

# Phonics

# Word Identification Instruction

# Simple View of Reading



Word Recognition

X

Language  
Comprehension

=

Reading  
Comprehension

# The Reading Rope

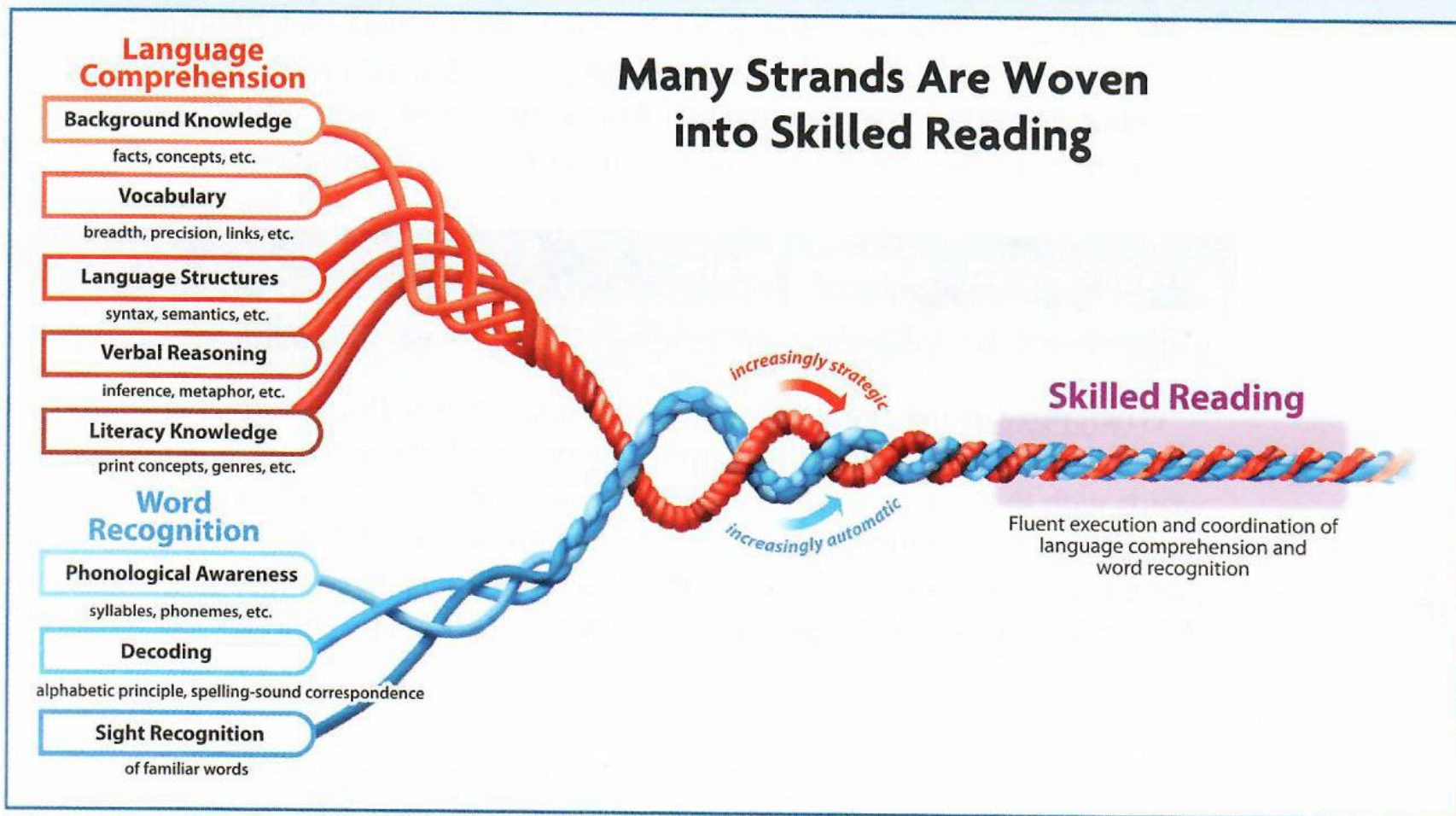
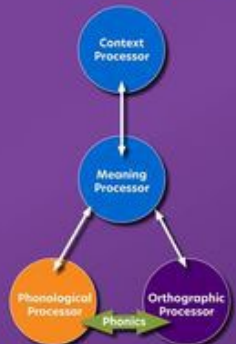
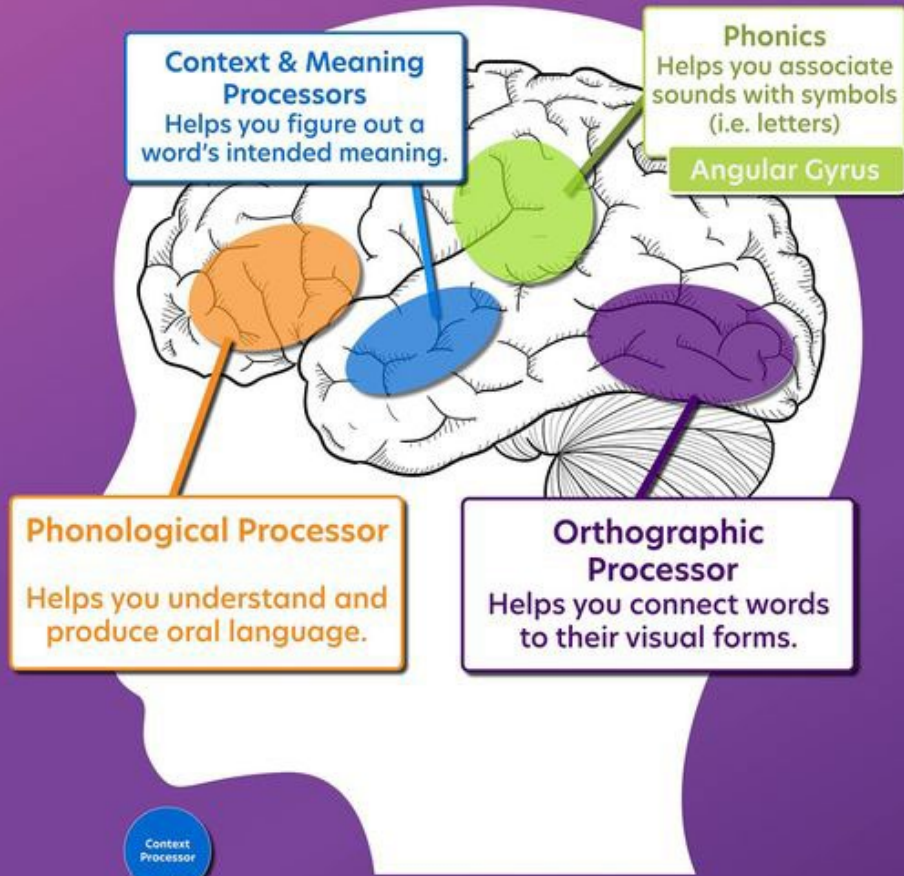


Figure 1.9 Reading Rope  
(Scarborough, 2001)

# The Four-Part Processor & Reading Brain



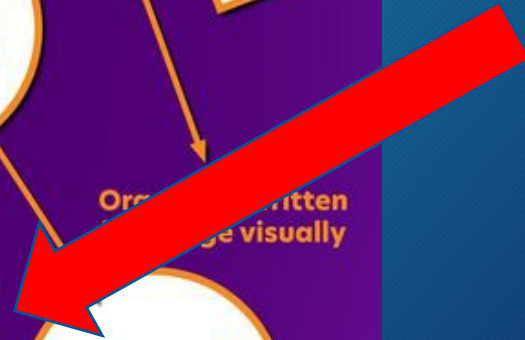
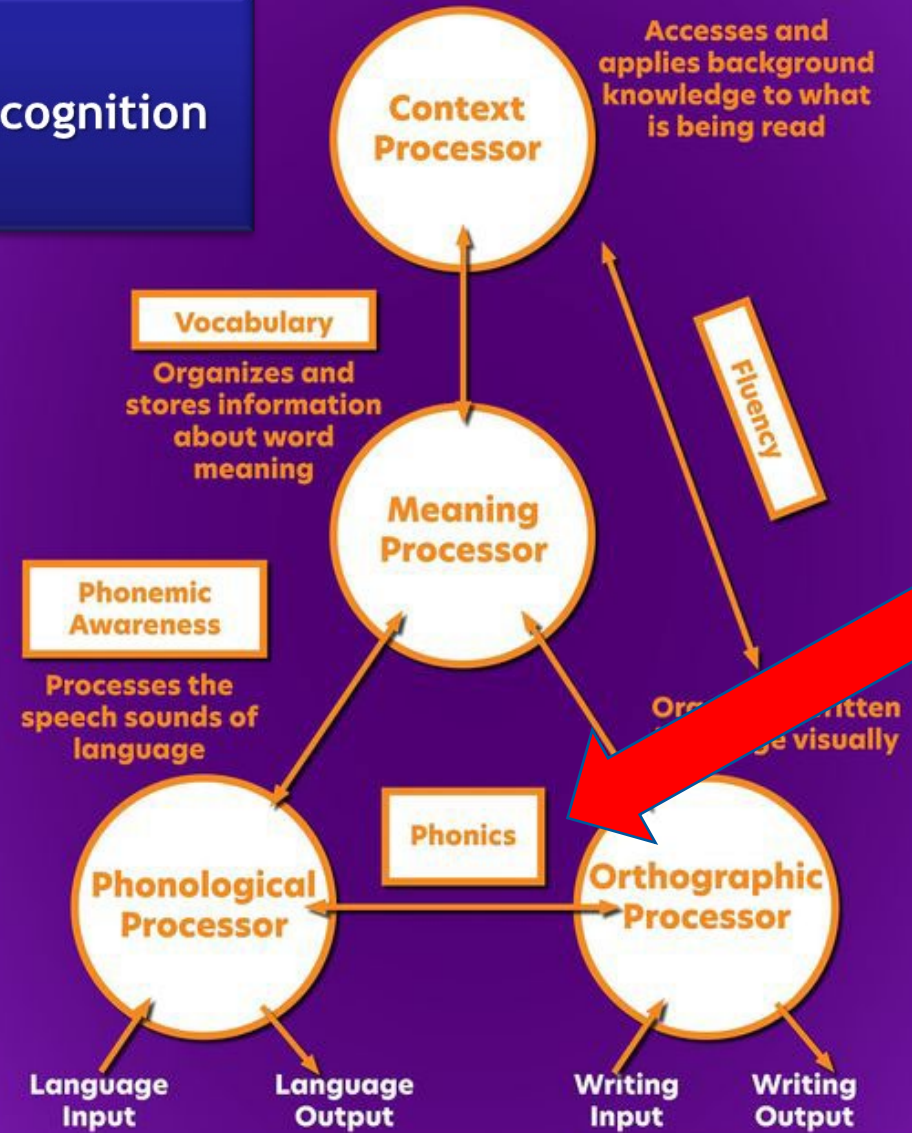
The Four-Part Processor



