

Phonics



Advanced Phonics

Barksdale Reading Institute



6 Steps of an Explicit Phonics Lesson

Advanced Phonics Continuum

- Alphabetic Principle
- Coding
- Syllable Awareness
- Focused, Guided Practice
 - Word Sort • Word Chains
 - Phoneme-Grapheme Mapping
 - Spelling with Syllaboards
- Dictation
- Reading Connected Text





Step 1 of an Explicit Phonics Lesson:

Alphabetic Principle

Sound-Symbol Correspondence

Purpose: Graphemes are used to represent individual phonemes in spoken words.

Steps:

Teacher displays an alphabet card that has the graphemes and a guideword and picture association. Practice each step at least 3 times.

1. Teach Letter Name

- Advanced vowel patterns (ar, oi, aw, etc)
- Lowercase

2. Teach Letter Sound

- Sound with guideword
- Position of tongue and mouth to form sound

3. Teacher Models Word/Picture Association

Picture should connect to the sound.

4. Teach Hand Motion or Sign for Association

Motion connects to picture with a one sentence story.

5. Teach Handwriting

- Model proper formation and pencil grip.
- Practice using the following strategies:
 - air write
 - table write
 - body write
- Practice on lined paper.

Materials:

- Alphabet letter cards that include the advanced vowel patterns and skills with proper letter formation and that have a picture and/or guideword
- Letter cards with manuscript or cursive letters on lines.
- Flashcards with all uppercase, lowercase, and advanced vowels patterns

ar as in star





Step 2 of an Explicit Phonics Lesson: Advanced Coding

Purpose: Forces the recognition of the vowel pattern(s) and builds syllable awareness within words

Procedure:

Code the syllables:

1. Identify and code the vowels.
2. Identify and code letter patterns from the beginning to the end of the word. (ex. digraphs, blends, etc.)
3. Identify, swoop and code the syllable type.
4. Go back and check.

Labeling Options for 6 Syllable Types:

The label goes at the end of the swoop after the word.

Closed	VCe	Open	Vowel Team	Vowel-r	C-le
mop	bike	go	spoil	car	little
C	VCe	O	VT	R	-le

Coding Options:

- **Long Vowel:** Code with a Macron – **ā**
(a mark over a long vowel that looks like a line).
- **Schwa:** Code with an upside down e – **ə**
- **Vowel Teams:** Code by circling letters - **0**

Syllable Types:

1. **Closed syllable**
code with a “**C**”
2. **Vowel-consonant-e; ~~Long vowel-e~~**
code with letters “VCe”
3. **Open Syllable:**
Code with on “**O**”
4. **Vowel Team Syllable:**
Code with letters “VT”
5. **Vowel-r syllable:**
code with an “R”
6. **Consonant-le Syllable:**
Code with an “-le”
7. **Other (Odd) Syllables:**
Code with “OD” ((Ex: schwa, na **tion**, dam **age**, act **ive**)



Step 3 of an Explicit Phonics Lesson: Reading with Syllaboards

Purpose: Read multisyllable words by looking at the vowels to break into syllables.

Procedure:

1. Teacher writes a word on the board. (NSW: rizpofnon)
2. Do not read or say the word.
3. Teacher tells students to underline the vowel letters in the word.
4. Teacher will ask:
 - a. How many vowel letters are in the word? (3)
 - b. Are the vowel letters together or apart? (apart)
 - If the vowels are apart, then each vowel letter will be in a different syllable?
 - c. How many syllables are there? (3)
5. Student then selects the correct number of syllaboards.
6. Student will divide word into syllables by writing them on their syllaboards.
7. Touch each syllaboard, say the syllables, and sweep hand under syllaboards to blend the nonsense word.



Additional questions if the vowels are together:

- a. Does the word end in a silent e?
- If yes, slash the e.
- b. Are their two vowels side-by-side?
-If yes, underline the two vowels with one line.
- c. Are any vowels followed by an "r"?
-If yes, underline the vowel and the r.

