.</b>
Instruction progresses from teacher modeling to guided practice to independent practice.	<ol style="list-style-type: none"> <li>1. Direct Explanation</li> <li>2. Modeling</li> <li>3. Guided Practice</li> <li>4. Application</li> </ol>
Lesson is clear and explicit with a specific focus.	The lesson clearly teaches one skill or strategy.

**Decodable Text**

Refer participants to *PRF, p. 17*, section titled “What kinds of reading practice materials should I look for?” This refers to decodable text. Decodable text is print that contains only the features that have been taught. Text is not decodable if there are words that the child cannot decode independently. Decodable text plays an important part in beginning readers’ development by giving them independent practice in the phonics skills learned in classroom instruction. Students who are struggling with reading need to have decodable texts to practice the feature that they are learning. The texts are a good resource to use during interventions. Keep in mind that they have a different purpose than guided reading texts and are not to be used to replace guided reading materials.



### Orthographic Continuum

Just as the phonological processor develops in a logical continuum, so does the orthographic processor. This visual represents the continuum in which perception of print is developed. The visual for the orthographic processor is a right side up triangle because children perceive the smallest units of print first.

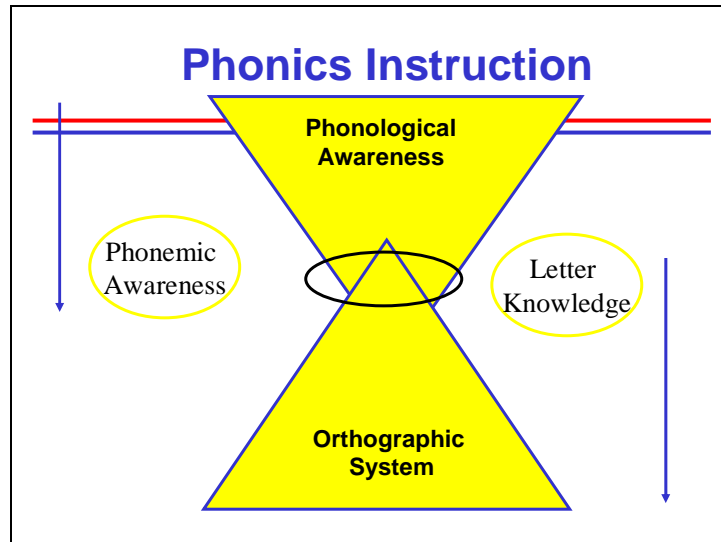
Before children are able to identify letters, they notice the **features of letters**, such as sticks, curves, circles, and dots. As evidence of this, you may notice that young children have confusions among similar letters such as **b, d, p, q**, which are all, made of circles and sticks. The same happens with **w, v, y, x**. These are all made with slanted lines. Rarely do children confuse *a* and *s*. These letters don't share the same features.

Once children are able to discriminate the features, they identify the **individual letters**. Accurate and rapid identification of the letters of the alphabet is critical. Children cannot perceive groups of letters until they can automatically identify each individual letter. In other words if children are not automatic with the letters **c** and **h**, they cannot perceive **ch** as a unit.

Once children are able to identify individual letters automatically, they will begin to perceive **letter patterns** that recur. For instance, we see *s* followed by **t** so many times, that we begin to process it as **/st/** instead of **/s/ /t/**. We still look at every letter, but our recognition is so fast and automatic that we don't realize it. This is essential for vowel patterns, consonant digraphs and diphthongs. Children must perceive these letters almost instantly if they are going to connect the correct sound to the groups of letters.

The orthographic processor matures as the child does a lot of reading, and has read many words with common syllables. It is this automaticity with **syllable patterns** that enables the child to process multi-syllabic words. The study of long vowel patterns is very important during second and third grade. Sometimes teachers tend to teach the pattern and move on too quickly. At this stage, automaticity is important as it enables readers to process multisyllabic words with greater ease.

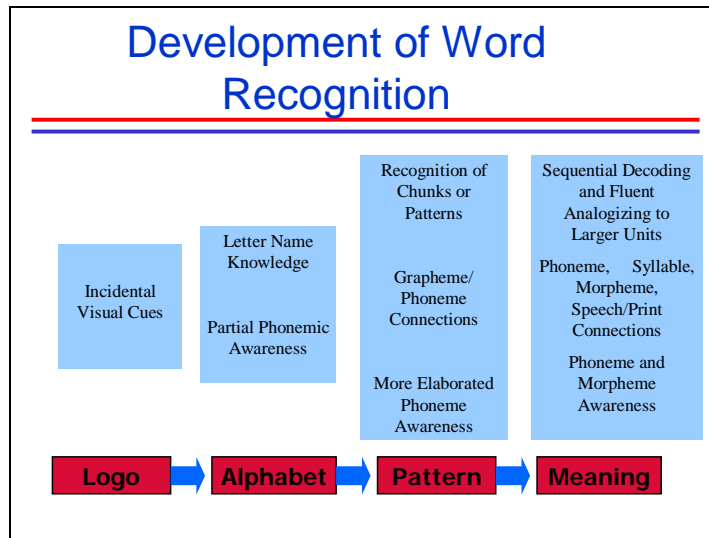
The goal of word study is to help children process **words as whole units**. It is not to sound words out or even to look for syllable patterns. Proficient readers can read many, if not most, words by sight. Automaticity with words leaves the mind free to think about the meaning of the text.