Brain Systems for Reading: Shaywitz, 2003 p. 78, Fig. 21.

# The Four Part Processor

## Word Recognition



Gardner, McCutten / Adams, 1989

# Sample Test Question

A first-grade teacher notices during guided reading that a student has difficulty decoding words such as “ran,” “pet,” “him,” and “hot.” Which of the following is the most appropriate way for the teacher to confirm the student’s difficulty?

- A. Administering a phonemic-awareness assessment in which the student breaks spoken words into individual phonemes
- B. Choosing an appropriate passage for the student to read aloud and noting how many words the student can read in 1 minute
- C. Checking for understanding by asking explicit questions after the student has completed reading a grade-level passage
- D. Presenting a list of grade-level high-frequency words for the student to read aloud

# ANSWER

## Correct Answer: A

Option (A) is correct. From the words given, the student has difficulty with short-vowel sounds. Administering a phonemic-awareness assessment will yield information the teacher needs to address the student's difficulty with phonemic segmentation.

# Sample Test Question

A teacher selects words from a storybook and places them in a pocket attached to the back cover. The student removes all the familiar words from the pocket and attempts to find the remaining words within the text of the story. Which of the following is the instructional purpose of the activity?

- A. Enhancing reading fluency
- B. Developing phonemic awareness
- C. Building sight word vocabulary
- D. Recognizing initial consonants in words



# ANSWER

Option (C) is correct.

The activity is intended to increase the student's bank of sight words by matching unknown words to their counterparts in the text.

# 3 Main Approaches to the Teaching of Phonics



- Synthetic Phonics Instruction: teaching sound in isolation → blend the sounds to form words; “Part-to-Whole”
- Analytic Phonics Instruction: Look for patterns of whole words to discover sounds; “Whole-to-part”
- Embedded (Implicit) Phonics Instruction: Teach phonics within the context of literature by making predictions about what word(s) would make the most sense

So, which one is best? Let’s look at each approach closer...

# Synthetic Phonics

Each wingding  
(grapheme)  
represents a  
phoneme

◆ = /s/  
☉ = /æ/ /ă/  
□ = /p/  
◆ = /t/  
)( = /i/ /ĩ/  
■ = /n/



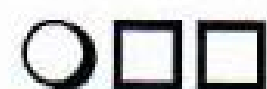
Blend the  
phonemes to  
make words

◆☉◆  
□)(■  
◆☉□  
☉◆  
☉■◆



sat
pin
tap
at
ant

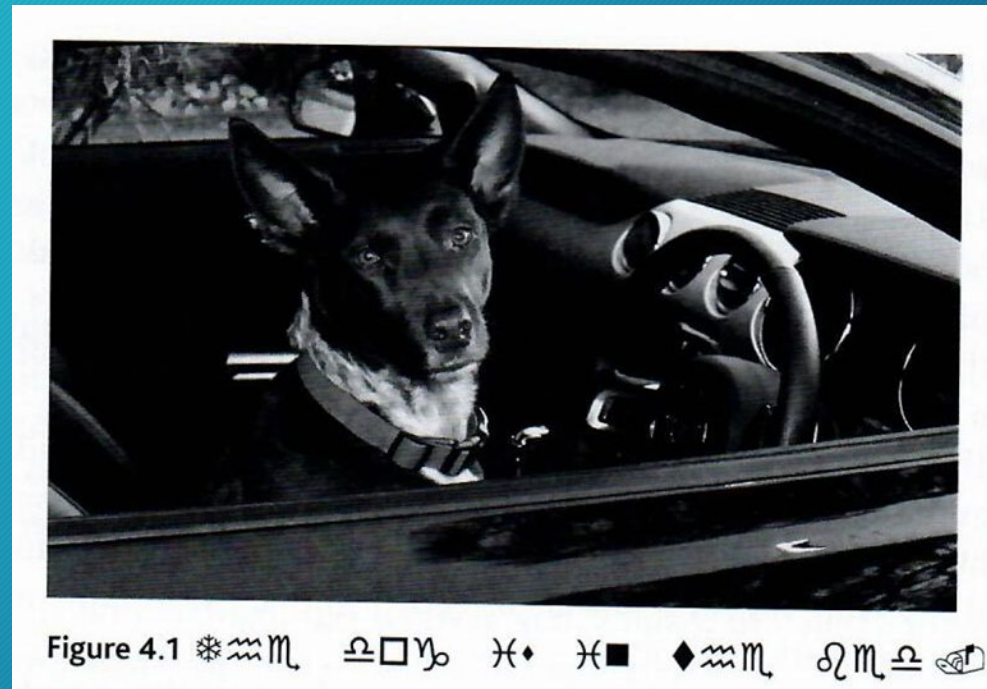
# Analytic Phonics



- Look at each of the words. What do they have in common?
- Repeat after me as I say each of these words:  
Mat, Make, Man, Moo
- What is the same? Yes! They all start with the /m/ sound. The “○” says /m/

# Embedded Phonics

- Look at the picture. What do you see?
- Follow along as I read this sentence:
- “The dog is in the car.”
- Students, read this sentence, “The dog is in the car.” Good job! You just read that sentence!



# Embedded Phonics

- Look at the picture. What do you see?
- Now, you try to read the sentence. Some of these words you read on the last page.
- “The dog is in the bed.”
- Good job! You are a reader!



# Read these words:

- ○✘♊
- □◆⚙○
- ⋈☒⌘
- ○☀️⚡
- ⌚☒

Which approach do you think you would have benefitted most in order to be able to read these words?

# Which Approach Do You Think is Best?

- 1) Synthetic
- 2) Analytic
- 3) Embedded

Research has shown time and time again that the Synthetic Phonics Approach is far more effective than the other two approaches!



# Sample Test Question

A first-grade teacher wants to use an analytical approach to instruct students in phoneme-grapheme correspondence. Which of the following instructional scenarios is best for the teacher to use?

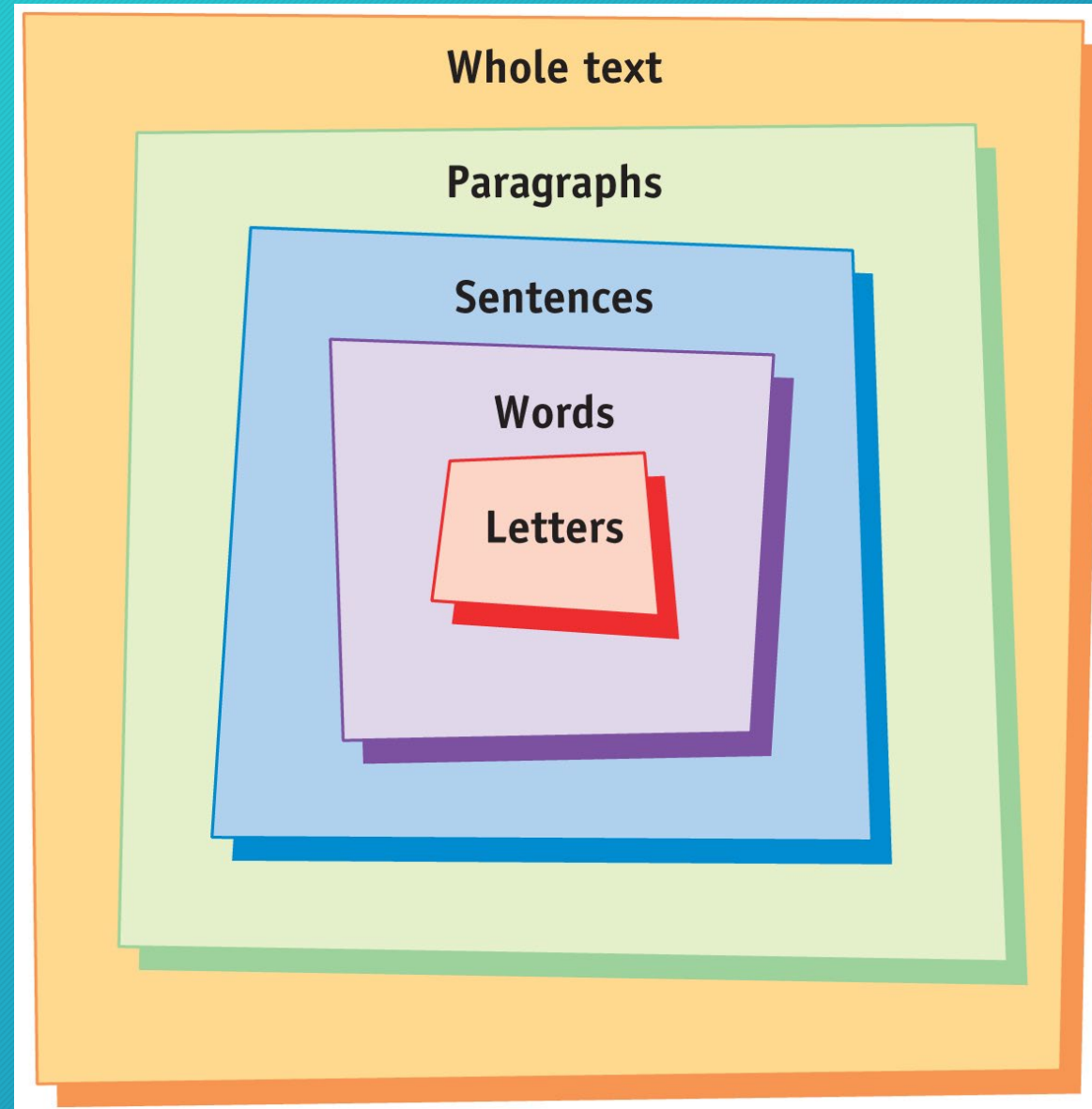
- A. Teaching the class one letter-sound relationship per week in order of the alphabet
- B. Assisting students with identifying an unfamiliar word as they read connected text by teaching a specific letter-sound relationship
- C. Presenting students with previously learned words to assist them in learning specific letter-sound relationships and patterns
- D. Teaching students individual letter-sound relationships and then blending the sounds together to form a recognizable word