Notes:

- Every syllable has a vowel sound spelled with one or more letters. The number of vowel sounds indicates the number of syllables in the word.
- Some words with more than one syllable may have the vowel sound schwa /uh/.
- Any vowel can spell the schwa sound /uh/. Teacher may need to instruct students to flex the vowel to a schwa and then read word again.
- Use Positive Error Correction.

Materials: word list, syllaboards, markers, paper and pencil

Phonics



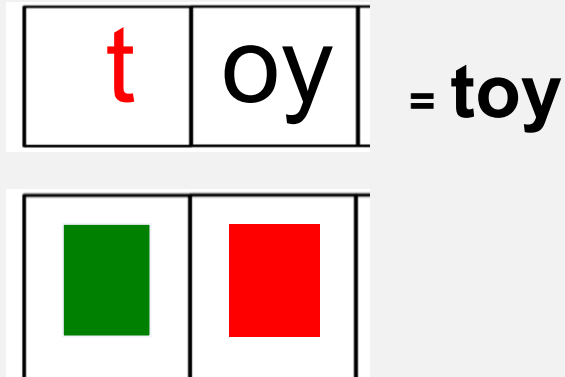
Step 4 of an Explicit Phonics Lesson: Focused, Guided Practice with Words and Sentences Strategy 1: Phoneme-Grapheme Mapping

(Grace, 2007)

Purpose: Linking speech sounds to alphabetic symbols strengthens phonemic awareness, decoding skills, spelling and word reading.

Procedure:

1. Teacher dictates the word and students position a chip or colored tile in each grid for the number of phonemes in the word. Each box represents one phoneme.
2. Students then “**Touch and Say**” the sounds.
3. As they “**Touch and Say**” each sound, they move the chip or tile out and write the corresponding grapheme for each phoneme sound on the grid.
4. Model word: toy



Notes:

To scaffold away from tiles, students may put a line in each box for the sounds and then go back and put in corresponding graphemes for each phoneme sound.

toy	<u>t</u>	<u>oy</u>		
couch	<u>c</u>	<u>ou</u>	<u>ch</u>	
stood	<u>s</u>	<u>t</u>	<u>oo</u>	<u>d</u>
born	<u>b</u>	<u>or</u>	<u>n</u>	



Materials: colored tiles, chips, letter tiles, letter cubes, sound-spelling cards, grid paper



Step 4 of an Explicit Phonics Lesson: Focused, Guided Practice with Words and Sentences Strategy 2: Word Sort

Purpose: Demonstrates an understanding of the focus skill before production and provides reading and writing of the words with the skill

Procedure:

Closed Sort:

1. Teacher instructs students how to sort words and labels the categories.
2. Teacher models and provides guided practice with the words on the focus skill.
3. During and after the sort, teacher asks students to justify their answers. Ask students why the words in a category go together.)

*Example: Sort short **a** and long **a** words according to their sounds.*

Open Sort:

1. Teacher selects a group of words, phrases, or sentences.
2. Students discover ways to group words and then justify their categories.

Materials: sorting mat(s), words to sort according to focus skill

Examples of Word Sorts:

Hard c	Soft c
candy	cyst
crust	twice
crow	acid
credit	brace

1-syllable	2-syllables	3-syllables
scratch	attracts	umbrella
brunch	denim	Atlantic
shrubs	panda	alphabet



Step 4 of an Explicit Phonics Lesson: Focused, Guided Practice with Words and Sentences Strategy 3: Word Chains

Purpose: Students practice recognizing minimal differences between or among similar-sounding words. This signifies the importance of each grapheme in a word.

