

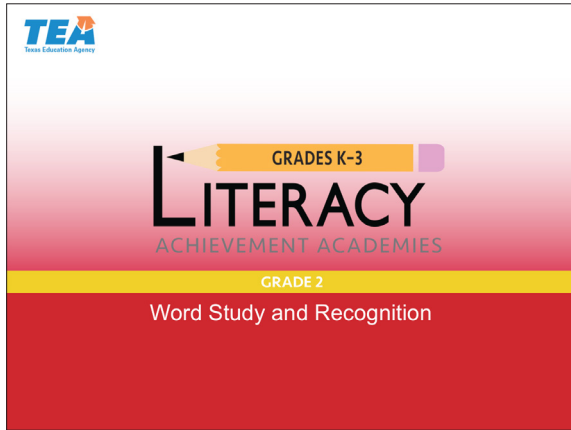


Word Study and Recognition

Participant Notes




GRADE 2



Section Objectives


This section will enhance your knowledge of the following:

- The importance of explicitly teaching decoding and spelling
- Rules and generalizations of the English sound system and spelling patterns
- Effective instructional practices for teaching word study and word recognition
- Activities that provide multiple opportunities for students to practice word study skills



Survey of Knowledge: Word Study and Recognition


| | |
|-----------------------|---------------|
| • Decoding | • Orthography |
| • Decodable texts | • Affix |
| • Phoneme | • Grapheme |
| • Phonology | • Sight word |
| • Structural analysis | • Encoding |
| • Morpheme | • Syllable |



**Word Recognition:
One Piece of the Puzzle**

“The active processing of sentences and paragraphs cannot occur unless the reader can recognize individual words reliably and efficiently. That is why learning to decode is so important.”


— Pressley, 1998, as cited in Stanovich, 2000, p. 208



**Word Study (Spelling):
Another Piece of the Puzzle**


“The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely he or she is to recognize it, spell it, define it, and use it appropriately in speech and writing.”

— Joshi, Treiman, Carreker, & Moats, 2008-2009, p. 9



What We Know From Research

- In an alphabetic language, such as English, students must learn to map sounds (phonology) to printed letters (orthography).
- Mapping builds connections between the brain’s phonological processor and its “letterbox.” These neural connections do not exist “naturally” at birth.



What We Know From Research (cont.)

“Language is a human instinct, but written language is not...Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on. This basic fact about human nature should be the starting point for any discussion of how to teach our children to read and write.”

— Pinker in McGuiness, 1997, p. ix



What We Know From Research: Orthographic Mapping

- Students must learn to map sounds to print through the systematic study of orthographic patterns and word parts.
- Such instruction and practice allows students to orthographically map words, which leads to those words becoming sight words.




What We Know From Research: Explicit and Systematic Instruction

- Explicit, systematic decoding and spelling instruction is significantly more effective than unsystematic instruction or no word-level instruction.
- Systematic instruction and practice improves all students' word recognition and spelling skills.



What We Know From Research: Encoding and Decoding


- Integrating encoding (spelling) instruction with decoding (reading) instruction improves students' reading abilities beyond decoding instruction alone.
- Some research demonstrates a relationship between spelling ability and fluent word reading.
- Effective word-study instruction improves both writing and reading.



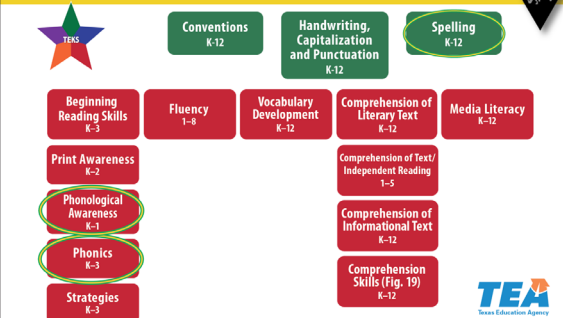

What We Know From Research: Conclusion

“Despite the widespread assumption that spelling is a mechanical skill that can be learned through incidental instruction or memorization, spelling may from the very beginning be the critical skill for developing word wizards and competent composers who can translate their ideas for others via well-crafted texts and read the text that others generate for its own sake or for use in creating their own texts.”

— Abbott, Berninger, & Fayol, 2010, p. 296



English Language Arts and Reading TEKS: Oral and Written Conventions and Reading Strands

Principles of Word Study and Recognition

- Phonemes can be represented by a single letter or combination of letters.
- Some letters can represent more than one sound.
- Different letters can represent the same sound.
- Where a phoneme or grapheme occurs in a word is often important.
- Different word-reading strategies can be used to read unknown words.
- Orthographic patterns and rules help students to determine pronunciation and spelling.
- Structural analysis based on meaningful word parts can help in reading and spelling words.



Foundational Knowledge: Phonology

- Knowledge of English phonology, or sound system, is crucial to any literacy teacher.
- Understanding the relationships between our sound and print systems lays the foundation for effective word reading and spelling.
- Many students with reading difficulties, including those with dyslexia, have phonological deficits.
- Gaps in phonological development lead to problems with decoding, orthographic mapping, fluency, and comprehension.
- These gaps also lead to problems with spelling and written composition.



Grapheme-Phoneme Knowledge




- Grapheme-phoneme knowledge involves learning the common sounds of letters and letter combinations.
- Common graphemes include the following:
 - Single letters (*t, b, l, f, s, e*)
 - Doublets (*mm, tt, ff, ll, ss, zz*)
 - Consonant digraphs and trigraphs (*th, sh, ch, tch, dge*)
 - Silent-letter combinations (*wr, kn*)
 - Vowel digraphs (*ee, ai, ou, oi, oo*)
- Consonant blends are also common, but each letter represents an individual sound.




Grapheme-Phoneme Knowledge in Second Grade

- Review the following skills from first grade:
 - Short-vowel sounds and spellings
 - Consonant digraphs and blends
 - Vowel-consonant-e and other basic long-vowel spellings (e.g., *ai, ee*)
- Provide more extensive instruction and practice with the following:
 - Basic sounds (e.g., short vowels) and orthographic patterns (e.g., blends) in multisyllabic words
 - Long-vowel spellings
 - Other vowel sounds (e.g., diphthongs, *r*-controlled) and vowel digraphs (e.g., *oo*)
 - Silent-letter combinations (*wr, kn*)
 - These complex orthographic patterns in multisyllabic words




Explicit, Systematic Grapheme-Phoneme Instruction

- Teach grapheme-phoneme correspondences in a logical sequence.
- Introduce only a few grapheme-phoneme correspondences at a time.
- Present each sound with its most common spelling(s) first.
- Move into less common and more complex graphemes as the year progresses.



Explicit, Systematic Grapheme-Phoneme Instruction (cont.)

- Introduce a new pattern in one-syllable words. Scaffold into multisyllabic words as students show mastery of the pattern.
- Review taught orthographic patterns frequently.
- Have students read and spell words both in and out of context.



Phoneme Position Influences Spelling

The spelling of a sound can depend on whether it is in the middle or end of a syllable.
(*jā* = *ai* in *main* vs. *ay* in *may*)

A sound after a short vowel is often spelled with more than one letter.
(*ss* in *dress*, *dge* in *edge*, *tch* in *watch*, *ck* in *duck*)

These phoneme-grapheme relationships are often influenced by word origin, meaning, or part of speech.



Grapheme Position Influences Pronunciation

Graphemes influence the pronunciation of adjacent graphemes.
(*c* before *a*, *o*, or *u* vs. *c* before *e*, *i*, or *y*)

Graphemes in multisyllabic words represent different sounds from those in single-syllable words.
(*y* in *daddy* vs. *y* in *fly*)

Graphemes represent voiced or unvoiced sounds depending on whether they are followed by an *e*.
(*teeth* vs. *teethe*)

These grapheme-phoneme relationships are often influenced by word origin, meaning, or part of speech.




Phoneme-Grapheme Mapping


Teachers can use this strategy to do the following:


- Teach phoneme-grapheme relationships explicitly and systematically
- Build connections between phonemic awareness and spelling
- Model and practice authentic spelling beyond memorization and copying
- Show how spelling relates to orthographic patterns and morphology (meaning)




Phoneme-Grapheme Mapping Video 


- Use Handout 3 to follow along with the video and map graphemes to phonemes in words.
- Note how the teacher uses phoneme-grapheme mapping to teach spelling explicitly.
- Note recommendations she makes for using this strategy.



**Phoneme-Grapheme Mapping:
Additional Resource** 


Handout 4 provides phonemic, orthographic, morphologic, and etymologic information for planning phoneme-grapheme mapping lessons.



**Phoneme-Grapheme Mapping:
Model (“I Do”)** 

cheating repay fixed

Focus on one specific phonemic or orthographic element.



Phoneme-Grapheme Mapping: Guided Practice (“We Do”)



- List five words with a phonemic or orthographic element you teach or choose five words from Handout 5.
- Practice phoneme-grapheme mapping with a partner.



Making and Sorting Words



Making Words

- Engages students in manipulating letters or letter combinations to build words
- Includes teacher modeling, scaffolding, and guided practice

Sorting Words

- Engages students in analyzing words for sounds, orthographic patterns, or morphemes
- Goes beyond memorizing rules to focus on pattern recognition



More About Word Sorts



Closed Sorts

Used to examine a specific sound or orthographic pattern

Open Sorts


Allow students to sort words into any categories they notice

Ask students to explain their thinking and discuss the patterns they notice.



Word-Sort Activities


- **Activity 1:**
Complete one of the word sorts on page 1 of Handout 8 with a partner.
- **Activity 2:**
On page 2, create a word sort for second-grade students and share your sort with a partner.



Word and Sentence Dictation


- Provide initial modeling for the following:
 - Sounding out words to match phonemes with graphemes
 - Counting and thinking about words in sentences, syllables in words, etc.
- Provide guided practice with immediate feedback.
- Make sure that students correct misspellings.

**Dictation IS teacher-supported, guided practice.
Dictation is NOT a spelling test!**



Word-Reading Strategies

- Identify and blend the sounds in words.
- Read irregular words.
- Build sight-word knowledge.
- Recognize and use common spelling patterns, including syllable patterns.
- Use structural analysis.
- Use knowledge of context and syntax to check pronunciation and confirm word meaning.

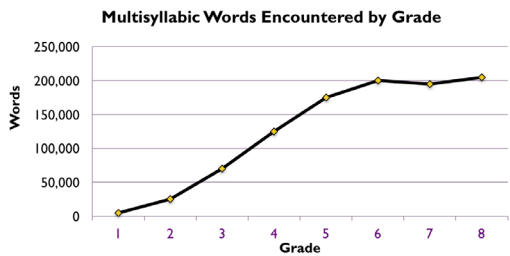


Decoding and Blending Sounds in Words

- Explicitly teach students how to decode and blend sounds to read words.
- Use words that consist of previously taught letters (graphemes) and sounds (phonemes).
- Model how to blend the individual sounds from left to right without stopping between them.
- Follow sounding out a word with a quick pronunciation of that word.
- Help students move from orally sounding out words to silently “sounding out” words as they read.



Why Teaching Decoding Is Important



(Kearns et al., 2016)



Irregular vs. High-Frequency Words

Irregular words

- Contain letters that do not represent their most commonly used sounds
- Can usually be partially decoded
- Tend to be high-frequency words that students encounter often in reading and writing


High-frequency words

- Appear often in texts
- Can be irregular, but most are not




Reader-Specific Word Set: Sight Words

- Words that are known as a whole and do not have to be sounded out to be recognized
- Words that readers recognize immediately
- Vary from one reader to the next (e.g., Are either of these sight words for you: *morphophonemic*, *sesquipedalian*?)
- What almost all words, regular or irregular, should become for all readers



Feature Analysis: Types of Words

| Decodable | Irregular | High-Frequency | Sight Word for You |
|-----------|-----------|----------------|--------------------|
| children | | | |
| answer | | | |
| osculate | | | |
| between | | | |




Scaffolds to Support Word Reading: Word Walls

Word walls

- Contain high-frequency words
- Usually organized by first sound or letter

Guidance

- Limit the number of words added to the wall.
- Display the wall in a highly visible, accessible place where students can see and use it.



Teaching With Word Walls



- Provide many opportunities for students to use the word wall.
- Several times a week, play word-wall games.
- Model how you use the wall during reading and writing lessons.
- Remind students to use the wall when writing to help them spell words correctly.
- Have students play word-wall games at one of your workstations.
- Place your writing workstation close to the wall for student use.
- Make your wall interactive.



Using Orthographic Patterns

- Understanding orthographic conventions (e.g., the jobs of the letter e)
- Knowing how to read and spell by analogy, which helps students use knowledge of known words to read and spell unknown words
- Applying knowledge of the six syllable types



Orthographic Conventions




- Rules govern what we can and cannot do when making words in English.
- Word sorts and word-building activities can help students analyze words for patterns based on these conventions.
- Teachers can help students examine these patterns through immediate, corrective feedback and explanations about why we read and spell English words the way we do.




Reading and Spelling By Analogy

- As students build their orthographic knowledge, they can use patterns within known words to read and spell unknown words with similar patterns.
- This strategy should be explicitly taught and modeled.
- Show students how to use the strategy by asking themselves the following:
 - What words do I know that look the same?
 - What words do I know that have the same spelling pattern?