# Answer

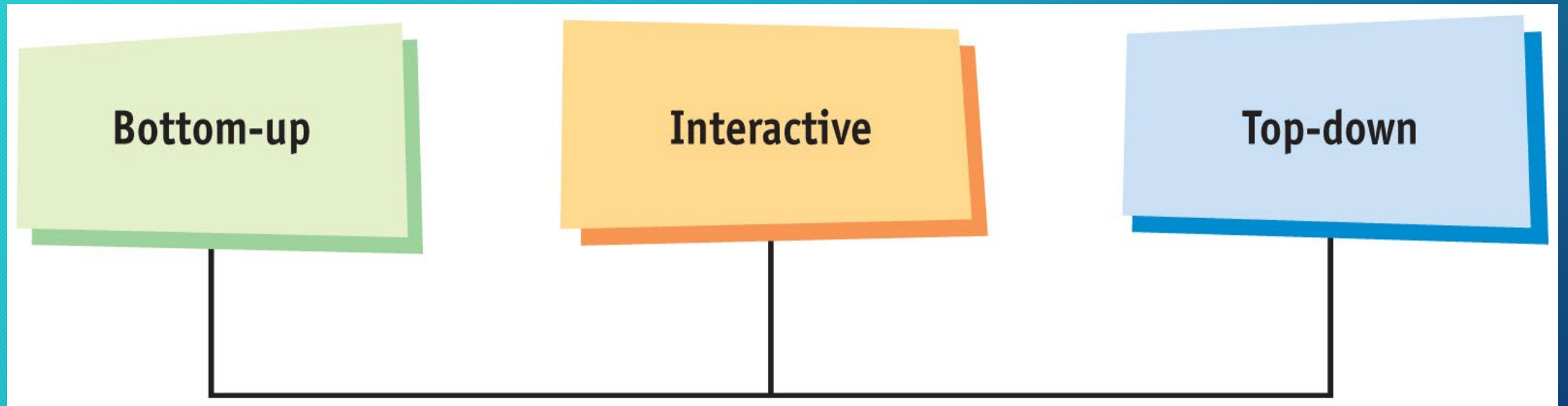
Option (C) is correct.

Analytic phonics refers to an instructional program in which students learn to decode starting at the word level (i.e., analyzing a known word to determine its specific letter-sound relationships [spelling patterns]). In this method of teaching phonics, students do not pronounce sounds in isolation.

# Bottom-Up vs. Top-Down



# Balanced Approach

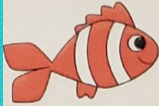


# Balanced Literacy Word Identification Strategies

## Ways to Take Action!



**Eagle Eye**  
Look at the picture.  
Use the beginning letter.



**Lips the Fish**  
Get your mouth ready.  
Say the first sound.



**Stretchy Snake**  
Sloooooowly stretch each letter sound together.



**Chunky Monkey**  
Break the word into chunks you know.  
m at @ fl at @ spl at ter



**Tryin' Lion**  
Try to re-read the sentence. Think about what would make sense.



**Skippy Frog**  
Skip the tricky word.  
Read to the end.  
Go back & try it again.



**Flippy Dolphin**  
Flip the vowel sound.  
Try long & short sounds.

## imse Reading Strategies

When you get stuck on a word, try...

### Lefty Larry

Start on the left side of the word.



rain

### Grapheme Grasshopper

Hop to each grapheme (left to right) and say each sound.



r a i n

### Blendy Wendy

Blend the sounds together to read the word.



rain

### Syllable Sam

Chop the word into syllables.



(rab) (bit)  
VC CV

### Chase the Base

Separate the base from the prefix or suffix.



re | play | ing

### Lucy Lightbulb

Reread the sentence. Does it make sense?



# Structured Literacy Word Identification Strategies



### **Telepathic Tiger**

Read the mind of an author or other adult to say it right



### **Lyin' Lemur**

Say the word wrong & claim that a teacher taught you that



### **Crying Crocodile**

Just cry and your parent or teacher will tell you the word



### **Alliteration Albatross**

Say another word that starts with the same letter!

# Are you stuck on a word?

Use these #Balancedlliteracy Strategies!



### **Distracting Dingo**

Look up and shout, "FIRE!" so an adult lets you stop reading



### **Replacing Reindeer**

Just say the longest word you know so an adult is impressed



### **Adorable Alpaca**

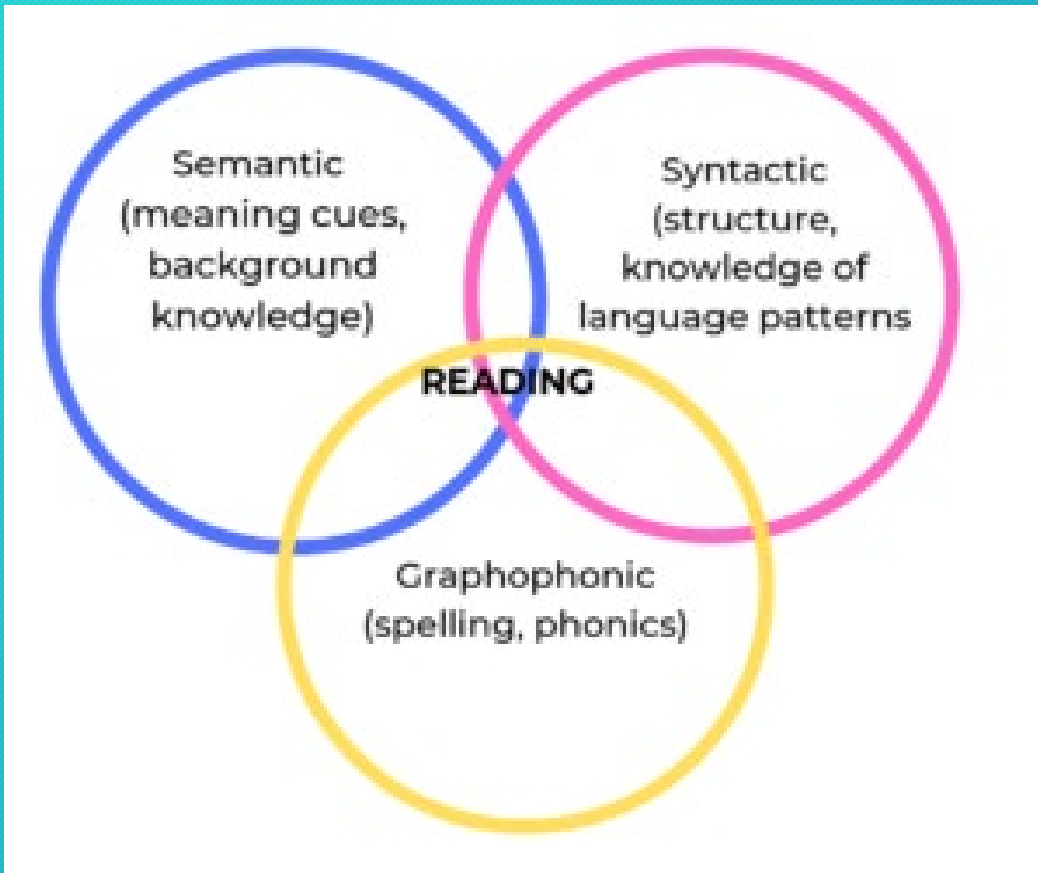
Say a super cute word like, "pasghetti!" instead



### **Fourth Letter Fox**

Just say a word that starts with the fourth letter in the word

# Activity: Why is the 3-Cueing System Erroneous?



## Theory:

Word recognition depends on three systems of linguistic cues: 1) Graphophonic/Visual, 2) Semantic/Meaning, and 3) Syntactic