Procedure:

1. Teacher dictates a word.
2. Students say the word, say each sound in the word, spell the word with grapheme tiles and say the word again.
3. Teacher dictates another word in which **only** one phoneme sound changes. (Changes may involve sound sequence, substitution, deletion or addition.)
4. Students say the word, sound and spell the word, then tell how the new word is different from the previous word.
5. Model: Teacher dictates word:

farm	<u>f</u>	<u>ar</u>	<u>m</u>	
barn	<u>b</u>	<u>ar</u>	<u>n</u>	Changed red initial sound /f/ to /b/
born	<u>b</u>	<u>or</u>	<u>n</u>	Changed red medial sound /ar/ to /or/
borg	<u>b</u>	<u>or</u>	<u>g</u>	Changed red final sound /n/ to /g/ NSW

Notes:

- A suggested order would include:
 1. Initial position
 2. Final position
 3. Medial position
- In early phonics instruction, the word chain is focused on showing students how to apply sound-symbol correspondences.
- In advanced phonics instruction, the word chain could focus on a progression of minimally contrasting pairs of words- those that differ in only one speech sound.

Materials: magnetic tiles, magnetic boards. grid paper, plain paper, or letter tiles

ouch	<u>ou</u>	<u>ch</u>			
pouch	<u>p</u>	<u>ou</u>	<u>ch</u>		Adds initial sound /p/
couch	<u>c</u>	<u>ou</u>	<u>ch</u>		Changed initial sound /p/ to /c/
clout	<u>c</u>	<u>l</u>	<u>ou</u>	<u>t</u>	Changed final sound from /ch/ to /t/ and added /l/

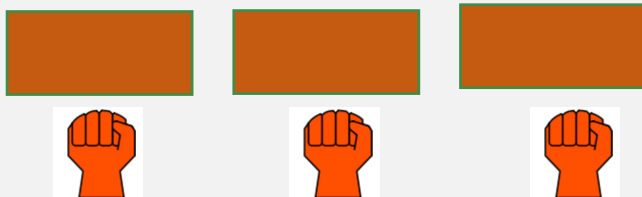


Step 4 of an Explicit Phonics Lesson: Focused, Guided Practice with Words and Sentences Strategy 4: Spelling with Syllaboards

Purpose: Practice spelling multisyllable words by breaking them into syllables--just as when you are reading them.

Procedure:

1. Teacher dictates a word. (peppermint)
2. Student segments the word into syllables by using the "Quiet Yell" strategy. (See Phonological Awareness-Syllable on this site.)
3. After student knows the number of syllables, he/she selects the number of syllaboards needed and spreads them in a row. (ex. peppermint, 3 syllables, 3 syllaboards)
4. Students syllable stomp syllables while touching syllaboards, one for each syllable moving from left to right.



Procedure continued:

5. Student touches first syllaboard and says "pep," then writes pep on the first syllaboard.



6. Repeat steps until word is spelled on all syllaboards.



7. Stomp and read. Clear boards and write on paper.

Notes:

- A key to working with syllables is understanding the six main syllable types and becoming proficient at applying these syllable types in reading and spelling.
- Segment a syllable if having difficulty.

Materials:

- Syllaboards: 3x5 cards, small dry erase boards (index cards laminated) or paper and pencil



Step 5 of an Explicit Phonics Lesson Dictation

Purpose: Practice writing spelling patterns in words, phrases, or sentences.

Procedure:

Teacher will dictate:

1. Write Sounds and Patterns

- /igh/ as in *night*
- /ow/ as in *crown*

2. Write Irregularly Spelled HFW

- Dictate irregularly spelled high frequency words - /are/, /very/.
- Verbally spell words. a r e, v e r y
- Remind students why they do not spell sound by sound.

3. Write Words

- Say the word /bright/.
- Segment the word into sounds by finger counting - /b/ /r/ /igh/ /t/.
- Write each letter associated to each sound – b r igh t.

4. Write Sentences

- Dictate sentences with sounds, words, and tricky words used in the lesson.
- *The crown was very bright.*

Notes:

- Explicit pencil grip and handwriting taught, modeled, monitored, and practiced through this strategy.
- Important to practice this strategy daily and for teachers to write with the students so they can check their answers.

Model Dictation in a oi/oy lesson plan:

- **Sounds:** /oy/ in joy, /ar/ in star, /j/ in budge, /oi/ in coin, /tch/ in Dutch
- **Irregularly spelled HFW:** should, who, would
- **Words:** oink, soy, coin, destroy
- **Sentence:** The pig would destroy the coin.