Analogizing in *Harry Potter*


| Harry Potter Word | “Real” Word for Analogizing |
|-------------------|-----------------------------|
| apparate | |
| muggle | |
| quaffle | |
| pensieve | |
| furnunculus | |



Common Syllable Patterns


- The six syllable types help students read and spell unknown words, including multisyllabic words.
- Teach the syllable types explicitly and systematically using word sorts and word-building activities to teach students to look for patterns.

| | | | | | |
|--------|------|-------------------|-------------------------------|---------|--------------|
| Closed | Open | Vowel-Consonant-e | Vowel Digraphs and Diphthongs | Vowel-r | Final Stable |
|--------|------|-------------------|-------------------------------|---------|--------------|



Using Syllables in *Harry Potter*


| Harry Potter Word | Syllables |
|-------------------|-----------|
| Hagrid | |
| riddikulus | |
| dementor | |
| Pigwidgeon | |



Morphemic Analysis


Students analyze meaningful word parts to help read and spell unfamiliar words, including the following:

- Compound words
- Base words
- Inflectional suffixes
- Prefixes
- Derivational suffixes
- Roots




Using Morphemes in *Harry Potter*

| Harry Potter Word | Morphemes |
|-------------------|-----------|
| merpeople | |
| quietus | |
| animagi | |
| hippogriff | |
| seeker | |




Using Context and Syntax

- After sounding out an unfamiliar word, teach students to use context and syntax to check word pronunciation and confirm word meaning.
- After sounding out and reading an unfamiliar word, prompt students to ask the following:
 - “Does that sound right?”
 - “Does that make sense?”




Practicing Word-Reading Strategies

- Students need to practice word-reading strategies both in and out of context.
- Students also need to practice these strategies across grouping formats, including the following:
 - Whole group
 - Mixed-ability groups
 - Independent
 - Small groups
- During small-group instruction, model and scaffold word-reading strategies.



Explicit, Systematic Instruction in Word Study and Recognition

- **Explicitly teach and model** how to read and spell unfamiliar words.
- Build in **guided and independent practice** with both word-reading and spelling skills.
- **Provide additional practice** for students who need more support in developing these skills.
- Provide students with **immediate feedback** during practice.
- Use specific types of **scaffolding** during reading and writing activities.




Scaffolds for Word Study and Recognition

Sound-spelling chart

- The chart includes sounds and the most common spellings for each sound.
- Reference the chart during reading, spelling, and writing lessons.


Grapheme tiles

- These tiles include letters and letter combinations.
- Use the tiles during spelling and word reading so students can build and manipulate spellings in words.




Scaffolds for Word Study and Recognition (cont.)

- **Decodable texts** contain the following:
 - Words with previously taught grapheme-phoneme correspondences and orthographic patterns
 - Previously taught high-frequency words
- **Prompts** to support the reading of unfamiliar words should focus students on word-reading strategies, including the following:
 - Sounding out the word
 - Chunking words into syllables




Prompts to Support Word Reading

| | |
|---|--|
| <p>Examples</p> <ul style="list-style-type: none"> • “Think about the sounds of the letters as you look at each one.” • “Sound it out.” • “Keep making the sound as you put the sounds together.” • “Look for the chunks. Sound them out. Blend them.” • “Read the whole sentence with the word.” | <p>Nonexamples</p> <ul style="list-style-type: none"> • “Use the picture to help you figure it out.” • “Look at the first letter and think about a word that makes sense.” • “What word would make sense?” • “Skip it and see whether you can figure it out from the sentence.” |
|---|--|




**Consider Diversity:
English Language Learners**

- Contextualize word study and recognition instruction to promote understanding.
- Teach students how to transfer what they know in their native language to English.
- Teach unique English sounds and letter combinations.




**Word Study and Recognition
Assessments**

- Word-reading and decoding assessments include the following:
 - Oral reading accuracy
 - Oral reading fluency
 - Nonsense-word reading
 - Sight-word reading
- Spelling assessments include the following:
 - Spelling inventories
 - Dictation checks
 - Student writing samples



Taking a Closer Look


- Number off one to five at your tables.
- Examine your number’s corresponding instructional day on Handout 32.
- Work with your tablemates to complete Handout 33.



Remember

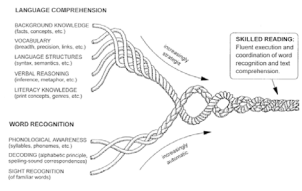
The goal of systematic instruction in word study and recognition is to “enable learners to acquire sufficient knowledge and use of the alphabetic code so that they can make normal progress in learning to read and comprehend written language.”

— National Reading Panel, 2000, p. 299




The Reading Rope

How do these instructional practices benefit English language learners, struggling students, and gifted students?



Scarborough, 2001



My Synthesis and Summary

Three to four **example activities and lessons** you want to use

Three to four **workstation ideas**

Word Study and Recognition

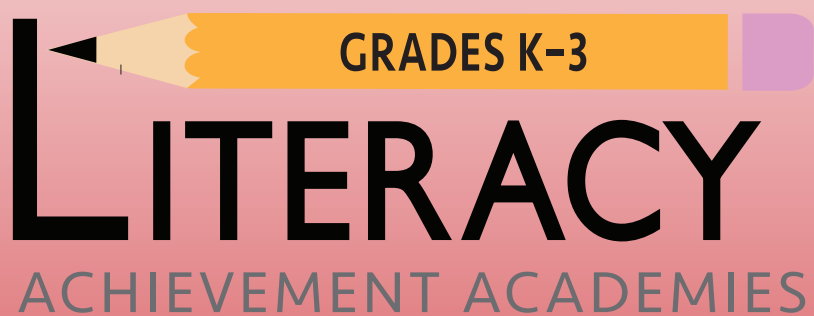
Two to three ideas you want to use with **struggling learners**

At least one scaffold you will provide to **English language learners** who need it



Word Study and Recognition

Handouts



GRADE 2

Survey of Knowledge: Word Study and Recognition

Match the key concept to its definition by writing the letter in the correct blank.

| | |
|-----------------------------|---|
| 1. ____ decoding | A. Study of affixes, base words, and roots |
| 2. ____ decodable text | B. Smallest unit of speech sound |
| 3. ____ phoneme | C. Process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and word structure |
| 4. ____ phonology | D. Smallest meaningful unit of a language |
| 5. ____ structural analysis | E. Writing system for representing language |
| 6. ____ morpheme | F. Letter or letter combination that spells a phoneme |
| 7. ____ orthography | G. A word part or chunk organized around a vowel sound |
| 8. ____ affix | H. Process of producing written symbols for spoken language; also, spelling by sounding out |
| 9. ____ grapheme | I. A language's sound system and the rules that govern it |
| 10. ____ sight word | J. Controlled text in which most of the words are in an accumulating sequence of letter-sound correspondences that students have learned and are learning |
| 11. ____ encoding | K. Morpheme that comes before or after a root or base word to modify its meaning (e.g., prefix, suffix) |
| 12. ____ syllable | L. Word that is recognized automatically when seen |

Grapheme-Phoneme Knowledge

A letter combination is a group of consecutive letters that represent sounds in words. The most common combinations are usually taught first.

For example, the letter combination *ph* appears in a large number of words, but many of these words do not frequently appear in primary texts. On the other hand, *th* appears in many words found in primary texts. Thus, we teach the sound of *th* before we teach the sound of *ph*.

A consonant doublet represents one sound.

These doublets almost always follow short vowels. Examples include the *ss* in *less*, *tt* in *hitting*, and *ll* in *doll*.

One set of doublets follows what is called the FLOSS rule. This rule states that at the end of a syllable with a short vowel followed by the /f/, /l/, /s/, or /z/ sound, the *f*, *l*, *s*, or *z* is doubled. Examples include the *ff* in *stuff*, *ll* in *still*, *ss* in *moss*, and *zz* in *buzz*.

A consonant digraph represents a unique sound unlike the sounds of its individual letters.

An example of a consonant digraph is the *sh* in the word *shop*.

When you sound out consonant blends and digraphs, just as with single consonants, do not add an extra schwa sound, such as saying /shuh/ instead of /sh/.

Examples of consonant digraphs in Spanish are the *ch* in *chica*, *ll* in *llegar*, and *rr* in *carro*.

A vowel digraph, or vowel team, is a set of adjacent vowels in the same syllable that represent a single speech sound, including diphthongs (/oi/, /ow/).

Examples of vowel digraphs are the *ea* in *meat*, *oy* in *boy*, and *ow* in *how*.

As with consonants, the sound made by a vowel digraph may vary. For example, the vowel digraph *ou* makes different sounds in *soup*, *could*, and *shout*.

Examples of vowel digraphs in Spanish are the *ue* in *juego* and *uo* in *cuota*.

A consonant blend (also called a consonant cluster) represents the combined sounds of two or three consonants.

For example, the *bl* in *blue*, *spl* in *splat*, *ft* in *left*, and *nt* in *ant* are consonant blends.

Each letter retains its common sound.

Students learn how to blend the sounds, rather than learning one new sound. Begin with initial blends before moving to final blends and medial blends.

For many students, blending two consonants is easy, but some students require intensive instruction and more opportunities to blend consonants.

In Spanish, consonant blends are called grupos consonánticos. The *fl* in *flecha*, *bl* in *blusa*, *tr* in *trompeta*, and *gr* in *grillo* are grupos consonánticos.

Examples of Letter Combinations

| Consonant Doublets | Consonant Digraphs | Vowel Digraphs | Consonant Blends |
|--------------------|--------------------|----------------|------------------|
| cliff | ship | sail | stop |
| will | cash | play | scare |
| fuss | chair | vein | smile |
| fizz | much | eat | swing |
| rubbing | thimble | feet | sled |
| nodded | both | ceiling | blue |
| beggar | mother | chief | clam |
| mummy | phone | monkey | flower |
| tunnel | graph | tie | glue |
| apple | laugh | road | play |
| error | whistle | toe | broom |
| little | chef | blow | cry |
| | | too | drum |
| | | soup | free |
| | | feud | tree |
| | | few | gray |
| | | book | desk |
| | | saw | wasp |
| | | August | act |
| | | head | gold |
| | | cow | wolf |
| | | out | milk |
| | | boil | jump |
| | | toy | string |
| | | | scream |

Ejemplos de combinaciones de letras en español

| Diagrafías (<i>ch, ll, rr</i>) | Diptongos y triptongos | Grupos consonánticos |
|-------------------------------------|---------------------------|---|
| ch ango | baile | bl —blusa, blanco, bloque |
| ch ic a | pausa, causa | fl —flor, flaco, flema |
| ch orro | peine | cl —clave, clavo |
| pon ch o | deuda | gl —globo, gladiador |
| callado | soy | pl —playa, pluma, plomo |
| llegar | diario | cr —crema, cromo, crisis, crudo |
| lluvia | guapo | br —broma, brusco, brisa, cabra |
| carro | fiesta | tr —tren, trineo, trompo, traje |
| correr | fue | gr —gris, gracias, grueso, grosero |
| ferrocarril | diosa | fr —fresa, frito, frambuesa |
| | cuota | pr —premio, primo, promesa |
| | ciudad | dr —dragón, drenaje, cuadro |
| | cuidado | tl —Tlatelolco, Mazatlán |
| | caer | |
| | leer, creer | |
| | Uruguay, Paraguay | |

Adapted from Azurdía, 1998; Carreker, 2005a; Chall & Popp, 1996; Chard & Osborn, 1999; Gunning, 2002.

Spelling Grid

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Adapted from Grace, 2007.

Notes and Recommendations From Video

Spelling Grid

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Adapted from Grace, 2007.