## Problems:

- 1) Origin of theory is unknown
- 2) Theory is not supported by science
- 3) Orthography and Phonology are not separate processes → Phonology is not explicitly taught
- 4) Overemphasizes the usefulness of context and meaning in word recognition, and to only use phonics when necessary

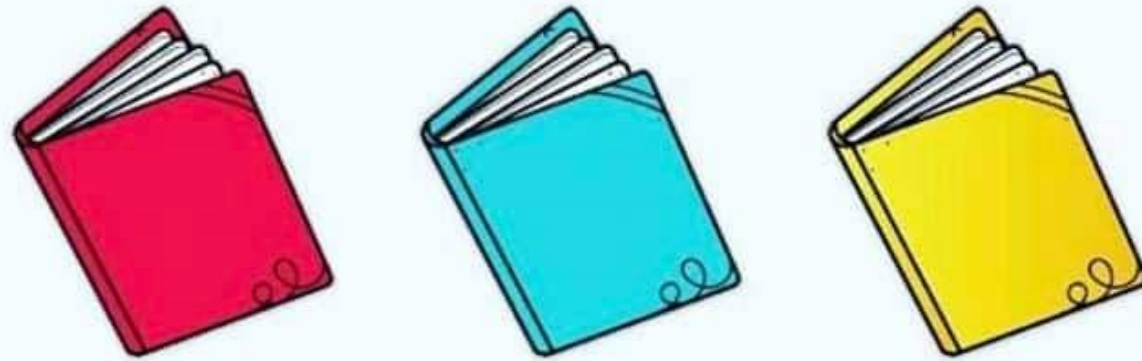
# 4-Part Processor NOT 3-Cueing System

	Three Cueing Systems Model	Cognitive Science Model
<b>Strategies for Reading Unknown Words</b>	Attend to context, pictures, semantic and syntactic cues; decode as a last resort.	Look at all letters carefully; sound out the word; check the sense.
<b>Focus of Assessments</b>	“Running records,” determine which cues drive errors of reading in context.	Components are assessed: phonemic awareness, sound-symbol associations, word reading out of context, passage reading fluency, and comprehension.
<b>Priorities for Instruction</b>	Connected text reading, context-based word recognition, leveled book reading.	Five components: phonemic awareness, phonic decoding, fluency, vocabulary, comprehension.

\*\*The 3-Cueing System Model fails to meet the language and literacy needs of students in order to ensure that they are proficient readers.



If a child memorizes 10 words  
they can read 10 words.



But if a child memorizes 10 sounds  
they can read

350 three sound words

4,320 four sound words

21,650 five sound words

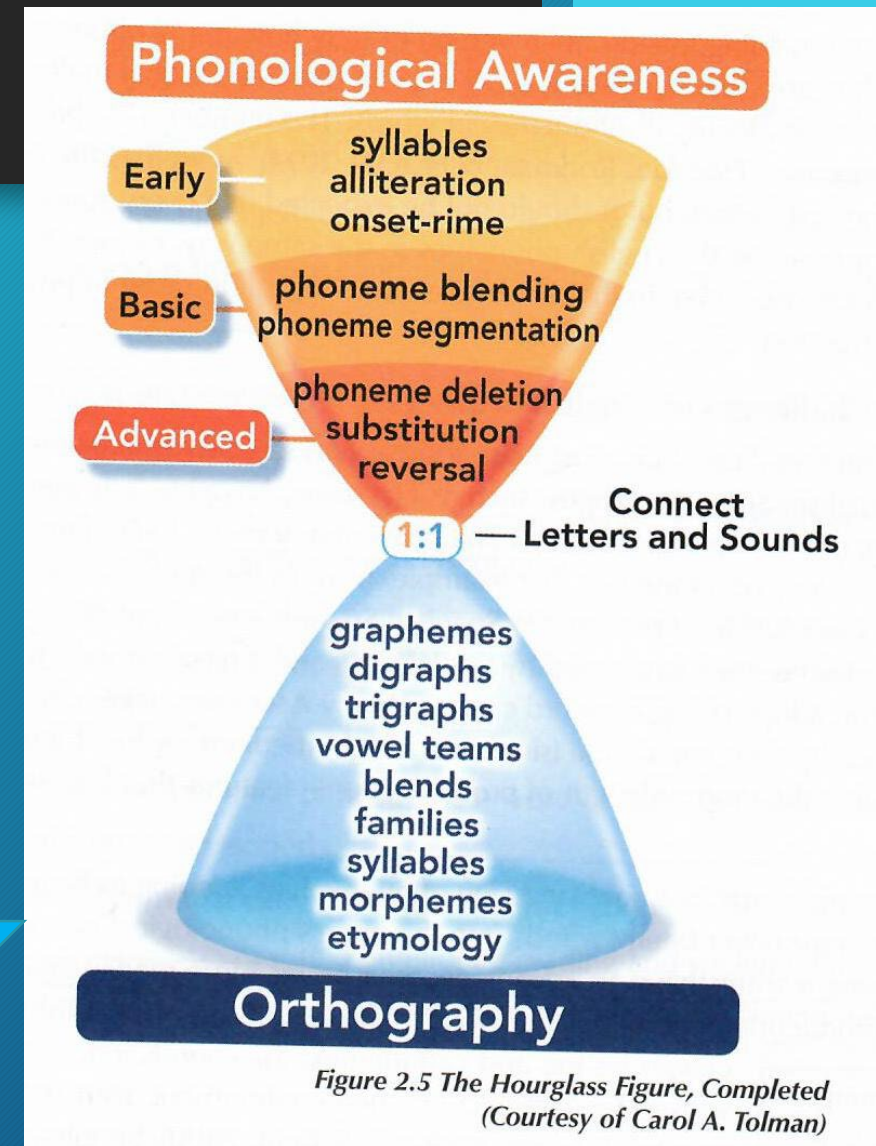
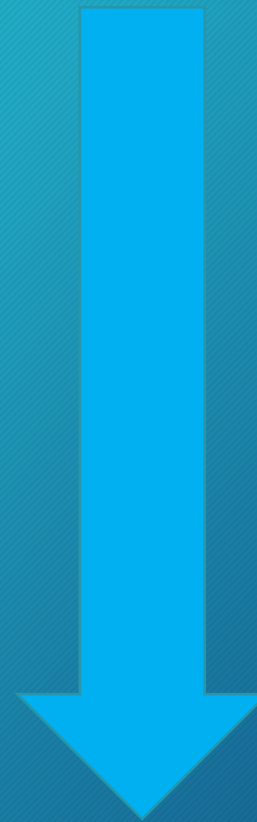


# Phonics Rules

# Tolman's Hourglass: The Bottom-Half

Start at the top of the "Orthography" half of the hourglass and move down, increasing in complexity

## Tolman's Hourglass: Orthography



# Alphabetic Principle

- English has letters
- These letters correspond to sounds
- Single letter graphemes = sound
- More complex rules involve multiple sounds for one letter/ letter combination AND multiple letters that represent one sound



# Types of Consonant Graphemes

**Table 3.3: Types of Consonant Graphemes with Definitions**

Type of Grapheme	Definition	Examples
<b>Single Letter</b>	A single consonant letter that represents a single consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
<b>Doublet</b>	A double letter that represents one phoneme.	ff, ll, ss, zz
<b>Digraph</b>	A two-letter ( <i>di-</i> ) combination that stands for a single phoneme in which neither letter represents its usual sound.	th, sh, ch, wh ph, ng ( <i>sing</i> ) gh ( <i>cough</i> ) [-ck is a guest in this category; it represents /k/ after a short vowel]
<b>Trigraph</b>	A three-letter ( <i>tri-</i> ) combination that represents one phoneme.	-tch -dge
<b>Consonants in Blends</b>	Two or three graphemes, each one representing a phoneme. A blend is not one sound but two or three adjacent consonants before or after a vowel in a syllable.	s - c - r ( <i>scrape</i> ) th - r ( <i>thrush</i> ) c - l ( <i>clean</i> )   f - t ( <i>sift</i> ) l - k ( <i>milk</i> )   s - t ( <i>most</i> )
<b>Silent Letter Combinations</b>	A letter combination where one or more letters is silent (i.e., does not represent the phoneme) but another letter does represent the phoneme. Most of these are of Greek or Anglo-Saxon derivation.	kn ( <i>knock</i> ), wr ( <i>wrestle</i> ), gn ( <i>gnat</i> ), ps ( <i>psychology</i> ), rh ( <i>rhythm</i> ), lm ( <i>palm</i> ), lk ( <i>folk</i> ), mn ( <i>hymn</i> ), st ( <i>listen</i> )
<b>Odd Letter x</b>	The letter x is the only letter that stands for two phonemes, /k/ and /s/, and occasionally, /g/ and /z/.	box, exit exact, exist
<b>Combination qu</b>	These two letters, always together in English, stand for two sounds, /k/ and /w/. They do not stand for one sound.	quickly

# Types of Vowel Graphemes

**Table 3.7: Types of Vowel Graphemes with Definitions**

Grapheme Type	Definition	Example
<b>Single Letter</b>	A single vowel letter that stands for a vowel sound	(short vowels) <i>cap, hit, gem, clod, muss</i> (long vowels) <i>me, no, music</i>
<b>Vowel Team</b>	A combination of two, three, or four letters that stand for a vowel	(short vowels) <i>head, hook</i> (long vowels) <i>boat, sigh, weigh</i> (diphthongs) <i>toil, bout</i>
<b>Vowel-r Combination</b>	A single vowel letter followed by <i>r</i> that stands for a unique vowel sound	<i>car, sport, her, burn, first</i>
<b>Vowel-Consonant-e (VCe)</b>	A common pattern for spelling a long vowel sound	<i>gate, mete, rude, hope, five</i>

# Sample Test Question



A second-grade teacher guides students in using Elkonin boxes to write letters in boxes under pictures. Which of the following phonics concepts does the strategy best reinforce in the example shown?