### Phonics Instruction

It is the teacher's task to help each student understand how the phonological system relates to the orthographic system. Kindergarten teachers begin the year teaching the basic phonological awareness skills, but must move very quickly down to the more discreet phonemic awareness instruction. First grade teachers may need to develop some students' phonological skills on the phonological part of the continuum, then they must move them very quickly to developing phonemic awareness. At the same time, the teacher provides letter identification lessons as needed in first grade and helps students to develop automaticity with letter naming. Once children develop an understanding of the alphabetic principle, for example, the understanding that there is a relationship between letters and sounds, the teacher will begin to instruct students in attaching letters to their corresponding sounds. Initial phonics instruction is teaching letter-sound relationships. If second grade students lack the basic phonological awareness and letter identification skills, it will be difficult for them to learn to read proficiently; therefore, instruction in phonological awareness is an essential intervention if these skills are not in place.

Looking at each letter of a word and blending the sounds together is an essential skill to develop; it is the very basic decoding skill. If children are to become fluent and fast readers, it is essential that children move through the orthographic continuum and process multiple letters at one time. In reading, they will need to look at clusters of letters and connect these clusters to the larger units of sound. This is a much faster way to process print than letter-by-letter and is essential for fluency to develop. Eventually children must be able to automatically process whole words.



### Development of Word Recognition

The Developmental Spelling Analysis (DSA) follows Linnea Ehri's (1994) research on the sequence of reading and spelling development. Although Kathy Ganske (2000) and other researchers do not always use the exact same terminology, it is imperative that teachers have an understanding of the research behind word recognition.

#### **Logo (logographic) – incidental visual cues** (approximately 2-4 years old)

This stage involves rote memory of visual patterns. Even very young children might recognize *McDonald's* in the context of the restaurant sign, but would not necessarily recognize the word if it were written in black on a white card. They are **context dependent**. They need a **logo** to help “read” words. Children at this stage would need Shared Reading of Big Books and poems, environmental print, phonemic awareness and print tasks.

#### **Alphabet – letter name knowledge, partial phonemic awareness** (approximately pre-K-1<sup>st</sup>)

The alphabetic stage focuses on letter-sound correspondences; the individual sounds in spoken words and the letters in written words that correspond to them. Children recognize initial letters and salient consonants in the beginning alphabet stage. They are beginning to map sounds into symbols. In *PRF*, p. 13 (bottom of page), synthetic phonics is defined as a part-to-whole phonics approach in which students learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words. A strategy for teaching at the alphabet level would be a combination of synthetic phonics instruction plus phonemic awareness tasks.

#### **Pattern (mature alphabetic)–recognition of chunks or patterns, grapheme/phoneme connections, more elaborated phoneme awareness**

becomes more evident in later first and second grades, when children begin recognizing hard-to-hear sounds such as preconsonantal nasals (/w/ /e/ /n/ /t/). Learning to read and spell requires students to remember exact letter patterns and sequences that represent speech sounds.

**Meaning – sequential decoding and fluent analogizing to larger units, phoneme, syllable morpheme, speech/print connections, phoneme and morpheme awareness** is evident in second and third grades. Students progress from understanding letter-sound correspondences and patterns to understanding meaningful units of print (morphemes).

### **What do students need to learn during phonics instruction?**

- Accurate and rapid identification of the letters of the alphabet.
- The alphabetic principle.
- Phonics elements (e.g. letter-sound correspondences, spelling patterns, syllables, and meaningful word parts).
- How to apply phonics elements as they read and write.

#### **What do students need to learn during phonics instruction?**

As stated earlier, accurate and rapid identification of the letters of the alphabet is essential. As soon as possible children must develop the alphabetic principle, the concept that letters have a relationship to sounds.

Systematic phonics instruction moves to individual letter sound correspondences, then to decoding letter by letter in regular **cvc** words such as *cat* and *dog*, then to the phonograms in which children know the individual letter sound correspondences first, and then to blends, digraphs, common long vowel patterns, and other features. *Word Journeys* contains a research-based continuum of spelling development.

Refer participants to “Within Word Features” in *Word Journeys*, p. 16. Read and discuss:

- Long Vowels (-VCe)
- R-controlled Vowels
- Other Common Long Vowels
- Complex Consonants
- Abstract Vowels

## Planning and Discussion

1. Using the current phonemic awareness/phonics lesson, look at the instruction for the week. Walk through Monday through Friday's lessons. How does each lesson build on the previous one? Have participants focus on how the lesson meets expectations for systematic and explicit instruction.
2. Have participants reflect on their instruction in the past year and determine if it has met the requirements of **scientifically based reading research (SBRR)** by being systematic and explicit.
3. Ask the **Master Teacher** to share her thinking as she planned today's phonics instruction.

### Sample Language

*All the students were given the DSA.*

*I analyzed the feature performance and found the students controlled features \_\_\_\_, \_\_\_\_, \_\_\_\_.*

*The lesson today dealt with feature \_\_\_\_ as a result of needs identified by student assessments.*

4. Process the observed lesson.
5. Analyze student data before planning interventions that meet student needs and support classroom instruction. Each group will use their targeted students' accuracy checks, writing samples DIBELS (NWF, ORF) and Developmental Spelling Analysis (DSA) to determine concepts the student controls and which concepts are needed to move the student to the next stage.

Using the writing sample(s), code words that the student uses that are in Letter Name and Within Word stages of development. Compare to the student's accuracy checks. Look for patterns that indicate the stage of orthographic development.

Reflect on the behaviors of the target group during the Literacy Block. Plan interventions for the next session.

**NOTE:** If students aren't meeting the benchmark for NWF or ORF, then assess using DIBELS LNF and PSF and analyze these assessments along with DSA and writing samples.

## **Interventions**

For most students, intervention is not different instruction. It is more explicit and intense instruction that is targeted to their special needs.

- Refer to **A4 Use of Assessment Data**.
- Reteach past phonics lessons.
- **I've DIBEL'd, Now What?**, pp. 221-243