Word Study and Recognition Information

General Information Based on Word Origin

The following table lists the spellings by frequency of use.

| General Information Based on Word Origin | | | |
|--|--|--|---|
| Sound | Spelling(s) | Examples | Information and Rules |
| Long- and short-vowel sounds | Short, one-syllable words | <i>sky, sun, hen, do, his, are</i> | Anglo-Saxon in origin Simple, common words originate from Old English, which was viewed as the language of the common person, and Middle English, which was a mixture of Old English and French; pronunciations changed over time, but spellings often did not. |
| Long- and short-vowel sounds | Vowel teams, including vowel digraphs | <i>read, night, key, hawk, toe, bread</i> | Anglo-Saxon in origin Pronunciations changed over time, but spellings often did not. |
| One sound | Digraphs (<i>ch, sh, th, wh, ck, ng, gh</i>) | <i>such, with, shall, when, back, sing</i> | Most Anglo-Saxon in origin The digraph <i>ph</i> (to spell the /f/ sound) and <i>ch</i> (to spell the /k/ sound) are Greek in origin. |
| /oi/, /ou/ | <i>oi, oy, ow, ou</i> | <i>toy, soil, cow, loud</i> | Diphthongs are Anglo-Saxon in origin. |
| | Silent letters | <i>kn<u>igh</u>t, min<u>e</u>, gn<u>a</u>t, gu<u>ess</u></i> | Anglo-Saxon in origin Many of these letters used to be pronounced. They often do specific jobs. For example, the <i>e</i> in <i>mine</i> marks the <i>i</i> to be long, and the <i>u</i> in <i>guess</i> allows <i>g</i> to be pronounced /g/ when it precedes a vowel (<i>e, i, or y</i>) that would otherwise make it a /j/. |
| | Irregular spellings | <i>was, of, love, one</i> | Anglo-Saxon in origin |

| General Information Based on Word Origin | | | |
|--|--|--|--|
| Sound | Spelling(s) | Examples | Information and Rules |
| /er/, /ar/, /or/ | Vowel-r (er, ur, ir, ar, or, ear, oar, our) | <i>card, herd, lord, fur, heard, pour</i> | Anglo-Saxon in origin |
| | Six syllable types | Open, closed, VCe, Vr, VV, Cle | Anglo-Saxon in origin |
| | Compound words | <i>doghouse, mailman</i> | Anglo-Saxon in origin |
| /ū/ | ou | <i>soup, coupon</i> | Norman French in origin Many of our words for food, fashion, relationships, and social ideas derive from Norman French. |
| /s/, /j/ | ce, ci, cy, ge, gi, gy | <i>peace, huge, science</i> | Norman French in origin |
| | Special endings (-ette, -elle, -ique, -ine, -ice) | <i>boutique, baguette, novice, cuisine</i> | Norman French in origin |
| | Multisyllabic words with roots, prefixes, suffixes | <i>instruction, refer, paternal, reject, designate, aquarium</i> | Latin in origin These are the most predictable spellings and pronunciations; they include many words found in the social sciences, physical sciences, and literature. |
| /f/ | ph | <i>agoraphobia</i> | Greek in origin |
| /k/ | ch | <i>chlorophyll</i> | Greek in origin |
| /i/ | y | <i>gymnasium</i> | Greek in origin |
| | Words using combining forms | <i>hypnosis, biology, geography, decathlon</i> | Greek in origin These word parts are all considered roots, or combining forms; these terms are used in philosophy, mathematics, science, and medicine. |

Phoneme-Grapheme Connections: Vowel Sounds

The following table lists the vowel sound spellings by frequency of use.

| Phoneme-Grapheme Connections: Vowel Sounds | | | |
|--|---|--|--|
| Sound | Spelling(s) | Examples | Information and Rules |
| /ă/ | <i>a</i> | <i>h<u>at</u></i> | Most often spelled just with <i>a</i> in closed syllable |
| /ā/ | <i>a, a_e, ai, ay, eigh, ei, ey, ea</i> | <i>b<u>ab</u>y, m<u>ad</u>e, m<u>ai</u>d, m<u>ay</u>, w<u>ei</u>gh, v<u>ei</u>n, p<u>re</u>y, st<u>ea</u>k</i> | Most often spelled with <i>a</i> at the end of an open syllable (as in <i>baby</i>) Spelled in the middle of a syllable with <i>a_e</i> or <i>ai</i> Spelled at the end of a syllable with <i>a</i> or <i>ay</i> Spellings <i>eigh</i> , <i>ey</i> , and <i>ea</i> less common |
| /ĕ/ | <i>e, ea</i> | <i>b<u>ed</u>, br<u>ea</u>th</i> | Most often spelled just with <i>e</i> in closed syllable Can be spelled with <i>ea</i> —for example, in the <i>ead</i> family (e.g., <i>bread</i> , <i>head</i> , <i>lead</i>) |
| /ē/ | <i>y, e, ee, ea, ei, ie, ey, e_e</i> | <i>pr<u>et</u>ty, f<u>ev</u>er, m<u>ee</u>t, b<u>ea</u>d, r<u>ee</u>ceive, p<u>ie</u>ce, k<u>ey</u>, m<u>et</u>e</i> | Most often spelled with <i>y</i> at the end of a multisyllabic word (like in <i>funny</i>) Also, often spelled with just <i>e</i> at the end of an open syllable (like in <i>me</i> or <i>he</i>) Spelled in the middle of a syllable with <i>ee</i> or <i>ea</i> Spellings <i>ei</i> , <i>ie</i> , <i>ey</i> , and <i>e_e</i> less common |
| /ĭ/ | <i>i, i_e, y</i> | <i>s<u>it</u>, g<u>iv</u>e, g<u>ym</u></i> | Most often spelled just with <i>i</i> in closed syllable Much less often spelled <i>i_e</i> , as in <i>live</i> and <i>give</i> In words of Greek origin, can be spelled <i>y</i> |
| /ī/ | <i>i_e, i, y, igh, ie, y_e</i> | <i>m<u>in</u>e, h<u>i</u>, f<u>ly</u>, h<u>igh</u>, t<u>ie</u>, b<u>yt</u>e</i> | Most often spelled with <i>i_e</i> in a VCe syllable or just <i>i</i> at the end of an open syllable Less often spelled <i>y</i> at the end of a single-syllable word Spelled in the middle of a syllable either <i>i_e</i> or <i>igh</i> Spellings <i>ie</i> and <i>y_e</i> less common Also found in a few irregular word families, such as the <i>ind</i> family (e.g., <i>find</i> , <i>bind</i>) and <i>ild</i> family (e.g., <i>wild</i> , <i>child</i>) |

| Phoneme-Grapheme Connections: Vowel Sounds | | | |
|--|--------------------------------------|--|---|
| Sound | Spelling(s) | Examples | Information and Rules |
| /ɔ/ | <i>o, a, ough</i> | <i>fox, swap, thought</i> | <p>Most often spelled just with <i>o</i> in closed syllable</p> <p>Much less often spelled <i>a</i>, as in <i>swamp</i> or <i>want</i> (often this spelling occurs after <i>w</i> because the /w/ sound affects the sound of <i>a</i>)</p> <p>Very rarely spelled <i>ough</i> (as in <i>bought</i>)</p> |
| /ō/ | <i>o, o_e, oa, ow, oe, ough</i> | <i>potato, hope, soap, bow, boe, though</i> | <p>Most often spelled with <i>o</i> at the end of an open syllable (like in <i>go</i>)</p> <p>Spelled in the middle of a syllable with <i>o_e</i> or <i>oa</i></p> <p>Spelled at the end of a syllable with <i>ow</i> (or much less often <i>oe</i>, as in <i>toe</i>)</p> <p>Long <i>o</i> also found in a few irregular word families such as the <i>old</i> family (e.g., <i>cold, bold</i>), <i>ost</i> family (e.g., <i>most, host</i>), and <i>ough</i> family (e.g., <i>though, dough</i>)</p> |
| /ʊ/ | <i>u, o</i> | <i>hut, cover</i> | <p>Most often spelled just with <i>u</i> in closed syllable</p> <p>The accented short-<i>u</i> sound; the schwa (/ə/) is the same sound, but it is found in unaccented syllables</p> |
| /ū/ | <i>oo, u, o, u_e, ou, ew, ue, ui</i> | <i>too, truth, who, tube, soup, chew, glue, suit</i> | <p>Very tricky to spell</p> <p>Most often spelled <i>oo</i></p> <p>Spelled just with <i>u</i> at the end of an open syllable</p> <p>Spelled in the middle of a syllable <i>u_e</i> or <i>oo</i></p> <p>Spelled at the end of a syllable <i>ew</i> or <i>ue</i></p> <p>Spelled in a word of French origin <i>ou</i> or <i>ui</i></p> |
| /aw/ | <i>o, al, au, aw</i> | <i>lost, call, pause, flaw</i> | <p>Most often spelled <i>o</i> in a closed syllable</p> <p>Also often spelled <i>al</i> or <i>au</i> in the middle of a syllable (as in <i>walk</i> and <i>haunt</i>), unless the syllable ends with <i>n</i> or <i>l</i> (as in <i>pawn</i> or <i>bawl</i>)</p> <p>Spelled <i>aw</i> at the end of a syllable</p> |
| /oo/ | <i>u, oo, o</i> | <i>put, took, woman</i> | <p>Most often spelled <i>u</i> in a closed syllable</p> <p>Also often spelled <i>oo</i> (e.g., the <i>ook</i> family—<i>book, look</i>, etc.)</p> <p>Much less often spelled <i>o</i></p> |

| Phoneme-Grapheme Connections: Vowel Sounds | | | |
|--|----------------------------|--|--|
| Sound | Spelling(s) | Examples | Information and Rules |
| /yū/ | u, u_e, ew | <u>u</u> nite, <u>u</u> se, <u>fe</u> w | <p>Actually two sounds but often taught as one sound</p> <p>Different from just long-u sound by itself (contrast <i>chew</i> with <i>few</i> to hear the difference)</p> <p>Most often spelled with <i>u</i> at the end of an open syllable, as in <i>unicorn</i></p> <p>Also often spelled with <i>u_e</i> in the middle of a syllable</p> <p>Much less often spelled <i>ew</i> at the end of a syllable</p> |
| /oi/ | oi, oy | <u>oi</u> l, <u>bo</u> y | <p>Most often spelled <i>oi</i> in the middle of a syllable</p> <p>Also spelled <i>oy</i> at the end of a syllable</p> |
| /ou/ | ou, ow | <u>lo</u> ud, <u>co</u> w | <p>Most often spelled <i>ou</i> in the middle of a syllable (but if it precedes <i>l</i> or <i>n</i>, can be spelled <i>ow</i>, as in <i>fowl</i> or <i>town</i>)</p> <p>Also spelled <i>ow</i> at the end of a syllable</p> |
| /er/ | er, or, ar, ir, ur, ear | <u>je</u> rk, <u>odo</u> r, <u>ce</u> llar, <u>bi</u> rd, <u>bu</u> rp, <u>he</u> ard | <p>Most often spelled <i>er</i></p> <p>Less often spelled <i>or</i> or <i>ar</i></p> <p>Much less often spelled <i>ir, ur, or ear</i></p> |
| /ar/ | ar, are | <u>ca</u> rt, <u>are</u> | <p>Most often spelled <i>ar</i></p> <p>Much less often spelled <i>are</i></p> |
| /or/ | or, ore | <u>spo</u> rt, <u>co</u> re | <p>Most often spelled <i>or</i></p> <p>Much less often spelled <i>ore</i></p> |
| /ə/ | o, u, a, i, e, ou | <u>pe</u> rson, <u>ci</u> rc <u>u</u> s, <u>ab</u> out, <u>pa</u> nic, <u>el</u> ect, <u>fa</u> m <u>o</u> us | <p>Very difficult to spell—helps to know derivations to figure out spelling in multisyllabic words</p> <p>For example, in <i>definition</i>, the first <i>i</i> makes the /ə/ sound, so it's difficult to figure out. If you know that <i>definition</i> derives from the word <i>define</i>, in which the <i>i</i> makes the long-<i>i</i> sound, you can figure out that you should spell the /ə/ with an <i>i</i>.</p> <p>Spellings of /ə/ used fairly evenly across words—about 10 percent to 25 percent for each spelling</p> |

Phoneme-Grapheme Connections: Consonant Sounds

The following table lists the consonant sound spellings by frequency of use.

| Phoneme-Grapheme Connections: Consonant Sounds | | | |
|--|--------------------------|---|--|
| Sound | Spelling(s) | Examples | Information and Rules |
| /b/ | <i>b, bb</i> | <i><u>b</u>ig, nib<u>bb</u>le</i> | <p>Almost always spelled just with <i>b</i></p> <p>Can be spelled with a double <i>b</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>bubble</i> and <i>flabby</i></p> |
| /k/ | <i>c, k, ck, ch, que</i> | <i><u>c</u>ar, <u>k</u>it, <u>sick</u>, <u>ch</u>emist</i> | <p>Spelled <i>c</i> before <i>a, o, or u</i></p> <p>Spelled <i>k</i> before <i>e, i, or y</i></p> <p>Spelled <i>k</i> at the end of a syllable after a long vowel or vowel team (as in <i>seek, book, or make</i>)</p> <p>Spelled <i>k</i> at the end of a syllable after a consonant (as in <i>sink</i> or <i>walk</i>)</p> <p>Spelled <i>ck</i> at the end of a syllable after a short vowel (as in <i>lock</i> or <i>peck</i>)</p> <p>Spelled <i>ch</i> in words of Greek origin (as in <i>chlorophyll</i>)</p> <p>Spelled <i>que</i> in words of French origin (as in <i>boutique</i>)</p> <p>Sounds /k/ + /w/ and /k/ + /s/ have other spellings (<i>qu</i> and <i>x</i>)</p> |
| /d/ | <i>d, dd, -ed</i> | <i><u>d</u>og, <u>cu</u>dd<u>le</u>, <u>roa</u>re<u>d</u></i> | <p>Almost always spelled just with <i>d</i></p> <p>Can be spelled with a double <i>d</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>fiddle</i></p> <p>Also spelled with inflectional ending <i>-ed</i> when the base word ends with a voiced sound, as in <i>flowed</i></p> |