- A. Vowel digraphs
- B. Schwa sounds
- C. Short vowels
- D. Consonant blends

## ANSWER

### Correct Answer: A

Option (A) is correct. The cards show words that contain the vowel digraph /oa/.



# Sample Test Question

A kindergarten teacher uses bright-colored chalk to write individual letters on sheets of black construction paper. Students take turns pointing a flashlight at and naming the letter on each sheet. Which of the following instructional objectives does the activity target?

- A. Improving phonological awareness skills
- B. Building understanding that words are made by sequencing letters
- C. Supporting learning of the alphabetic principle
- D. Reinforcing knowledge of using phonics as a decoding strategy

# ANSWER

## Correct Answer: C

Option (C) is correct. The flashlight activity is an engaging way to practice quick and accurate letter identification. A student's knowledge of letter names and shapes is a strong predictor of success in learning to read.

# Syllables

- Syllable: unit of speech organized around a vowel sound; Every syllable has a vowel sound
- The type or pattern of a syllable generally controls the vowel sound within the syllable
- As students advance in their decoding ability, they should be able to decode longer words by recognizing common syllables

**Table 4.6: Summary of Six Types of Syllables in English Orthography**

Syllable Type	Examples	Definition
<b>Closed</b>	<u>ac</u> – <u>cept</u> <u>fan</u> – <u>tas</u> – <u>tic</u> <u>bev</u> – er – age	A syllable with a short vowel spelled with a single vowel letter and ending in one or more consonants
<b>Vowel-Consonant-e (VCe)</b>	com – <u>plete</u> de – <u>spite</u> con – <u>trive</u>	A syllable with a long vowel spelled with one vowel plus one consonant plus silent <i>e</i>
<b>Open</b>	<u>pro</u> – gram <u>tri</u> – an – gle <u>re</u> – cent	A syllable ending with a long vowel sound that is spelled with a single vowel letter
<b>Vowel Team</b>	<u>aw</u> – ful <u>train</u> – er con – <u>geal</u> <u>spoil</u> – age	A syllable with a long or short vowel spelling that uses 2–4 letters to spell the vowel sound; includes diphthongs <i>ou/ow</i> and <i>oi/oy</i>
<b>Vowel-r</b>	mon – <u>ster</u> con – <u>sort</u> <u>char</u> – coal <u>fur</u> – nish	A syllable with <i>er</i> , <i>ir</i> , <i>or</i> , <i>ar</i> , or <i>ur</i> ; the vowel sound before the letter <i>r</i> often changes its pronunciation
<b>Consonant-le (Cle)</b>	drib – <u>ble</u> bea – <u>gle</u> lit – <u>tle</u> tan – <u>gle</u>	An unaccented final syllable containing a consonant before <i>l</i> followed by a silent <i>e</i>
<b>Leftovers: Odd and Schwa Syllables</b>	dam – <u>age</u> ac – <u>tive</u> na – <u>tion</u>	Usually a final, unaccented syllable with an odd spelling

# An Easy Way to Remember...

[Closed Syllable Parody](#)

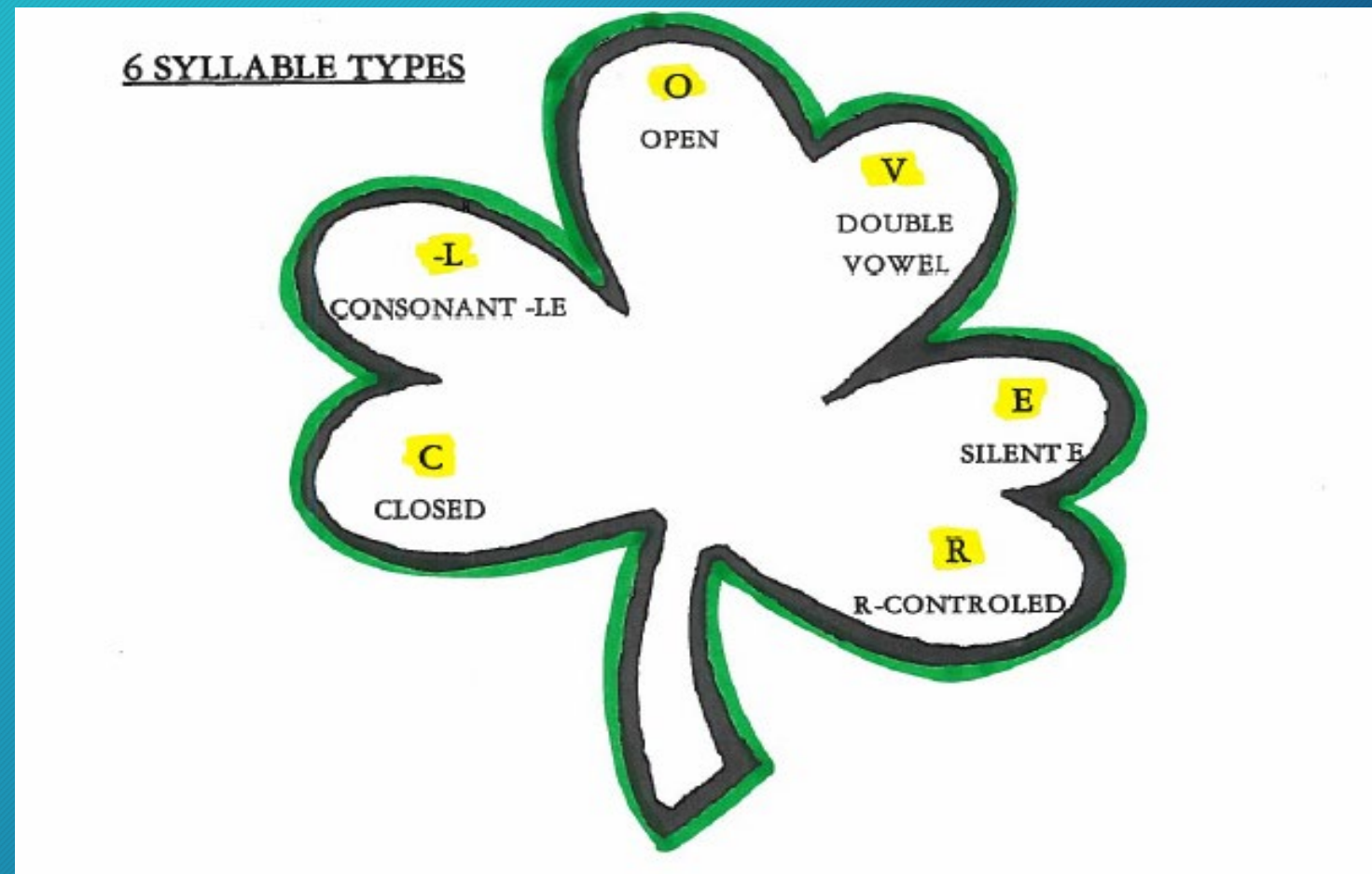
[Consonant -le Syllable Parody](#)

[Open Syllable Parody](#)

[Vowel Team Syllable Parody](#)

[Silent E Syllable Parody](#)

[R-Controlled Vowel Syllable Parody](#)



# Sample Test Question

A teacher who is working with students on decoding multisyllabic words in text writes the following words on an anchor chart after students encounter them in their readings for the week.

Which of the following activities will best help the students divide the words into syllables?

- A. Marking off syllables by using a dot between vowels and consonants
- B. Examining long-vowel sounds in the words with a stable-final syllable
- C. Identifying stressed and unstressed vowels in each of the words
- D. Breaking up closed-syllable words based on consonant splitting

*Multisyllabic words:*

*common*

*butter*

*flutter*

*swimming*

# ANSWER

## Correct Answer: D

Option (D) is correct. The words in the list are words with closed syllables and the rule for splitting words with closed syllables is to split them between the double consonants.

# Sample Test Question

During a phonics lesson, a third-grade teacher provides direct instruction to a small group of students on how to decode multisyllabic words by identifying the syllable types found within the word and applying the phonics rules that govern each. The beginning of the teacher's instructional sequence with students is shown below.

**Teacher:** Listen and tell me what you hear that is the same in each of these words: “sudden,” “velvet,” “kitten,” “napkin,” “contest.”

**Student:** Each of these words has two syllables.

**Teacher:** Correct. Do you hear anything else that is the same?

**Student:** Each syllable in the words has a short vowel sound.

**Teacher:** That's right. Now I'm going to show you the words on this chart. What do you notice?

**Student:** Each syllable contains one vowel followed by a consonant.

When continuing the discussion with students, the teacher should inform students that each of the words presented in the lesson contains which of the following syllable types?

- A. Vowel digraph syllable
- B. Closed syllable
- C. Final stable syllable
- D. Open syllable

# ANSWER

**Correct Answer: B**

Option (B) is correct. All the words in the list contain two syllables, each of which follows a CVC pattern. Words in the CVC pattern are known as closed syllables, and the vowel in each is a short vowel sound.



# Sample Test Question

A teacher recognizes that organizing a class word wall by syllable type will help provide an ongoing visual reference for students during both direct instruction and independent writing activities. To incorporate this resource with content-based instruction, the teacher uses the word wall during a unit that focuses on geography. Place each word next to the syllable type that it best exemplifies.