Materials: writing materials, manuscript paper for children to form letters properly, alphabet letters displayed on lines (cursive or manuscript)



Step 6 of an Explicit Phonics Lesson

Reading Connected Text

Purpose: Builds fluency and automaticity by decoding a focused phonics pattern while reading a connected text

Procedure:

1. Teacher and students will have words, sentences, or books in place, turned to the correct page, with fingers and eyes on the page.
2. **I Do:** Teacher will read the sentence with proper accuracy, rate, and expression while students track with their fingers.
3. **We Do:** Students will read with the teacher the same sentence exhibiting proper accuracy, rate, and expression.
4. **You Do:** Teacher will call on an individual student to read for accuracy, rate, and expression.

Materials: word lists, sentence lists, or decodable text focused on the skill being taught

Notes:

- Monitor students to ensure they always:
 - keep eyes on the print
 - track properly
 - exhibit accuracy, rate, and expression
- Text can be read several times.

Materials: Decodable text with the focused phonics skill to practice



Repeated Reading Instructional Routine for Fluency Practice

Purpose: Helps improve accuracy and rate.

Appropriate: word lists, sentence level fluency, and texts

Procedures for Repeated Reading

Step 1: Teacher models accuracy, appropriate rate, and expression by reading text first to students. Students follow along and track.

Step 2: Teacher and students read the text together with accuracy, rate, and expression.

Step 3: One student reads the text while other students follow along, tracking and marking errors.

Step 4: After reading, graph the number of words read correctly and the accuracy percentage for each student.

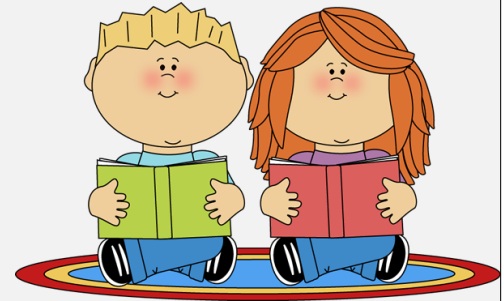
Step 5: Repeat the process for all students.

Materials:

- Student copies of reading selection
- Sheet protectors and dry erase markers
- Fluency graphs and crayons

Advisories:

- Stay on one passage for a minimum of 4 one week.
- Timer can be added for fluency rate practice after students are accurately decoding the words.
- For additional practice in centers, have students partner read the selected reading while partner follows along and marks errors.





Strategy: Positive Error Correction

Purpose: To recognize what the student answered correctly and give feedback

Procedure: You Do

- Teacher calls upon a student for *You Do*, and student gives an answer.
- Teacher says: “Checkers.”
- Other Students display Thumbs Up or Helping Hand.
Teacher: If “Thumbs Up,” teacher moves to next student.

If “Helping Hand,” teacher will stop and:

1. Tell student which parts/phonemes were correct.
For example - “You read 2 sounds correctly.”
2. Teacher states the word again and says, “Let’s look at the 2nd sound together.”
3. Student repeats the word, then stretches and blends the parts/phonemes again.
4. Student rereads the row of words.
5. Student must complete the word independently before teacher moves on.

If student answers incorrectly again, teacher or other students model the skill. Teacher may want to give another YOU DO to the student later in the lesson.

Definitions:

- **Worker:** The student that the teacher called on
- **Checkers:** All other students that work silently with the worker and listen to the worker’s response (Helps with student engagement.)
- **Thumbs Up:** Indicates a correct response
- **Helping Hand:** Indicates worker needs help with response

Notes:

- Can be used with parts/phonemes in a word
“You got 2 sounds right or 2 syllables correct – Let’s look at the 3rd sound in the word or 3rd syllable.”
- Can be used with words in a row
“You got 4 words correct - Let’s examine word #5.”
- Can be used with sentences
“You got 10 words correct – Let’s look at the word after *shop*.”