| Phoneme-Grapheme Connections: Consonant Sounds | | | |
|--|---------------------------|--|---|
| Sound | Spelling(s) | Examples | Information and Rules |
| /f/ | f, ph, ff | <i>fat, <u>ph</u>one, muffle, <u>stuf</u>ff</i> | <p>Most often spelled with just <i>f</i></p> <p>Spelled <i>ph</i> in words of Greek origin (as in <i>philosophy</i>)</p> <p>Can be spelled with a double <i>f</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>baffle</i></p> <p>Also spelled <i>ff</i> in a syllable ending with the /f/ sound—follows the FLOSS rule (as in the word <i>off</i>)</p> |
| /g/ | g, gg | <i>got, <u>bug</u>gy</i> | <p>Most often spelled with just <i>g</i></p> <p>Can be spelled with a double <i>g</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>goggles</i></p> <p>See /g/ + /z/ for other spelling (<i>x</i>)</p> |
| /h/ | h, wh | <i>hot, <u>wh</u>o</i> | <p>Most often spelled with just <i>h</i></p> <p>Rarely spelled with other spellings, such as <i>wh</i> (as in <i>whose</i>)</p> |
| /j/ | ge, j, dge, d, g(i), g(y) | <i>cage, <u>jet</u>, edge, sold<u>ier</u>, <u>g</u>ist, <u>g</u>ym</i> | <p>Most often spelled <i>ge</i>, especially with a syllable that has a long vowel and ends in /j/ (as in <i>huge</i> and <i>page</i>)</p> <p>Also often spelled <i>j</i> at the beginning of a word</p> <p>Spelled <i>dge</i> at the end of a syllable with a short-vowel sound (as in <i>judge</i> and <i>ridge</i>)</p> <p>Much less often spelled <i>d</i> (usually when it precedes the /y/ sound), <i>gi</i>, or <i>gy</i></p> <p>No English words end with <i>j</i></p> |
| /l/ | l, ll | <i><u>l</u>id, <u>fall</u></i> | <p>Most often spelled with just <i>l</i></p> <p>Also spelled with <i>ll</i> in a syllable ending with the /l/ sound—follows the FLOSS rule (as in <i>will</i>)</p> |

| Phoneme-Grapheme Connections: Consonant Sounds | | | |
|--|------------------------------------|--|---|
| Sound | Spelling(s) | Examples | Information and Rules |
| /m/ | <i>m, mm, mb</i> | <i>hum</i> , <i>cl<u>mm</u>y</i> , <i>cl<u>mb</u></i> | Most often spelled with just <i>m</i> Can be spelled with a double <i>m</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>humming</i> Rarely with another spelling, such as <i>mb</i> (as in <i>plumber</i>) |
| /n/ | <i>n, kn, nn</i> | <i><u>n</u>o</i> , <i><u>kn</u>ee</i> , <i>fun<u>ny</u></i> | Most often spelled with just <i>n</i> In a few Anglo-Saxon words, spelled with <i>kn</i> Can be spelled with a double <i>n</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>tunnel</i> |
| /p/ | <i>p, pp</i> | <i>pot</i> , <i>top<u>pp</u>e</i> | Almost always spelled just with <i>p</i> Can be spelled with a double <i>p</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>sappy</i> |
| /k/ +/w/ | <i>qu</i> | <i><u>qu</u>ick</i> | <i>qu</i> represents two sounds, /k/ and /w/ When heard together in a word, most often spelled with <i>qu</i> |
| /r/ | <i>r, wr</i> | <i><u>r</u>un</i> , <i><u>wr</u>ite</i> | Almost always spelled just with <i>r</i> In a few Anglo-Saxon words, spelled with <i>wr</i> |
| /s/ | <i>s, c(e), c(i), c(y), ss</i> | <i><u>s</u>eal</i> , <i>ri<u>c</u>e</i> , <i><u>c</u>ite</i> , <i><u>c</u>yst</i> , <i>me<u>ss</u></i> | Usually spelled just with <i>s</i> Can be spelled with a <i>c</i> before <i>e</i> , <i>i</i> , or <i>y</i> Also spelled with <i>ss</i> in a syllable ending with the /s/ sound—follows the FLOSS rule (as in <i>pass</i>) |
| /t/ | <i>t, tt, -ed</i> | <i><u>t</u>op</i> , <i>li<u>tt</u>le</i> , <i>gas<u>ped</u></i> | Almost always spelled just with <i>t</i> Can be spelled with a double <i>t</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>potty</i> Also spelled with inflectional ending <i>-ed</i> when the base word ends with an unvoiced sound, as in <i>walked</i> |

| Phoneme-Grapheme Connections: Consonant Sounds | | | |
|--|-----------------|--|--|
| Sound | Spelling(s) | Examples | Information and Rules |
| /v/ | v, ve | <u>v</u> ery, ha <u>v</u> e | Almost always spelled just with v At the end of a word ending with the /v/ sound, has a silent e (as in <i>love</i> , <i>leave</i> , etc.) No English words end with v |
| /w/ | w, u | <u>w</u> ork, pen <u>u</u> in, persu <u>a</u> de | Almost always spelled just with w Spelled with u in <i>qu</i> (see /k/ + /w/ above) and after g (as in <i>language</i>), and s (as in <i>suede</i>) |
| /k/ + /s/ /g/ + /z/ | x | ex <u>er</u> cise, ex <u>ac</u> t | x the only consonant that can represent two sounds in a word After an accented syllable, represents the sounds /k/ + /s/ (<i>box</i>) Before an accented syllable, represents the sounds /g/ + /z/ (<i>exist</i>) |
| /y/ | i, y | on <u>i</u> on, <u>y</u> es | /y/ sound almost evenly represented by i (55 percent) and y (44 percent) |
| /z/ | s, z, es, x, zz | was <u>s</u> , <u>z</u> ero, fl <u>i</u> es, xylo <u>ph</u> one, bu <u>zz</u> | Most often spelled with s (especially in Anglo-Saxon words, such as <i>his</i> , <i>is</i> , <i>has</i>) Spelled with inflectional ending -s when the base word ends with a voiced sound, as in <i>flows</i> Spelled with inflectional ending -es (as in <i>foxes</i>) Spelled x in words of Greek origin (as in <i>xenophobia</i>) Also spelled with zz in a syllable ending with the /z/ sound—follows the FLOSS rule (as in the word <i>jazz</i>) |
| /th/ | th | <u>th</u> ank | Unvoiced /th/ always spelled <i>th</i> |
| / <u>th</u> / | th | <u>th</u> is | Voiced / <u>th</u> / always spelled <i>th</i> |

| Phoneme-Grapheme Connections: Consonant Sounds | | | |
|--|--------------------|---|--|
| Sound | Spelling(s) | Examples | Information and Rules |
| /sh/ | ti, sh, ci, ss, ch | ac <u>tion</u> , sh <u>ed</u> , sp <u>eci</u> al, pass <u>ion</u> , ass <u>ure</u> , <u>ch</u> ef | More than half of /sh/ sounds spelled <i>ti</i> , as in the syllable <i>tion</i> 26 percent spelled <i>sh</i> The rest divided across several other spellings— <i>ci</i> , <i>ss</i> , <i>si</i> , <i>sc</i> , <i>s</i> , <i>ch</i> Spelled <i>ch</i> in words of French origin (as in <i>chagrin</i>) |
| /zh/ | si, s, ge, z | vis <u>ion</u> , meas <u>ure</u> , garag <u>e</u> , seiz <u>ure</u> | Half of /zh/ sounds spelled <i>si</i> , as in suffix <i>-sion</i> Another third spelled <i>s</i> , as in suffix <i>-sure</i> Spelled <i>ge</i> in words of French origin (as in <i>rouge</i>) Less often spelled <i>z</i> , as in suffix <i>-zure</i> |
| /ch/ | ch, t, tch | <u>ch</u> air, advent <u>ure</u> , wat <u>ch</u> | More than half of /ch/ sounds spelled <i>ch</i> , including at the end of a syllable following vowel team or consonant (as in <i>each</i> or <i>bench</i> ; exceptions include <i>such</i> and <i>which</i>) Another third spelled <i>t</i> , as in suffix <i>-ture</i> Spelled <i>tch</i> at the end of syllable following short vowel (as in <i>witch</i>) |
| /wh/ | wh | <u>wh</u> ite | Unvoiced /wh/ always spelled <i>wh</i> Sound almost lost in American English due to most dialects pronouncing this spelling as /w/ |
| /ng/ | ng, n | s <u>ing</u> , mon <u>key</u> , Engl <u>ish</u> | Spelled <i>ng</i> at the end of syllable Spelled <i>n</i> when before /k/ or /g/ (as in <i>sink</i> or <i>language</i>) |

Letter Patterns and Morphemes

The following table lists complex orthographic patterns and morphemes (meaning units).

| Letter Patterns and Morphemes | |
|--|---|
| Rule or Topic | Explanation and Examples |
| No words end with <i>j</i> or <i>v</i> . | If a word ends in /j/, spell it with <i>ge</i> (following long vowel) or <i>dge</i> (following short vowel). If a word ends in /v/, put a silent <i>e</i> after the <i>v</i> (as in <i>dove</i> and <i>live</i>). |
| Add extra letters (consonants) after short vowels. | This is why we use spellings such as <i>ck</i> , <i>dge</i> , <i>tch</i> , and <i>x</i> (which stands for two consonant sounds) after short vowels. It's also why we double consonants when adding endings (as in <i>mopping</i> and <i>rubbed</i>). |
| The letter <i>e</i> has a lot of jobs. | Used to make short- <i>e</i> sound in closed syllables Used to make long- <i>e</i> sound in open syllables Used to make long- <i>e</i> sound in vowel teams such as <i>ee</i> and <i>ea</i> Used to mark long vowels in VC <i>e</i> words (as in <i>lake</i> and <i>note</i>) Used to mark the soft- <i>c</i> and soft- <i>g</i> sounds (as in <i>cease</i> and <i>page</i>) Keeps words from ending in <i>v</i> (as in <i>have</i> and <i>believe</i>) Keeps words from looking plural (as in <i>horse</i> , <i>house</i> , and <i>please</i>) Used to mark the voiced / <u>th</u> / in verbs (as in <i>breathe</i> and <i>teethe</i>) |
| Soft <i>c</i> and soft <i>g</i> follow specific rules. | French in origin <i>c</i> makes /s/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i> <i>g</i> makes /j/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i> |
| The letter <i>u</i> acts as interloper. | We put a silent <i>u</i> after <i>g</i> to keep it from changing to the soft sound /j/ (as in <i>guest</i> and <i>guide</i>). |
| Some word families don't follow the rule of closed syllables and short vowels. | Examples: <ul style="list-style-type: none"> • <i>find, bind, kind, rind, hind, mind</i> • <i>most, ghost, post, provost</i> • <i>wild, mild, child</i> • <i>old, cold, sold, told, mold</i> |

| Letter Patterns and Morphemes | |
|--|---|
| Rule or Topic | Explanation and Examples |
| Six syllable types | <p>Closed syllable: Vowel closed off by consonant to make it short (<i>music</i>)</p> <p>VCe: Silent-<i>e</i> makes vowel say long sound (<i>like</i>)</p> <p>Open syllable: Vowel not closed off by a consonant, so it is long (<i>music</i>)</p> <p>Vowel team: Includes those that spell long-vowel sounds (<i>meet</i>), short-vowel sounds (<i>bread</i>), and diphthongs (<i>cow</i>)</p> <p>Vowel-<i>r</i>: Includes those with one vowel (<i>car</i>) or two vowels (<i>heart</i>)</p> <p>Stable final syllable: <i>Cle</i>—final syllable with a consonant followed by <i>le</i>, such as in <i>little</i> (other examples include <i>tion</i> and <i>ture</i>, as in <i>station</i> and <i>adventure</i>)</p> |
| Syllable division, VC-CV: Two consonants between two vowels | When syllables have two adjacent consonants between them, divide between the consonants. The first syllable is closed (with short-vowel sound), as in <i>mid-dle</i> and <i>tem-per</i> . |
| Syllable division, V-CV and VC-V: One consonant between two vowels | <p>First try dividing before the consonant, which makes the first syllable open (with a long-vowel sound). This method works 66 percent to 75 percent of the time (e.g., <i>e-ven</i>).</p> <p>If you don't recognize the word, divide after the consonant, which makes the first syllable closed (with a short-vowel sound). This method works 25 percent to 33 percent of the time (e.g., <i>ev-er</i>).</p> |
| Syllable division: Consonant blends and digraphs | Consonant blends and digraphs stick together. Do not separate them, as in <i>crust-y</i> and <i>moth-er</i> . |
| Accenting | <p>Accent first word of an Anglo-Saxon compounds (<i><u>cat</u>fish</i>).</p> <p>Accent root word in a Latin-based words (<i>in<u>struc</u>tion</i>).</p> <p>Accent syllable before <i>tion</i> (<i>pro<u>duc</u>tion</i>).</p> <p>Accent first syllable to make a noun and accent second syllable to make a verb (<i><u>pre</u>sent vs. <u>pre</u>sent</i>).</p> |

| Letter Patterns and Morphemes | |
|--|--|
| Rule or Topic | Explanation and Examples |
| Adding endings: Consonant doubling | <p>When a one-syllable word with one vowel ends with one consonant, double the final consonant before adding a suffix that begins with a vowel (<i>fit, fittest</i>).</p> <p>Do not double if the suffix begins with a consonant (<i>ship, shipment</i>).</p> <p>In multisyllabic words, double the final consonant if the last syllable is accented (<i>repelled</i>). If it is not accented, do not double the consonant (<i>canceling</i>).</p> |
| Adding endings: Drop silent <i>e</i> | <p>When a base word ends in silent <i>e</i>, drop the <i>e</i> when adding a suffix that begins with a vowel (<i>like, liking</i>).</p> <p>Keep the <i>e</i> before a suffix that begins with a consonant (<i>shame, shameless</i>).</p> |
| Adding endings: Change <i>y</i> to <i>i</i> | <p>When a base word ends in <i>y</i> preceded by a consonant, change the <i>y</i> to <i>i</i> before a suffix (except <i>-ing</i>; <i>ruby, rubies</i>).</p> <p>If a base word ends in <i>y</i> preceded by a vowel (e.g., <i>ay</i>), just add the suffix (<i>pray, praying</i>).</p> <p>Note that <i>y</i> changes to <i>i</i> even if the suffix begins with a consonant (<i>busy, business</i>).</p> |
| Inflectional endings | Anglo-Saxon in origin and do not change a word's part of speech (e.g., <i>-s, -es, -ed, -ing, -er, -est</i>) |
| Three sounds of <i>-ed</i> | <p>Makes the /əd/ sound when base word ends in <i>d</i> or <i>t</i> (<i>beaded</i> or <i>panted</i>)</p> <p>Makes the /d/ sound when base word ends in voiced sound (<i>canned</i>)</p> <p>Makes the /t/ sound when base word ends in unvoiced sound (<i>fixed</i>)</p> |
| Three sounds of plural (<i>-s</i> or <i>-es</i>) | <p>Makes the /z/ sound when base word ends in voiced sound (<i>moves</i>)</p> <p>Makes the /s/ sound when base word ends in unvoiced sound (<i>sticks</i>)</p> <p>Add <i>-es</i> and make the /əz/ sound when based word ends with /s/, /z/, /j/, /ch/, /sh/, or /zh/ (<i>kisses, buzzes, edges, witches, hushes, garages</i>)</p> |
| Derivational prefixes and suffixes | <p>Prefix: Often Latin in origin and changes a word's meaning (<i>benevolent, malevolent</i>)</p> <p>Suffix: Often Latin in origin and can change a word's meaning (<i>hopeful, hopeless</i>) and/or part of speech (<i>nature, natural, naturalize, naturalistic</i>)</p> |