- |                  |                      |
|------------------|----------------------|
| 1. <i>inlet</i>  | a. closed syllable   |
| 2. <i>harbor</i> | b. r-Controlled      |
| 3. <i>stream</i> | c. vowel team        |
| 4. <i>lake</i>   | d. vowel-consonant-e |

# ANSWER

- **Correct Answer: B, D, A, C**
- Options (B), (D), (A), and (C) are correct. “Harbor” is an example of a word that uses an r-controlled vowel. “Lake” is an example of a word that contains a vowel-consonant-e. “Inlet” is an example of a word that has a closed syllable. “Stream” is an example of a word that uses a vowel team.
- Harbor = r-controlled vowel
- Lake = Vowel-Consonant-e
- Inlet = Closed Syllable
- Stream = Vowel team (ea)

# Morphology

**Morpheme:** Smallest unit of meaningful part of a word

**Morphological Analysis or Structural Analysis:** Analyzing morphemes in a word to figure out the meaning and pronunciation of the word

Table 4.7: Morpheme Structures from Historical Layers of English

Historical Layer (Grade Level Emphasized)	Morpheme Structures
<b>Anglo-Saxon Layer (Grades 1–3)</b>	<ul style="list-style-type: none"><li>• Compounds (e.g., <i>daylight, anything</i>)</li><li>• Inflectional suffixes (e.g., <i>-ed, -s, -es, -er, -est, -ing</i>)</li><li>• Base words (e.g., <i>neighbor, eat, heaven, sky</i>)</li><li>• Derivational suffixes (e.g., <i>-hood, -en, -ly, -ward</i>)</li><li>• Odd, high-frequency words (e.g., <i>said, does</i>)</li></ul>
<b>French/Latin (Romance) Layer (Grades 4–6)</b>	<ul style="list-style-type: none"><li>• Prefixes (e.g., <i>un-, dis-, re-, pre-, inter-</i>)</li><li>• Roots (e.g., <i>form, spect, gress, ject, vis</i>)</li><li>• Derivational suffixes (e.g., <i>-ment, -less, -ful, -ity</i>)</li><li>• Latin plurals (e.g., <i>alumnus/alumni, datum/data, curriculum/curricula</i>)</li></ul>
<b>Greek Layer (Grades 6–8)</b>	<ul style="list-style-type: none"><li>• Combining forms (e.g., <i>neuro, psych, ology, dys, lex, chloro, phyll</i>)</li><li>• Plurals (e.g., <i>crisis/crises, criterion/criteria, metamorphosis/metamorphoses</i>)</li></ul>

# Sample Test Question

While conducting a think-aloud to demonstrate a word-learning skill for use in decoding multisyllabic words, the teacher states, “I look for parts of the word I know.” By using this technique, the teacher provides instruction that focuses primarily on

- A. phonics
- B. knowledge of cognates
- C. etymology
- D. structural analysis

# ANSWER

## Correct Answer: D

Option (D) is correct. The use of structural analysis as a decoding skill involves looking for graphic features such as prefixes, suffixes, and root words.

# Sample Test Question

A teacher gives students strips of paper like the ones shown in the figure.

_at		_en
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

The teacher asks the students to add different letters to the front of the letter patterns to create as many words as they can. The activity best develops students' understanding of which of the following?

- A. Consonant digraphs
- B. Schwa sounds
- C. Syllable types
- D. Word families

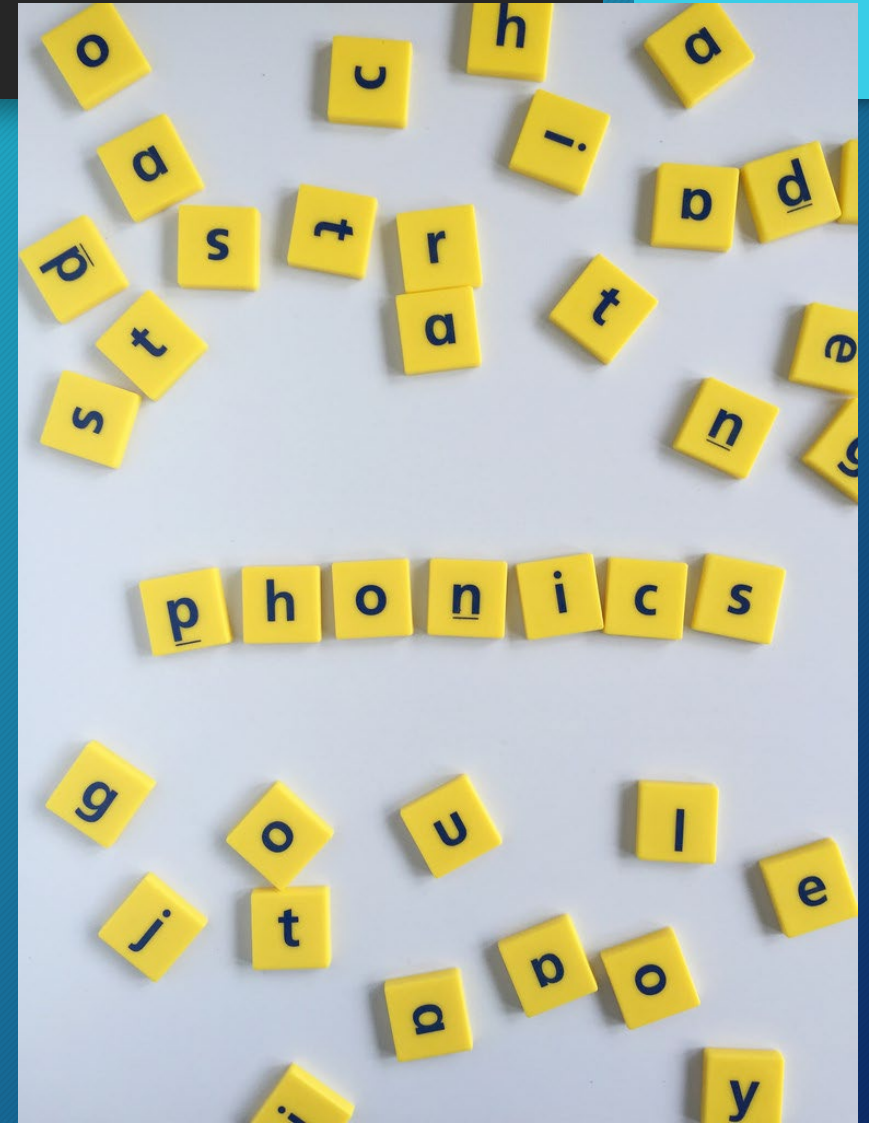
# ANSWER

**Correct Answer: D**

Option (D) is correct. Changing the beginning (onset) of words creates rhyming words, which constitute word families.

# The Many Ways to Know a Word

- ❑ Phonology of the word
- ❑ Orthography of the word
- ❑ Morphology of the word
- ❑ Meaning of the word
- ❑ Function (job) of the word
- ❑ The “biography” of the word (Etymology)





# Sample Test Question

A kindergarten teacher introduces phonics concepts to students early in the school year and works on explicitly teaching short vowel sounds and consonant sounds. Which of the following activities best helps students work on the described phonics concept?

- A. Sorting one-syllable words that are closed and not closed
- B. Using letter tiles to practice vowel digraphs
- C. Highlighting words with CVCE patterns in a passage
- D. Teaching word families that follow CVC patterns

# ANSWER

**Correct Answer: D**

Option (D) is correct. CVC word families contain short vowel sounds and are the easiest to learn.

# Blending (Decoding)

- Start with simple CVC words that are “fair” and predictable
- Move to complex syllables once student is accurate and automatic with CVC words
- -Simple syllable: No consonant blend present
- -Complex syllable: Contains consonant blend

## Complex Syllables in English

Structure	Example Words
CCV	slow, tree, draw
VCC	old, east, elf
CVCC	junk, fence
CCVC	skit, shrill
CCVCC	throbs, clasp
CCCVC	straight, squeak
CCCVCC	spring, scrimp

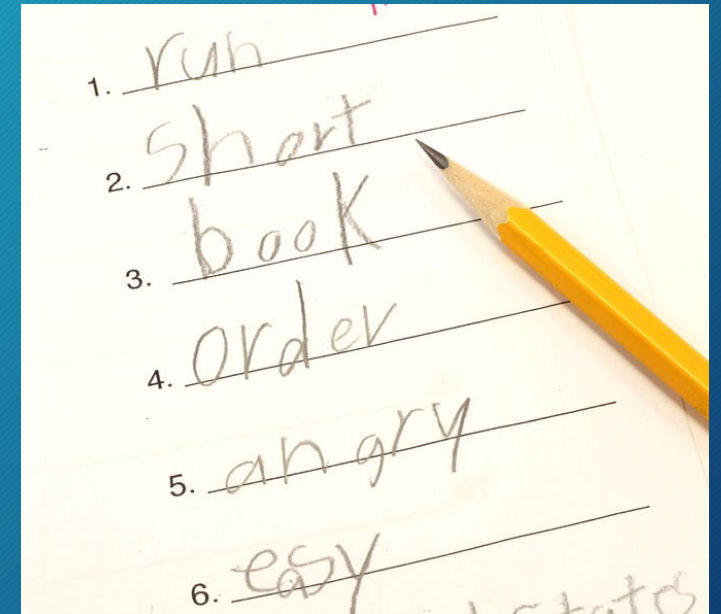
# Segmenting (Encoding)

- More challenging than blending
- While blending (reading) and segmenting (spelling) are reciprocal skills, they are not inverse processes
- Spelling is far more challenging
- Spelling requires recall (and production) of correctly sequenced letter strings, reading is recognition (deciphering) of print code
- Using multi-sensory techniques



# Spelling (Encoding)

- Intertwined with learning to read
  - Both require letter knowledge, phonemic awareness, and graphophonemic associations
  - Spelling is an important component of phonics instruction!!



# Sample Test Question

Place each description beside the spelling stage it best exemplifies.

- A. Using inflectional endings, changing spellings when needed
- B. Writing words with long vowel patterns and r-controlled vowels
- C. Writing the beginning and ending consonant sounds of words
- D. Drawing random capital or lowercase letters, numbers, or other symbols

- Stage 1: Emergent Spelling
- Stage 2: Letter Name-Alphabetic Spelling
- Stage 3: Within-Word Pattern Spelling
- Stage 4: Syllables & Affixes Spelling

# ANSWER

## Stage 1: Emergent spelling

D. Drawing random capital or lowercase letters, numbers, or other symbols

## Stage 2: Letter name-alphabetic spelling

C. Writing the beginning and ending consonant sounds of words

## Stage 3: Within-word pattern spelling

B. Writing words with long vowel patterns and r-controlled vowels

## Stage 4: Syllables and affixes spelling

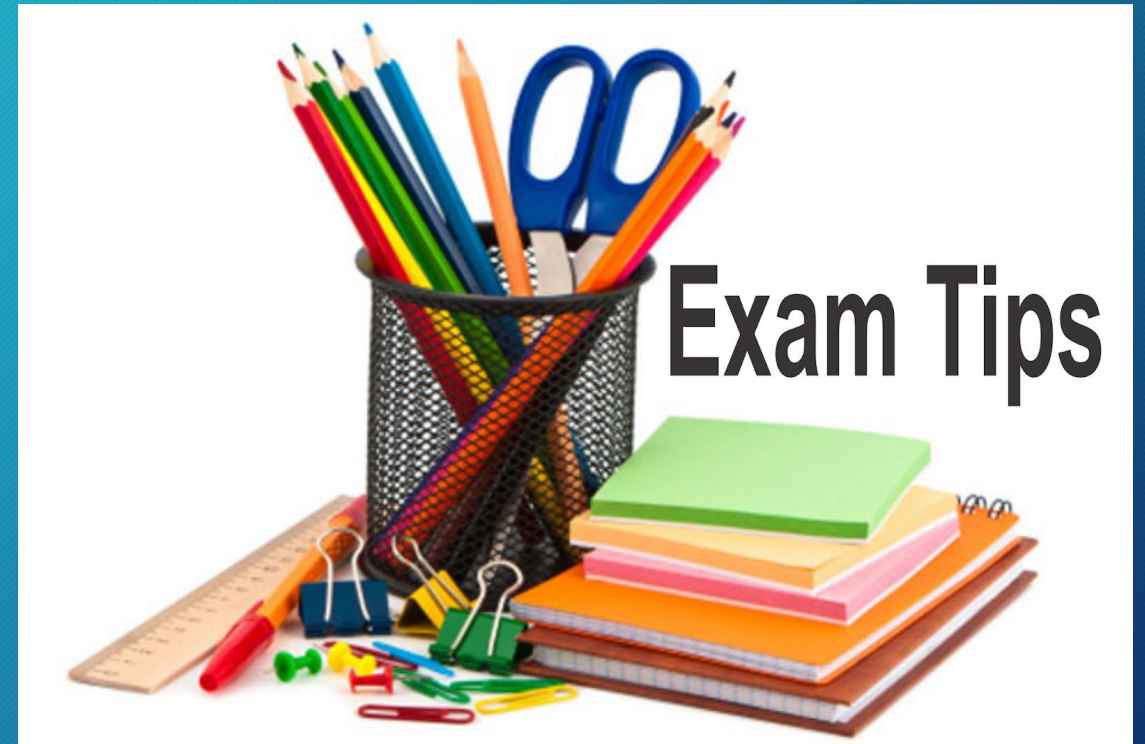
A. Using inflectional endings, changing spellings when needed

## Correct Answer: D, C, B, A

Options (D), (C), (B), (A) are correct. This is the correct sequence because spelling skills are developed through stages. In the emergent stage, children draw random letters/numbers/symbols to represent words. In the letter name-alphabetic spelling stage, students learn to connect letters to phonemes, beginning with consonant sounds and then short vowels, to write CVC C V C words. In the within-word pattern spelling stage, students learn to write words with long vowel patterns, blends and digraphs, and r-controlled vowels. In the syllables and affixes spelling stage, students become adept at writing more difficult words, using inflected endings and affixes. Any other order would be incorrect because the descriptions would not match the stages.

# Phonics Instruction Tips for Test

- Multisensory (auditory, visual, tactile, kinesthetic)
- Teach all phoneme-grapheme correspondences
- Teach advanced word identification strategies (syllables, morphology, word families)
- Sight words vs. High-Frequency Words
- Diagnostic





# Sample Test Question

In order to develop students' spelling skills a teacher presents the following words to the class.

Chin  
Shut  
Draw  
Rash

Which of the following strategies best utilizes a multisensory and recursive approach to teaching the spelling of these words?

- A. Chanting a poem with the digraph sounds found in the words
- B. Using letter tiles to build previously learned CVC words along with the new words
- C. Completing a work sheet that matches pictures with the correct digraphs in the words
- D. Writing each new word and similar CVC words multiple times

# ANSWER

## Correct Answer: B

Option (B) is correct. Building with letter tiles will involve listening as well as tactile investigation of the word. Additionally, by including previously taught CVCC V C words, the practice becomes recursive, ensuring previously taught skills are not lost.

# Sample Test Question

A kindergarten teacher sets a benchmark goal for students to quickly recognize a set of ten new sight words within a three-week instructional time period. The teacher introduces the words by using flash cards and engages students in a series of activities that reinforce learning within authentic contexts. During this time, the teacher also creates a small-group workshop activity in which students view each word printed in large letters on a card, say the word, and then use pipe cleaners to form the word. Which of the following is the primary benefit to students of participating in the workshop activity?

- A. Improving long-term memory of a non-decodable word by engaging multiple student senses in learning
- B. Building a student's reading fluency by improving the ability to flexibly apply phonological awareness skills
- C. Increasing a student's ability to use several sensory modalities to phonetically decode and recognize an unknown word
- D. Reinforcing recognition of a word through a student's ability to connect visual language symbols with sounds that the symbols represent

# ANSWER

## Correct Answer: A

Option (A) is correct. The workshop activity in which students view sight words printed on a card, pronounce them, and use pipe cleaners to form them involves the use of multiple sensory modalities to learn. Using visual, auditory, tactile, and kinesthetic senses to reinforce learning during the activity supports long-term memory of the targeted vocabulary.

# Sample Test Question

While assessing students' reading ability, a teacher notices that many students struggle with words like "enough," "sign," "night," "through," and "was." Which of the following instructional strategies has the greatest impact on building students' automatic recognition of such words?

- A. Using an interactive whiteboard to show each word for students to copy into a journal
- B. Providing activity sheets with each word for students to trace in pencil or crayon
- C. Using an activity in which students read each word aloud, build each word with plastic letters, and write each word
- D. Providing each word on a card for students, placing the cards on a ring, and having students practice the words independently

# ANSWER

**Correct Answer: C**

Option (C) is correct. It includes three sensory pathways (auditory, visual, and tactile) and will have the greatest impact on students' automatic recognition of non-decodable words.

# Sample Test Question

A first-grade student struggles when reading words with long-vowel patterns. Which of the following strategies will best help the student master words such as “train,” “fight,” and “mow”?

- A. Identifying words with open syllables in an assigned piece of text
- B. Memorizing individual word patterns to decode new words
- C. Segmenting individual phonemes to decode new words
- D. Singing nursery rhymes that contain words with similar patterns

# ANSWER

## Correct Answer: B

Option (B) is correct. When a student is struggling with long-vowel patterns, the best strategy for mastery is to memorize the patterns and then see which vowel sound (long or short) applies when sounding out words. Students must memorize sounds for these individual vowel patterns. Vowel patterns do not always involve two vowels; they can also consist of a vowel plus consonants, if this pattern has a consistent sound (e.g. For example, “-igh” almost always is pronounced long /i/; “-all” almost always is pronounced /all/). Also, some vowel patterns can have more than one sound. For example, “-ow” can be pronounced as long /o/ as in grow or “-ow” as in cow. For these patterns, students learn both sounds and, when decoding an unfamiliar word, they try both sounds to see which one makes a real word.



# Sample Test Question

Which of the following literacy activities best demonstrates a first-grade student applying the literacy principle of decoding and encoding as reciprocal skills?