Morphemes

| Most Common Prefixes | Most Common Suffixes | Most Common Latin and Greek Roots (found in more than 100,000 multisyllabic words) | |
|----------------------|----------------------|---|--------------|
| <i>un-</i> | <i>-s</i> | <i>duct</i> | <i>ten</i> |
| <i>re-</i> | <i>-es</i> | <i>fic</i> | <i>tain</i> |
| <i>dis-</i> | <i>-ed</i> | <i>fer</i> | <i>tim</i> |
| <i>in-</i> | <i>-ing</i> | <i>tent</i> | <i>sist</i> |
| <i>mis-</i> | <i>-er</i> | <i>tend</i> | <i>sta</i> |
| <i>fore-</i> | <i>-or</i> | <i>tens</i> | <i>stat</i> |
| <i>de-</i> | <i>-hood</i> | <i>mit</i> | <i>stit</i> |
| <i>pre-</i> | <i>-ion</i> | <i>miss</i> | <i>pon</i> |
| <i>a-</i> | <i>-ship</i> | <i>cap</i> | <i>pose</i> |
| | <i>-y</i> | <i>ceit</i> | <i>pound</i> |
| | <i>-ible</i> | <i>ceive</i> | <i>plic</i> |
| | <i>-able</i> | <i>cep</i> | <i>ply</i> |
| | | <i>cept</i> | <i>graph</i> |
| | | <i>cip</i> | <i>ology</i> |

Adapted from Ebbers, 2011; Henry, 2010; Moats, 2009; Venezky, 1999.

Phoneme-Grapheme Mapping Word Lists

| <u>/ā/</u> | <u>/ē/</u> | <u>/ū/</u> | <u>/aw/</u> |
|------------|------------|------------|-------------|
| hate | feet | glue | hawk |
| staying | defeat | bedroom | because |
| playground | beastly | untrue | fraud |
| pancake | cheated | groups | lawful |
| remake | greeting | sooner | hauling |

| <u>FLOSS rule</u> | <u>/k/ spelled c vs. k</u> | <u>-ed to represent /t/</u> | <u>re- meaning "again"</u> |
|-------------------|----------------------------|-----------------------------|----------------------------|
| miss | locked | missed | retry |
| filled | looking | passed | redo |
| pressing | backpack | hushed | remake |
| dolls | leaks | fixed | retell |
| puffy | remark | messed | rethink |

This page has been left intentionally blank.

Answer Key

| | | | | | | | |
|------------|----|----|----|----|----|----|-----|
| hate | h | a | t | e | | | |
| staying | s | t | ay | i | ng | | |
| playground | p | l | ay | g | r | ou | n d |
| pancake | p | a | n | c | a | k | e |
| remake | r | e | m | a | k | e | |
| feet | f | ee | t | | | | |
| defeat | d | e | f | ea | t | | |
| beastly | b | ea | s | t | l | y | |
| cheated | ch | ea | t | e | d | | |
| greeting | g | r | ee | t | i | ng | |
| glue | g | l | ue | | | | |
| bedroom | b | e | d | r | oo | m | |
| untrue | u | n | t | r | ue | | |
| groups | g | r | ou | p | s | | |
| sooner | s | oo | n | er | | | |
| hawk | h | aw | k | | | | |
| because | b | e | c | au | s | e | |
| fraud | f | r | au | d | | | |
| lawful | l | aw | f | u | l | | |
| hauling | h | au | l | i | ng | | |

| | | | | | | | |
|----------|---|----|----|----|----------------|----|--|
| miss | m | i | ss | | | | |
| filled | f | i | ll | ed | | | |
| pressing | p | r | e | ss | i | ng | |
| dolls | d | o | ll | s | | | |
| puffy | p | u | ff | y | | | |
| locked | l | o | ck | ed | | | |
| looking | l | oo | k | i | ng | | |
| backpack | b | a | ck | p | a | ck | |
| leaks | l | ea | k | s | | | |
| remark | r | e | m | ar | k | | |
| missed | m | i | ss | ed | | | |
| passed | p | a | ss | ed | | | |
| hushed | h | u | sh | ed | | | |
| fixed | f | i | x | ed | | | |
| messed | m | e | ss | ed | | | |
| retry | r | e | t | r | y | | |
| redo | r | e | d | o | | | |
| remake | r | e | m | a | k e | | |
| retell | r | e | t | e | ll | | |
| rethink | r | e | th | i | n | k | |

Making and Sorting Words

Teacher Preparation

1. Think of a word related to a theme, topic, concept, or story. This word will be the final word that students make in the lesson. The letters in this word are used to make other words.

Note: Choose words that consist of previously introduced letter-sound correspondences. Include a range of simple to complex words.

| Vowel Teams | Vowel-r Words | Open/Closed Syllables | Inflectional Endings | Affixes |
|-------------|---------------|-----------------------|----------------------|-----------|
| playground | searched | babysits | stepping | hopeless |
| frighten | smartest | musical | estimated | mistrust |
| newspaper | marvelous | superman | families | forgetful |

2. Brainstorm 10 to 12 words students can make using any of the letters in the final word.

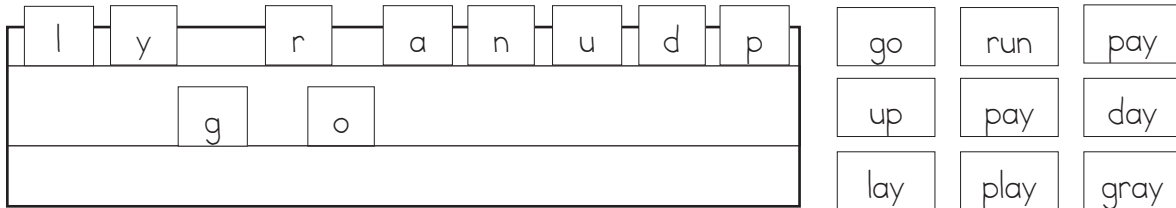
| playground | searched | babysits | stepping | hopeless | Your Word: |
|------------|----------|----------|----------|----------|------------|
| go | as | is | in | so | _____ |
| up | her | it | is | less | _____ |
| run | car | by | its | heel | _____ |
| pay | scar | sat | get | hops | _____ |
| day | arch | bat | set | shop | _____ |
| lay | dear | bit | pet | hope | _____ |
| play | deer | sit | pets | hopes | _____ |
| gray | each | sits | pest | shops | _____ |
| loud | reach | baby | step | slope | _____ |
| round | search | tabby | sing | slopes | _____ |
| ground | reached | | sting | | _____ |

3. Group words by common spelling patterns. Write each word on an index card.
4. Sequence the words by the number of letters students will use to make them. Begin with two-letter words. Then move to three-letter words, etc.
5. Write the individual letters of the final word on separate index cards. It is helpful to organize each lesson in a labeled envelope or closable plastic bag.

Lesson on Making Words

Materials

- Teacher: Large letter cards, pocket chart, index cards with words to be made (examples in use below for the word *playground*)



- Students: Individual letter cards and pocket chart (pocket charts can be made from file folders)

Note: Distribute only the letters needed to make the words in each lesson. Too many letter choices can complicate the activity, especially for students at risk for reading difficulties.

Steps

- Distribute one set of the letters in the final word to each student.
- Students alphabetize the letters, vowels first and then consonants.
- Show each letter in the lesson and review its name and sound.
- Tell students the number of letters in the first word. Say the word and then use it in a sentence. In the beginning, and for students who are having difficulty, model the process of making words. The number of words that you model depends on your students' needs and abilities. Students make the word with their individual letters and pocket chart.

Note: For students who need more support, say the word slowly, stretching out the sounds, such as: "aaaaannnnn." Use prompts, such as: "What sound do you hear first?" "What sound comes next?" "Say it again after me and point to each letter."
- Have one student who made the word correctly make the word in front of the class using the large letters and pocket chart. Encourage all students to self-check words they make by comparing them to words made at the front of the room. Monitor to see that each student has the correct word.

Note: To clarify for students who are having difficulty, ask them to say each sound in the word. Then ask whether the sounds match the letters in the word they made. Have students make corrections. Then have them point to each letter, say its sound slowly, blend the sounds, and slide their finger under the word as they say it again.
- Display the word card. Ask students to use the word in a sentence.
- Use the same procedures to make the other words. End with the final word.

Note: The final word uses all of the letters and is a challenge for students to discover on their own. Some of your students will figure it out quickly. Tell them not to say it until you ask for the final word.

Lesson on Sorting Words

1. Remove the individual letters.
2. Place all the word cards in the pocket chart.
3. Have students group or sort the words by common letters, sounds, or spelling patterns.

Transfer to Reading and Writing

Have students generate other words that have the same patterns. This step helps students understand how they can use spelling patterns to read and spell other words.

Related Activities

Making Words Quickly

Give students two minutes to write as many words as they can using the letters from the lesson on making words. Ask students to read and spell their words.

Journals

Have students write words from the lesson on making words quickly in their journals. Students can also record words they have learned. Words can be grouped by patterns.

Word Hunts

Students look for words and patterns in other contexts (e.g., books, signs, magazines, content area textbooks) to add to their collection of words.

Making and Sorting Words Script

Getting Ready

1. “Find the letters for this lesson: _____. Place the letters in your pocket chart.”
2. “Place your pocket chart with the letters in it on the table in front of you.”
3. “Put the letters in alphabetical order.”
4. “Point to each letter and say its name and sound with me.”
5. “Each of the words we make must have a vowel. What vowel(s) are we using? What are the other letters called?”

Making Words

1. “The word we will make has _____ letters.” Write the number or hold up fingers.
2. “The word is _____.”
3. Use the word in a sentence.
4. Say the word and have students echo: “Repeat after me: _____.”
5. “Find the letters that make the word _____. Make the word.”
6. Call on a student who made the word correctly: “_____, please come up and make the word for us.”
7. “Let’s all check and make sure our word looks like this one.”
8. “Let’s spell the word. Point to each letter.”
9. Point to the word. “Read the word with me: _____.”
10. Show the word card. “Can anyone use this word in a sentence?” Place the card on the chart.
11. Repeat for all the words in the lesson.

Scaffolding Learning

1. “What sound do you hear first? Find the letter that makes that sound.”
2. “What sound do you hear next? Find the letter that makes that sound.”
3. “Say _____ again after me and point to each letter.”
4. “Now, let’s say it again. Slide your finger under the word.”

Sorting Words

1. Remove the letter cards from the pocket chart. Have students put the letters away.
2. “Let’s read the words we’ve made.” Point to each word card.
3. “Do any of the words we made look or sound the same?”
4. Have students sort word cards by similar patterns.

Transfer to Reading and Writing

1. “Can you think of other words that have similar patterns?”
2. Write words on index cards. Have students group words with similar patterns.

Adapted from Cunningham & Hall, 1994.

Examples of Word Sorts

Word sorts are activities that provide students opportunities to examine words and categorize them by spelling patterns and/or sounds.

Closed Sorts

Choose the categories and model the sorting procedure.

Example: Present the three categories, read the three words, and place them in the correct column. Then ask students to sort the remaining words.

| | | |
|---------------|----------------|----------------|
| /ē/ spelled y | /ē/ spelled ee | /ē/ spelled ea |
| happy | feet | meat |

Other words: *silly, baby, meet, team, meat, mommy, seat, see, leave, sleet, sleep, funny, seem.*

You may build in the category without actually giving students a category name and let them discover the common spelling patterns or sounds.

For example, students work on /ā/ spelled *a, ai, ay*, and *a_e*. Have them notice when we use *ai* (in the middle of a syllable) versus *ay* (at the end of a syllable) by using a word sort. The words to be sorted might include *mail, main, may, say, sail, pain, pay, tray, trail*, and *train*.

Open Sorts

Students organize sets of words into categories based on what they notice about the words.

Open sorts are most effective after students have had many opportunities with closed sorts and understand the concept of sorting.

Observe the categories individual students create. This information may provide you with valuable information about a student's understanding of the orthography of the English language.

Word sorts can be designed to focus on a single new concept or can be used for a review with mixed concepts. For example, if students know the CVC pattern with /ō/, you can create a sort containing words with that sound plus a new /ō/ sound.

As students begin to understand the complexities of short and long vowel sounds, they may be asked to do two-step word sorts. First, they sort for sound and then for spelling.

For example, in step one, students sort for sound.

| <u>Short a</u> | <u>Long a</u> |
|----------------|---------------|
| dad | make |
| flag | pale |
| fan | great |
| crab | paint |
| fast | mail |
| grass | say |
| pal | day |

In step two, students sort for spelling.

| <u>short a</u> | <u>ay</u> | <u>ai</u> | <u>ea</u> | <u>VCe</u> |
|----------------|-----------|-----------|-----------|------------|
| dad | day | mail | great | make |
| flag | say | pale | | pale |
| fan | | | | |
| crab | | | | |
| fast | | | | |
| grass | | | | |
| pal | | | | |

Word sorts can be adjusted for students identified with or at risk for dyslexia or other reading difficulties by choosing known words, keeping the sorts focused on a single new category, and providing more modeling.

Word Hunts

These are helpful extensions to word sorts that allow students to find other words in their reading that contain the same spelling patterns and sounds.

Encourage students to identify exceptions, which may lead to understanding that exceptions may have commonalities.

For example *have*, *love*, and *give* are exceptions to the VCe pattern but have a common *v* that creates a new common spelling pattern (putting a silent *e* at the end of a word to keep it from ending with a *v*).

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2012; Ganske, 2000.

Examples of Word Sorts in Spanish

Word sorts are activities that provide students opportunities to examine words and categorize them by spelling patterns and/or sounds.

Closed Sorts

Choose the categories and model the sorting procedure.

Example: Present the three categories, read the three words, and place them in the correct column. Then ask students to sort the remaining words. In Spanish, students can sort by the different spellings for the sound /s/.

| <u>s</u> | <u>c</u> | <u>z</u> |
|----------|----------|----------|
| se | cielo | mazo |
| peso | decir | cazar |

Other words: *subir, pasar, brazo, cacería, Cecilia, cena, piso, trazo, caso, zapato.*

You may build the category without actually giving students a category name and let them discover the common spelling patterns or sounds. For example, write 10 words with the letter *b* and let students identify the name for that category: Words with *b*.

Students can sort by the number of syllables in words:

| <u>1 sílaba</u> | <u>2 sílabas</u> | <u>3 sílabas</u> | <u>4 sílabas</u> |
|-----------------|------------------|------------------|------------------|
| mes | casa | sonrisa | maravilla |
| los | toma | pupitre | calabaza |
| pez | lodo | muñeco | transportación |

As students begin to recognize specific spelling patterns, they may be asked to do two-step word sorts.

For example, in step one, students sort for initial sound.

| <u>g suave /j/</u> | <u>g fuerte /g/</u> |
|--------------------|---------------------|
| gemelo | golpe |
| gigante | gusano |
| gelatina | guerra |
| girasol | gansa |
| genio | guisante |

In step two, students sort for initial syllable.

| | | | |
|-----------|-----------|------------|------------|
| <u>gi</u> | <u>ge</u> | <u>gui</u> | <u>gue</u> |
| gigante | gemelo | guisante | guerra |
| girasol | genio | | |
| | gelatina | | |

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2012; Ganske, 2000.

Sample Word Sorts

Sort these words by the sound that *c* makes.

| | | |
|-------|---------|-------|
| comb | science | icy |
| cute | race | catch |
| cent | cold | city |
| camel | fancy | cube |

- When does *c* make the /k/ sound?
- When does *c* make the /s/ sound?

Sort the following words by the sound(s) that *-ed* makes.

| | | |
|---------|---------|---------|
| packed | roared | panted |
| crooked | handed | walked |
| hissed | hushed | crawled |
| bombed | punched | herded |
| moaned | pasted | grunted |

- Why does *-ed* make different sounds at the end of different past-tense verbs?
- There is one exception to the rule. Identify and explain this exception.

My Word Sort

Letter-sound knowledge to be taught or practiced:

Words to use:

Questions to ask students about categories:

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2012; Moats, 2009b.

Sample Dictation Routine

Word Dictation

Teacher: Pencils down. Eyes on me. Please draw two lines on your paper. We will write a word on each of these lines. The first word is *student*. What word?

Students: *Student*.

Teacher: Think about the sounds you hear in the word *student*. Listen as I model the process for you. *Student:* /s/ /t/ /ū/ /d/ /ĕ/ /n/ /t/. There are seven sounds in the word *student*. The first sound is /s/. We have learned that /s/ can be spelled s, ce, or ci. I know that in *student*, the /s/ sound comes at the beginning of the word and has a consonant right after it, so it must be spelled with an s.

Model writing the “s” on the first line.

Teacher: Write the letter s on the first line of your paper. The next sound is /t/. The letter that makes the /t/ sound is t.

Model writing the “t” next to the “s.”

Teacher: Write the letter t. The next sound is /ū/. This sound has several spellings. In this word, the sound is heard at the end of the first syllable, which is an open syllable, so it is spelled with the letter u.

Model writing the “u.”

Teacher: Write the letter u. The next sound is /d/. The letter that makes the /d/ sound is d.

Model writing the “d.”

Teacher: Write the letter d. The next sound is /ĕ/. The letter that makes the /ĕ/ sound is e.

Model writing the “e.”

Teacher: Write the letter e. The next sound is /n/. There is more than one spelling for /n/, but I know this sound is most often spelled with the letter n. So the letter that makes the /n/ sound in the word *student* is n.

Model writing the “n.”

Teacher: Write the letter n. The next sound is /t/. The letter that makes the /t/ sound is t.

Model writing the “t” as the final letter of the word on the first line.

Teacher: Write the letter t. The second word is *support*. Think about the sounds you hear in the word *support*.

Provide three to five seconds of think time.

Teacher: Now, write the word *support* on the second line.

Allow time for students to write the word. Provide scaffolds as needed. Check the spelling of the word by identifying the spelling of each sound. Have students put a dot above each spelling they got correct. Have students circle incorrect spellings and rewrite the entire word.

Sentence Dictation

Teacher: Listen as I say the first sentence: The student is at his desk. Repeat the sentence.

Students: The student is at his desk.

Teacher: Count the number of words in the sentence. How many are there?

Students: Six words.

Teacher: Yes, six words. Think about the first word in the sentence. Remember, it is a high-frequency word because it appears often in texts.

Students may think about the phonemes in the word or may know the word as a whole, depending on their level.

Teacher: Write the word *the* on your paper. Think about the next word, *student*.

Students may think about the syllables or phonemes in the word or may know the word as a whole, depending on their level.

Teacher: Write the word *student* on your paper. Think about the next word: *is*. This is another high-frequency word. Write the word *is*. The next word is *at*. Write the word. The next word is *his*. Write the word. Think about the next word: *desk*. Write the word *desk*. Now that we finished our sentence, make sure your sentence has a capital letter at the beginning and a punctuation mark at the end.

Continue this procedure for the remainder of the predetermined sentences.

Allow time for students to write the sentences. Check the spelling of each word in the sentences. Have students put a dot above each spelling they got correct. Have students circle incorrect spellings and rewrite the entire word.

Guidelines for Teaching Word Study and Spelling

All students benefit from some systematic word study and spelling instruction and practice.

Students who experience difficulty in spelling need intensive instruction and practice tailored to their individual levels of word knowledge.

The following are several guidelines for spelling instruction.

1. Review previously taught material.

2. Consider students' knowledge and skills; use words that students can read.

Select words and patterns from spelling inventories, the basal reading series, and student writing.

Include words from the content area curriculum.

Determine the number of words to introduce based on students' needs.

Modify spelling lists for students who are identified with or at risk for dyslexia or who have spelling difficulties.

Introduce phoneme-grapheme correspondences for spelling after they have been introduced and taught in reading.

3. Introduce frequently used and regular word patterns first.

4. Limit the number of new words or patterns in one lesson.

Expect that students may need to read words many times before they are able to spell them.

5. Provide extended practice for newly learned words or word patterns before other patterns are introduced.

Dictate words or sentences and have students write them.

Provide ample practice for students who are having difficulty with spelling to help them remember phoneme-grapheme correspondences and patterns.

If handwriting is difficult, encourage students to use keyboards or plastic letters to spell words.

Consider alternative approaches, including writing on a rough surface or tracing words.

Use word banks to provide an excellent review of previously taught words for students to refer to as they write.

Consider using mnemonics that the students develop. Mnemonics may help some students recall words by providing association links, such as "there's an *ear* in *hear*."

6. Teach students to check and monitor their spelling.

Ask students to read words after they have spelled them.

Expect students to spell previously taught words correctly.

7. Provide multiple opportunities for students to make connections between words, their spellings, sounds, meanings, and syntax.

Use techniques that encourage students to focus on the phonemic elements of words. For example, students can repeat the word and then say the sounds as they write the corresponding letters.

For struggling students, enhance their discrimination and recognition of the positions of individual phonemes in words by

- segmenting the sounds in words as students spell the sounds,
- counting syllables,
- omitting syllables, or
- changing the sounds in words.

Provide opportunities for students to analyze and sort words into categories. These opportunities will help students focus on the spelling and letter patterns in words.

Encourage students to use their decoding skills as they read words during word sorts.

8. Provide immediate and appropriate feedback to reinforce correct spelling of newly learned spelling patterns.**9. Extend students' knowledge of words by encouraging them to look for more words that follow particular spelling patterns or generalizations.**

After word sorts, extend students' knowledge of words by encouraging students to look for more words that follow particular spelling patterns or generalizations.

Have students work individually, in pairs, or in small groups.

Encourage students to record their words in notebooks or on word bank cards.

Adapted from Bear et al., 2012; Bear & Templeton, 1998; Carreker, 2005b; Moats, 1995; Templeton, 1996; Torgesen & Davis, 1996; Treiman, 1998.

Playing With Sounds

Place three letter cards on the table: *s*, *t*, and *r*.

With students, blend the letter sounds to say /str/.

Have students add the grapheme *ay* to the end and blend the sounds to read *stray*.

Have students make and read new words by changing or adding new letter sounds (e.g., *stray* to *tray*, *tray* to *tree*, *tree* to *treat*, *treat* to *treats*).

Tapping Out

Using grapheme cards, make a word, such as *stray*.

Using one hand, tap your index finger to your thumb as you say the initial sound: /s/.

Tap the middle finger to the thumb as you say the next sound: /t/.

Tap the ring finger to the thumb as you say the third sound: /r/.

Tap the pinkie finger to the thumb as you say the last sound: /ā/.

Tap all the fingers to the thumb as you say the word: *stray*.

Have students practice tapping out the sounds of other vowel team words.

Tapping and Sweeping

Using grapheme cards, make a word, such as *stray*.

Make a fist and tap under the *s* as you say /s/.

Tap under the *t* as you say /t/.

Tap under the *r* as you say /r/.

Finally, tap under the *ay* as you say /ā/.

Sweep your fist under all the letters as you say the word: *stray*.

Have each student take turns blending vowel team words in this way.

Blending Instruction in Spanish

With the exception of the activity for onset and rime, these activities can be used with Spanish sounds and letters. Because Spanish has fewer monosyllabic words, teachers should use words with two or three syllables and follow these procedures to read each syllable. These activities represent scaffolding that might not be necessary for all students learning to read in Spanish because the decoding process tends to develop rather quickly in languages with a transparent orthography such as Spanish.

Say It Slowly in Spanish

Demonstrate how to say a word slowly by blending the sounds in units.

Say, “/t/, /tr/, /tra/, *tram*. Sí, la sílaba es *tram*. /p/, /a/. Sí, la sílaba es *pa*.”

Palabra: *trampa*.

Tapping and Sweeping in Spanish

Using grapheme cards, make the word *trampa*. Help the students read the first syllable. Make a fist and tap under the *t* as you say /t/.

Tap under the *r* as you say /r/.

Tap under the *a* as you say /a/.

Tap under the *m* as you say /m/.

Sweep your fist under the syllable as you say *tram*.

Make a fist again to read the next syllable.

Tap under the *p* as you say /p/.

Tap under the *a* as you say /a/.

Sweep your fist under the syllable as you say *pa*.

Sweep your fist under all the letters as you say the word: *trampa*.

Have each student take turns blending sounds to read words this way.

Adapted from Carreker, 2005a.

Teaching Irregular Words

Guidelines

Introduce frequently occurring irregular words that are found in many stories and expository texts.

Teach new irregular words before students encounter the words in stories.

Limit the number of irregular words introduced in a single lesson.

Introduce visually similar irregular words, such as *where* and *were*, in separate lessons to avoid confusion.

Review irregular words that have been taught previously.

Sample Lesson

Write an irregular word on the board—this example uses the word *other*.