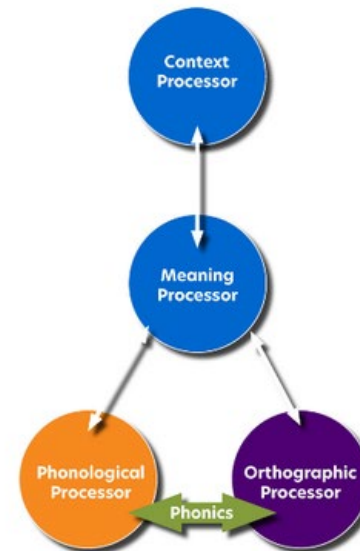
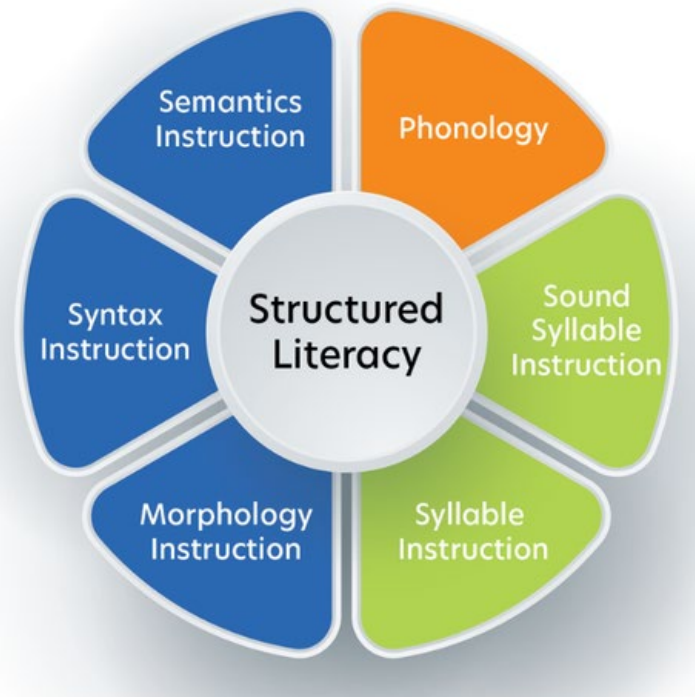
- A. Writing teacher-dictated sentences that include words in the CVCV pattern following instruction and word-sort activities using the pattern
- B. Reading a story about a little boy's family pet and recording a spontaneous retelling of the tale for classmates to listen to as a literacy workshop activity
- C. Attending closely as a teacher reads a picture book aloud and provides instruction in the various components of print literacy skills
- D. Reading a short fictional story independently and creating a story map through a series of drawings that illustrate major story elements

# ANSWER

## Correct Answer: A

Option (A) is correct. During the instructional activity, the student learns to read and decode words containing the CVCV spelling pattern and applies the skill to word-sort activities. Then the student encodes words with the CVCV pattern by writing teacher-dictated sentences containing CVCV words.

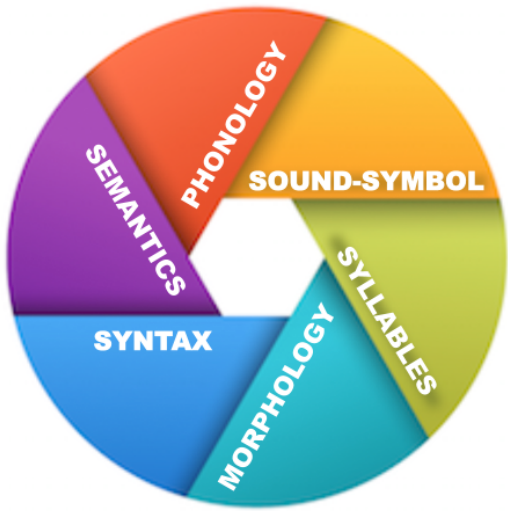
# Components of Structured Literacy



#MAKEITCLEAR

# Structured literacy

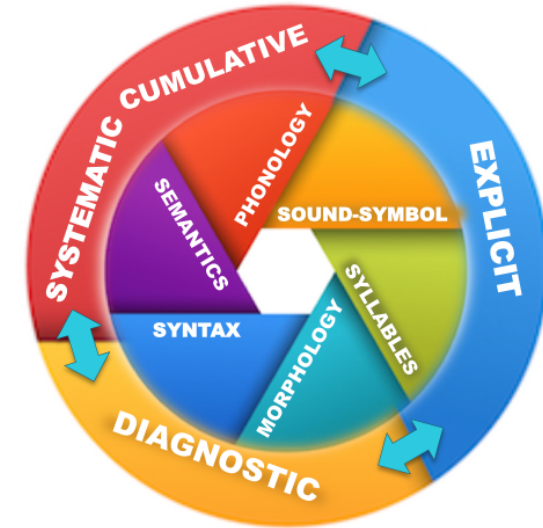
Explicit teaching of systematic word identification and decoding strategies



Evidence-based elements



Evidence-based teaching principles



Effective reading instruction

**Source:** © 2016 Cowen for International Dyslexia Association  
<https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq>

# Sample Test Question

While explicitly and systematically teaching phonics to students, a teacher wants to ensure proper phonics maintenance. Which of the following strategies will best meet the teacher's goal?

- A. Highlighting examples of words in texts that introduce a new spelling pattern
- B. Using index cards to review previously taught sound-letter relationships
- C. Orally manipulating onsets and rimes in word families as a class
- D. Modeling how to break words apart into sounds with small groups

# ANSWER

**Correct Answer: B**

Option (B) is correct. For the teacher to ensure proper phonics maintenance, children must overlearn the relationships between sounds and letters. Reviewing these relationships repeatedly will help ensure the students remember.

# Phonics Assessment

# Assessment: Phonics Survey

Tool for identifying which correspondences and patterns the student has learned and which ones the student still needs to be taught

Examples: DIBELS, LETRS Phonics and Word Reading Survey, STAR Early Literacy, iReady, etc...

## LETRS Phonics and Word Reading Survey Quick Tips

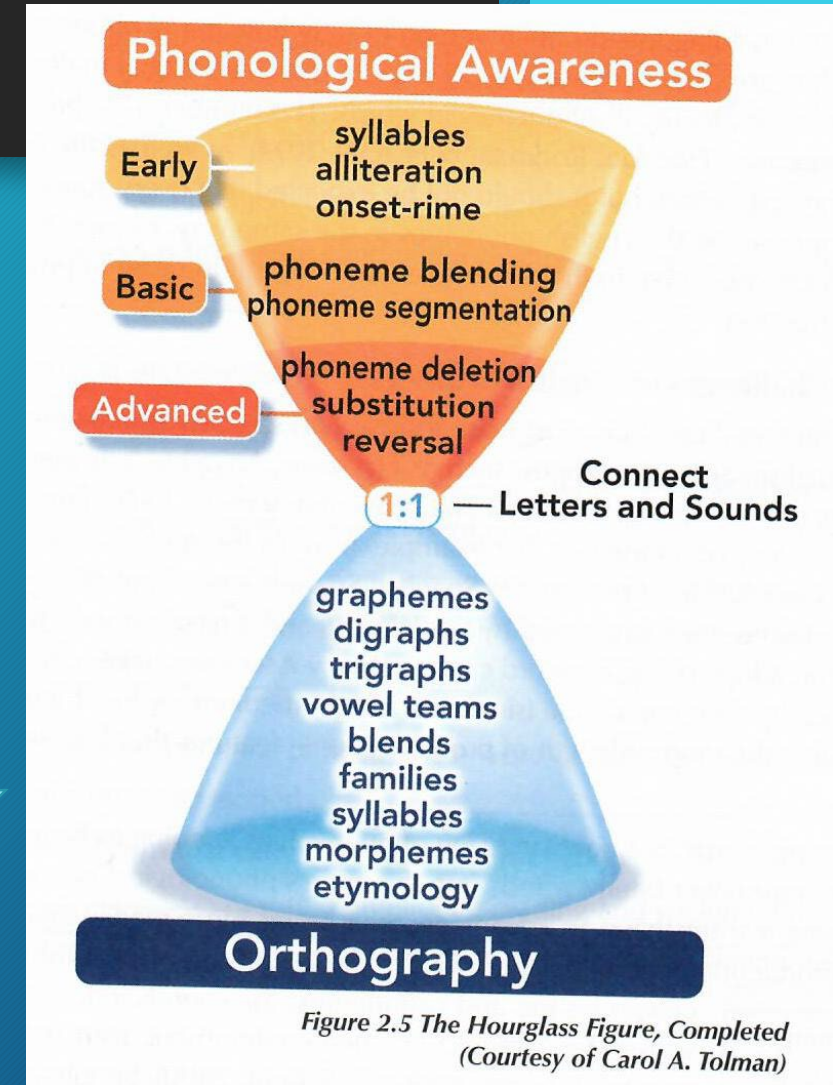
How Given?	Individually
Where to begin?	At the level where you think the student will be 100% correct
When to end?	When the student becomes frustrated or makes many errors
What if a student corrects an error immediately?	Count the item as correct
What if a student takes more than three seconds to answer?	Move on to next item, and make a note that he/she took too long to respond



# Assessment: Spelling Screener

- Assess students' ability to encode words to determine which level of phonics they are proficient in and which level(s) they need more instruction in
- Give assessment 3 times a year (beginning, middle, and end)

Grade Level	Spelling Screener	Dictate Which Words?
K	Basic	First 5–8 words
1	Basic	At least first 15 words
2, 3 (weak spellers)	Basic	All words given
3 (strong spellers who can spell more than 20 words on the Basic Spelling Screener)	Advanced	All words given
4–5	Advanced	All words given



# Assessment: Leveling Students

- Some assessment will level students—give students a “reading level”
- No longer utilized, because it has been found to be ineffective & not based on science (based on 3-cueing system)
- Types of Assessments that Level Students:
  - ✓ Informal Reading Inventories (IRI’s)
  - ✓ Miscue Analysis
  - ✓ Reading Records
  - ✓ Developmental Reading Assessment (DRA’s)



<u>READING LEVEL</u>	<u>PERCENTAGE</u>
Independent	95 to 100 percent
Instruction	90 to 94 percent
Friction	below 90 percent

# Sample Test Question

A group of students have an accuracy rate of 94 percent (94%) and above on a recent running record. Which of the following activities will best help improve the development of the students' reading skills?

- A. Continuing to read books at the current level because students are succeeding
- B. Reading familiar books with a partner of a lower reading level
- C. Reading books at the next level with teacher support
- D. Listening independently to audiobooks from the next level

# ANSWER

Option (C) is correct.

The teacher wants to boost student development, not stagnate development or overwhelm students like the other options suggest. The student would need the teacher's support when moving to the next level, as some problems may arise if he/she is no longer in the independent level.