With students, sound out each grapheme using its most common sound and blend the sounds to read the word as you point to each letter. Sounding out irregular words helps students, especially struggling readers, consistently apply a familiar strategy to read a word. Sounding out confirms what students know because some of the sounds in these words are regular.

Help students discover the parts of the word that do not represent their most common sounds. Circle the irregular part: *o*.

Compare this part to what is said by writing the pronunciation in parentheses: (uther). Say the word slowly.

Adapted from Carreker, 2005a.

Supporting Sight-Word Development

Some students, especially struggling readers, need to encounter words in print many times before they can read the words automatically.

Building Students' Sight-Word Vocabularies

Teachers

Select words that students are having difficulty reading. Words can come from commercially published word lists or from the texts students are reading.

Write each word on a card.

Present words one at a time during supported reading groups. Discuss words and their use in context. (Option: Ask students to find words in the text and read the sentences with the words.)

Shuffle the cards. Ask students to read words. Have students decode words not automatically read yet. Correct errors. Repeat until students can automatically read all the words.

If a student continues to have difficulty, place several word cards on the table. Read each one and ask the student to point to the word.

Create individual word banks or word rings (i.e., place a set of word cards on a metal ring). Regularly review word cards with other previously learned words.

Provide ample opportunities to practice using the words in various reading and writing activities.

Sample Practice Activities for Developing Sight Words

Students

Read and reread texts that contain studied words.

Write sentences using the words.

Use word cards to make sentences: Complete sentence stems or fill-in-the-blank sentences on sentence strips.

| | | |
|------|------|-----|
| park | tree | cat |
|------|------|-----|

The _____ ran up the _____ in the _____.

Reread (two or three times) a set of word cards. Record times for each reading on a graph to show improved rate and accuracy across the readings.

Sort word cards into different categories using open and closed sorts.

Alphabetize and read newly learned words in a word bank.

Play dominoes using word bank cards by matching ending and beginning sounds.

| | | |
|--------|-------|-------|
| smooth | their | right |
|--------|-------|-------|

Add words to individual word or sound walls for use during independent reading and writing activities.

Arrange scrambled word cards into sentences. Read sentences.

Adapted from Bos & Vaughn, 2002.

Sample Word Walls

Word Wall Organized by First Letters of Words

| | | | | | | | | |
|---|---|---|--|---|---|--|--|---|
| <u>Aa</u> all around again about any always America above almost answer | <u>Bb</u> bought been because being | <u>Cc</u> call could city cause course | <u>Dd</u> does down double different | <u>Ee</u> even ever every everyone example | <u>Ff</u> find first from finally father family | <u>Gg</u> gone great group goes girl gym | <u>Hh</u> here how heavy house handle | <u>Ii</u> it's I'm I've important island |
|---|---|---|--|---|---|--|--|---|

| | | | | | | | | |
|-----------|---------------------------|---|---|---|--|--|-------------------------------|--|
| <u>Jj</u> | <u>Kk</u> knock key | <u>Ll</u> letter longer leave later | <u>Mm</u> many mother more most manner mountain | <u>Nn</u> now never nothing night | <u>Oo</u> one only other out opposite onto order often | <u>Pp</u> part people purple possible possibly phone | <u>Qq</u> quickly quiet | <u>Rr</u> river rough round really |
|-----------|---------------------------|---|---|---|--|--|-------------------------------|--|

| | | | | | | | |
|--|--|--|----------------------------|---|-----------|--|---------------------------|
| <u>Ss</u> said something sometimes should sew seem sentence | <u>Tt</u> themselves their there these together terrible through thought talk | <u>Uu</u> under use upon uncle | <u>Vv</u> very voice | <u>Ww</u> were what who whenever where watch would write wonder world want | <u>Xx</u> | <u>Yy</u> you your you're yesterday yellow young | <u>Zz</u> zoo zebra |
|--|--|--|----------------------------|---|-----------|--|---------------------------|

Word Wall Organized by First Sounds of Words

/ă/
answer

/ā/

/aw/
all
almost
always

/ar/

/b/
bought
been
because
being

/k/

call
could
cause
course
key
quickly
quietly

/ch/

/d/
does
down
double
different

/ĕ/

any
ever
every
everyone
example

/ē/
even

/er/

/f/
find
first
from
finally
father
family
phone

/g/

gone
great
group
goes
girl

/h/

here
how
heavy
house
handle
who

/ī/

it's
important

/ī/

I'm
I've
island

/j/

gym

/l/

letter
longer
leave
later

/m/

many
mother
more
most
manner
mountain

/n/

knock
now
never
nothing
night

/ō/

opposite
onto
often

/ō/

only

/oi/

/ow/

out

/or/

order

/p/

part
people
purple
possible
possibly

/r/

river
rough
round
really
write

/s/

city
said
something
sometimes
sew
seem
sentence

/sh/

should

/t/

together
terrible
talk

/th/

through
thought

/th/

themselves
their
there
these

/ŭ/

again
around
about
America
above
other
under
upon
uncle

/ŭ/

/ōō/

/v/

very
voice

/w/

one
were
what
whenever
where
watch
would
wonder
world
want

/y/

use
you
your
you're
yesterday
yellow
young

/z/

zoo
zebra

/zh/

Teaching With Word Walls

Select words from reading programs, word lists, and students' reading and writing.

Students can refer to the word wall as they learn to read and spell words.

Limit words to those students encounter often in their reading and writing.

- Add words gradually.
- Write words in big letters on different-colored paper to help students distinguish easily confused words, such as *were* and *where*.

Display words in a highly visible, accessible place in the classroom.

Being able to easily see the words on the word or sound wall helps students when they read and write.

Categorize words in a variety of ways.

- You may have many different word or sound walls, such as words placed in alphabetical order or words categorized by topics.
- Content area words from science, social studies, and other informational texts can also be displayed on word boards or charts.
- Words can also be categorized by similar spelling patterns, like *eat* or *ook*, to help students make connections between sounds in words.

Provide many opportunities for word- or sound-wall practice.

- Saying, spelling, and writing the words several times a week helps students recognize words automatically and increases their lexicon of sight words.
- Practice can be scheduled for short periods several times a week.
- Activities can be used during both small-group and whole-class instruction.

Encourage students to use the word or sound wall when they independently read and write.

- Regularly model how to use the word or sound wall during reading and writing.
- Individualized word or sound walls provide students with their own dictionary of words that they can use at their desks or take home.

Adapted from Cunningham, 2000.

Word-Wall Activities

I'm Thinking of a Word

Demonstrate each of the following steps on your own paper on a document camera.

“Pretend that you’re a word detective. Number your paper from 1 to 5.

“I’m thinking of a word on the word wall. Try to guess the word. I’ll give you one clue at a time. Listen to each clue and write the word you believe I’m thinking about on your paper. Don’t shout out any words. Be a good detective! Here’s the first clue.

“Clue 1: It’s on the word wall.

“Write the word that you believe I’m thinking beside number 1 on your paper. Everyone should make a guess and write a word each time I give a clue.

“Clue 2: It starts with the sound /k/.

“Write the word you guess next to number 2. If you think it is the word you guessed for clue 1, write the same word again.

“Clue 3: It has two sounds in it.

“Remember to write the same word again, if you believe you have figured it out.

“Clue 4: It has three letters.

“Clue 5: It fits in the sentence: I used a _____ to unlock the door.

“Raise your hand if you think you know the word.

“_____, tell us the word-wall word you discovered.” (Answer: *key*.)

“Repeat after me.”

Read and spell the word. Have students echo.

What’s That Word?

Hold up five fingers.

“I’m thinking of a five-letter word-wall word that begins with the sound /ŭ/.”

Write the sound on the board.

“The word makes sense in this sentence: That was fun, so let’s do it _____. (Answer: *again*.)

“Repeat after me.”

Say and spell the word. Have students echo.

Fill in the Blank

Hold up five fingers.

“I’m thinking of a five-letter word-wall word that ends with the sound /t/.”

Write the sound on the board.

Write the following on the board: *I will _____ a good story.*

“The word makes sense in the sentence I just wrote.”

Fill in the blank with the word: *write*.

“Repeat after me.”

Say and spell the word. Have students echo.

Say and Spell

“Find word-wall words that end with the /er/ sound. Write them on your paper.”

Call on students to say and spell the words as you write them on the board.

“Repeat after me.”

Say and spell the words. Have students echo.

Rhyming Words

“Find five word-wall words that rhyme with *do*.”

Students find the words.

“Repeat after me.”

Say, spell, and read the words. Have students echo, write the words, and read them.

Echo Spelling

“Let’s practice three words from the word wall. On your paper, write *about*, *said*, and *many*.”

Write the words on the board and read them. Have students echo.

“I say *about*, and you say *about*.”

Students echo.

“I spell *about*: *a-b-o-u-t*. Now you spell *about*.”

Students echo.

“I say *said*, and you say *said*.”

Students echo.

“I spell *said*: s-a-i-d. Now you spell *said*.”

Students echo.

“I say *many*, and you say *many*.”

Students echo.

“I spell *many*: m-a-n-y. Now you spell *many*.”

Students echo.

Scramble

Write the letters *e*, *p*, *p*, *o*, *e*, and *l* on the board.

“The word-wall word I’m thinking of is spelled with these six letters. It makes sense in this sentence: The _ _ _ _ _ are watching a movie.”

Write the sentence on the board.

Read the sentence with the answer, *people*. Have students echo.

“Repeat after me.”

Say and spell the word. Have students echo, write the word, and read it.

Word Meanings

“Which word on the word wall means ‘over or on top of?’”

If no one guesses the word, provide clues, one at a time.

“Clue 1: The word begins with a letter at the beginning of the alphabet.”

“Clue 2: The word makes sense in this sentence: I keep my head _____ water to breathe.”

Read the sentence with the answer: *above*. Have students echo.

“Repeat after me.”

Say and spell the word. Have students echo, write the word, and read it.

I’ve Got Your Back

“Choose one of the word-wall words.

“Turn and tell your partner the sound it begins with, but not the word.

“Slowly write each letter with your finger on your partner’s back.

“Then, your partner guesses the word.

“Write the word again on your partner’s back, saying each letter aloud together.

“End by saying the word. Take turns.”

Adapted from Cunningham, 2000.

Word Wall/Pared de palabras: Hints for the Bilingual Classroom

Create separate word walls for English and Spanish words.

- Consider using separate colors of ink when writing in English and Spanish.
- Mixing words can sometimes create confusion between similar-looking words—for example, *dime* (“dime” in English) and *dime* (“tell me” in Spanish).

Illustrate both uppercase and lowercase letters on Spanish word walls.

For example, the word wall could model uppercase and lowercase *ch* and *ll* as follows:

| | | | |
|------------------|------------------|------------------|------------------|
| <u>Ch</u> | <u>ch</u> | <u>Ll</u> | <u>ll</u> |
| Chihuahua | chango | Llegaré | lluvia |
| Chiapas | chocolate | temprano. | lleno |
| China | leche | | |

Note: The digraph *rr* never appears at the beginning of a word. The letter *ñ* appears at the beginning of very few uncommon words in Spanish such as *ñandú* and *ñoño*.

Include commonly misspelled words, other words you notice students misspelling, and high-frequency words that need accents or dieresis. You can also add basic accent rules.

Palabras con acento

mamá
papá
está
había
tenía
mío
día

Palabras con diéresis

agüita
bilingüe
pingüino
vergüenza

Para hacer preguntas – con acento

¿Qué?
¿Cuándo?
¿Quién?
¿Por qué?
¿Cuánto?
¿Dónde?
¿Cuál?
¿Cómo?

Incorporate word walls for commonly used homophones.

haber/a ver (dos palabras)
haya/halla
ola/hola
coser/cocer
hacer/a ser (dos palabras)
casar/cazar
cayó/calló
azar/asar/azhar

Incorporate word walls to illustrate important spelling patterns in Spanish.

mb – Antes de b va m

septiembre
 noviembre
 cambiar
 sombra

nv – Antes de v va n

invierno
 invitar
 invento
 envidia

s

septiembre
 silla
 semilla
 sombra

c

cielo
 cena
 cimiento
 peces

z

zanahoria
 zancudo
 zumbido
 cazar

Word walls can also exemplify word parts needed for Spanish word study.

Sufijos

| <u>-ción</u> (acción realizada) | <u>-ita, -ito</u> (diminutivo) | <u>-ble</u> (que puede ser) | <u>-ero</u> (profesión, oficio) |
|--|---|--|--|
| transportación | gatito | visible | ganadero |
| comunicación | perrito | creíble | panadero |
| educación | casita | vencible | banquero |
| canCIÓN | carrito | curable | vaquero |
| contaminación | pescadito | comible | jardinero |

Prefijos

| <u>in-</u> (que no puede ser) | <u>bi-</u> (dos, doble) |
|--|--|
| invisible | bilingüe |
| increíble | bicolor |
| invencible | bimensual |
| incurable | bicultural |
| incomible | bicicleta |

To facilitate transition, use word walls that contrast English and Spanish conventions.

Words capitalized in English but not in Spanish:

| | <u>Spanish: no capitals</u> | <u>English: capitals</u> |
|---------------------|------------------------------------|---------------------------------|
| Days of the week | miércoles | Wednesday |
| Months of the year: | junio | June |
| Languages: | español | Spanish |

Punctuation in English and Spanish:

| <u>In English,</u> <u>one question mark or exclamation point</u> | <u>In Spanish,</u> <u>two question marks or exclamation points</u> |
|---|---|
| What a beautiful day! | ¡Qué hermoso día! |
| Where are you from? | ¿De dónde eres? |

Adapted from Escamilla, 2000.

Spanish Word Wall By Beginning Letter

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| <u>Aa</u> alma ala amor alabastro alcancia | <u>Bb</u> beber benéfico banco buscar basura | <u>Cc (duro)</u> cal casa calle coyote cuna | <u>Cc (suave)</u> cielo cenar cine cenote | <u>Dd</u> día dinero diente donar duro donde | <u>Ee</u> elefante enano Europa enfrente | <u>Ff</u> feo fiesta fabuloso futuro foco | <u>Gg (duro)</u> gato gorra gusano |
| <u>Gg (suave)</u> girar genio geranio gitano | <u>Hh</u> helio hembra hombre husmear | <u>Ii</u> isla inhumano interior individuo | <u>Jj</u> jirafa jinete junta Jamaica jamón | <u>Kk</u> kilo kimono karate | <u>Ll</u> letra libro luna loza lana lagarto | <u>Mm</u> madre misión medio moneda música manzana | <u>Nn</u> nada negro nido nota nunca |
| <u>Ññ</u> ñandú niño niñería | <u>Oo</u> oso ombligo ola oído oreja oruga | <u>Pp</u> parte persona pálido poner posición piñata | <u>Qq</u> queso quitar quemar quizás | <u>Rr</u> río rosa rumba rana rosado | <u>Ss</u> semilla silla soñar suma sanar | <u>Tt</u> timón tenedor taza teléfono tuna | <u>Uu</u> usado una unicornio uña |
| <u>Vv</u> veloz varios vino vivo volcán venenoso | <u>Ww</u> watts Wilmer kiwi whiskey wapití | <u>Xx</u> xilófono existir excavar xerografía | <u>Yy</u> yunque yate yema yoga Yucatán yuca | <u>Zz</u> zumo zacate zancudo zapato zorro zumbido | | | |

Note: The Spanish alphabet has only 27 letters. The digraphs *ch*, *ll*, and *rr* are not part of the Spanish alphabet.

Activities for Spanish Word Walls

¿Cuál palabra?

Clave #1: (Muestre cinco dedos a la clase.) Estoy pensando en una palabra de la pared de palabras que tiene cinco letras.

Clave #2: Mi palabra empieza con la letra *d*. (Escriba la letra *d* en el pizarrón.)

Clave #3: Mi palabra completa la oración: *Me gusta ir a la finca _____ viven mis abuelos.*
(Respuesta: *donde*)

Repitan la palabra *donde*. Deletreen la palabra.

Detectives de palabras

(Demuestre los pasos primeramente en la cámara para documentos.)

Imaginen que son detectives y van a identificar la palabra que estoy pensando. Escriban números del 1 hasta el 5 en su hoja. Estoy pensando en una palabra misteriosa y la palabra está en la pared de palabras. Les voy a dar una clave a la vez. Escuchen cada clave y escriban la palabra que creen es la palabra misteriosa después de cada clave.

Clave #1: Mi palabra está en la pared de palabras y tiene tres sílabas. Escriban la palabra que creen que sea la que estoy pensando al lado del # 1.

Clave #2: Mi palabra termina con la letra *a*. Escriban la palabra al lado del #2. Si piensan que es la misma palabra que adivinaron en el número 1, escriban la palabra otra vez.

Clave #3: Mi palabra tiene la sílaba *za*. Escriban la palabra al lado del #3.

Clave #4: Mi palabra tiene siete letras. Escriban la palabra al lado del #4.

Clave #5: Mi palabra completa la oración: *La _____ es una fruta deliciosa.* Levanten la mano si saben la palabra. (Respuesta: *manzana*)

Repitan la palabra *manzana*. Deletreemos la palabra juntos.

Palabras que riman

(To use with a word wall illustrating suffixes)

Busquen dos palabras que rimen con oración. (Respuestas: *transportación* y *canción*)

Repitan las palabras y deletreen las palabras.

Buscando sufijos

(To use with a word wall illustrating suffixes)

Clave #1: Estoy pensando en una palabra que tiene el sufijo *-ero*.

Clave #2: La palabra tiene tres sílabas.

Clave #3: La palabra completa la oración: *El _____ usa un traje negro para trabajar en el banco todos los días.* (Respuesta: *banquero*)

Repitan la palabra y deletreen la palabra.

Todas las letras

(Escriba las letras *i*, *r*, y *o* en el pizarrón.)

Clave #1: Estoy pensando en una palabra que tiene esas tres letras.

Clave #2: Completa la oración: *Me gusta nadar en el _____.* (Respuesta: *río*)

Repitan la palabra y deletreen la palabra.

¿Cuántas sílabas?

Clave #1: Estoy pensando en una palabra que es un nombre de un animal.

Clave #2: La palabra tiene tres sílabas.

Clave #3: La palabra completa la oración: *Una _____ tiene un cuello muy largo.* (Respuesta: *jirafa*)

Repitan la palabra y deletreen la palabra.

En parejas

(For students to work in pairs)

Una persona de la pareja escoge una palabra secreta pero NO se la dice a su amigo. Dile a tu amigo la letra con que empieza la palabra secreta. Escribe la palabra en la espalda de tu amigo lentamente. Tu amigo tiene que adivinar la palabra. Escribe otra vez diciendo cada letra y cuando terminas dile a tu amigo la palabra. Tomen turnos al hacerlo otra vez.

Adapted from Cunningham, 2000.

Decoding By Analogy

As students become more proficient readers, they begin to process letters in larger chunks called spelling patterns. Spelling patterns are letter sequences that frequently occur in a certain position in words.

Spelling patterns are also known as phonograms or rimes. The initial consonant(s) of a one-syllable word is the onset. The spelling pattern that follows is the rime. For example, in the word *street* the onset is *str* and the rime is *eet*.

Students blend initial phonemes with common vowel spelling patterns to read words.

Words that contain the same spelling pattern form word families. Here are a few examples:

- *beet, feet, meet, sheet, greet, sleet, street*
- *bay, day, hay, lay, may, pay, ray, say, way, stay, tray, gray, play, stray, spray*
- *boast, coast, roast, toast*
- *able, cable, fable, gable, sable, table, stable*
- *down, gown, town, frown, drown, clown, brown*

When students decode words by using word families or spelling patterns from the words they know, they are using a strategy called decoding by analogy. Using many examples of one word family enhances students' memory for specific spelling patterns. Research has shown that students can effectively use the decoding by analogy strategy after they know some letter-sound correspondences and can decode regular words.

Students can use the analogy strategy by asking the following questions:

- "What words do I know that look or sound the same?"
- "What words do I know that end (or begin) with the same letters or sounds?"

Adapted from Gaskins, Ehri, Cress, O'Hara, & Donnelly, 1996–1997.

Six Syllable Types

| Syllable Types | Examples | |
|--|---|--|
| <p>Closed syllables end in at least one consonant; the vowel is short.</p> | <p><i>splen-did</i></p> <p><i>gos-sip</i></p> <p><i>mag-net</i></p> | <p><i>in-deed</i></p> <p><i>rab-bit</i></p> <p><i>mon-ster</i></p> |
| <p>Open syllables end in one vowel; the vowel is usually long.</p> | <p><i>no-tion</i></p> <p><i>se-quel</i></p> <p><i>ba-by</i></p> | <p><i>la-zy</i></p> <p><i>ba-con</i></p> <p><i>i-tem</i></p> |
| <p>Vowel-consonant-<i>e</i> syllables end in one vowel, one consonant, and a final <i>e</i>. The final <i>e</i> is silent, and the vowel is long.</p> | <p><i>dic-tate</i></p> <p><i>stam-pede</i></p> <p><i>lone-ly</i></p> | <p><i>in-vite</i></p> <p><i>pro-file</i></p> <p><i>wish-bone</i></p> |
| <p>Vowel-<i>r</i> syllables (<i>r</i>-controlled vowel syllables) have an <i>r</i> after the vowel; the vowel makes an unexpected sound. Vowels followed by <i>r</i> do not make their common short or long sounds.</p> | <p><i>bom-bard</i></p> <p><i>vir-tue</i></p> <p><i>tur-nip</i></p> | <p><i>per-fect</i></p> <p><i>cor-ner</i></p> <p><i>car-pool</i></p> |
| <p>Vowel digraphs and diphthongs have two adjacent vowels. Vowel pairs are also known as vowel combinations or teams.</p> | <p><i>sail-boat</i></p> <p><i>boy-hood</i></p> <p><i>treat-ment</i></p> | <p><i>six-teen</i></p> <p><i>oat-meal</i></p> <p><i>moon-struck</i></p> |
| <p>Final stable syllables have a consonant followed by <i>le</i> or a nonphonetic but reliable unit, such as <i>tion</i> and <i>ture</i>. Final stable syllables have unexpected but reliable pronunciations.</p> | <p><i>puz-zle</i></p> <p><i>can-dle</i></p> <p><i>sta-tion</i></p> | <p><i>con-trac-tion</i></p> <p><i>ad-ven-ture</i></p> <p><i>fea-ture</i></p> |

Adapted from University of Texas Center for Reading and Language Arts, 2003.

Six Syllable Types: Activities

In the chart below, list the six syllable types and examples of words with each syllable type. The vowel sound(s) within each syllable type are provided.

| Syllable Type | Vowel Sound(s) | Examples |
|---------------|--|----------|
| | Short | |
| | Long | |
| | Long | |
| | Long, short, and other, including diphthongs (/oi/ and /ow/) | |
| | /er/, /ar/, /or/ | |
| | Usually schwa | |

Use what you just learned about the syllable types to sort these words into open and closed syllables based on their **first** syllable.

| | | |
|--------|--------|--------|
| paper | bottle | puzzle |
| funnel | river | maple |
| temper | even | total |
| wiggle | title | music |

Teaching the Six Syllable Types

General Procedures

Begin with closed-syllable words.

Sequentially introduce the other five types of syllables.

Closed Syllable

Write four or five closed-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).

Ask students how each word ends (with a consonant).

Read the words. Ask students how the vowels are pronounced (short-vowel sound).

Define *closed syllable*.

Use the cloze procedure: “A closed syllable ends in at least one _____. The vowel is _____.”

Explain distorted vowel sounds, such as the schwa sound of vowels in unaccented closed syllables before the letters *m*, *n*, or *l*, and the nasal sounds of vowels before /*m*/, /*n*/, or /*ng*/.

Open Syllable

Write four or five open-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).

Ask students how each word ends (with a vowel).

Compare words to previously taught closed syllables and discuss differences.

Read the words. Ask students how the vowels are pronounced (long-vowel sound).

Define *open syllable*.

Use the cloze procedure.

Vowel-Consonant-e

Write four or five vowel-consonant-*e* words on the board. Determine with students how many vowels are in each word (two).

Ask students how each word ends (with an *e*).

Ask what comes between the vowel and the final *e* (one consonant).

Read the words. Ask students what happens to the final *e* (silent).

Ask students how the vowels are pronounced (long sound).

Define *vowel-consonant-e syllable*.

Use the cloze procedure.

Vowel-r (r-Controlled) Syllable

Write four or five one-syllable vowel-r words on the board. Determine with students how many vowels are in each word (one).

Ask students how each word ends (with at least one consonant).

Review the closed syllable.

Read the words and explain that these words do not have a short sound.

Explain that vowels do not make their common long or short sound when they are followed by *r*.

Define *vowel-r syllable*.

Use the cloze procedure.

Vowel-Team Syllable (Vowel Digraph/Diphthong)

Write four or five one-syllable vowel-team words on the board. Determine with students how many vowels are in each word (two).

Ask students how each word ends (with at least one consonant).

Compare vowel-team syllables to closed and open syllables and discuss differences.

Read the words. Explicitly teach each sound.

Define *vowel-team syllable*.

Use the cloze procedure.

Final Stable Syllable

Write four or five two-syllable consonant-*le* words on the board. Ask students what is the same in all the words (all end in a consonant followed by *le*).

Ask students to feel or hear how many syllables are in each word as they say it (two syllables).

Read each word and have students echo or repeat.

Explain that the pronunciations of consonant-*le* syllables are fairly stable.

Define *final stable syllable*.

Use the cloze procedure.

Adapted from Carreker, 2005a.

Common Prefixes

| PREFIX | % of All Prefixed Words | MEANING | EXAMPLES |
|--------------------|-------------------------|------------------|---|
| Un- | 26 | Not, opposite of | unaware, unbelievable, unsure |
| Re- | 14 | Again | redo, replay |
| Im-, in-, il-, ir- | 11 | Not | impossible, incapable, illogical, irregular |
| Dis- | 7 | Not, opposite of | dishonest, disgraceful, discover |
| En-, em- | 4 | Cause to | enable, emblaze |
| Non- | 4 | Not | nonstick, nonfiction, nonexistent |
| In-, im- | 3 | In, into | inject |
| Over- | 3 | Too much | overtime, overeat |
| Mis- | 3 | Wrongly | misunderstand, misuse |
| Sub- | 3 | Under | subsurface, subway |
| Pre- | 3 | Before | prepay, preschool |
| Inter- | 3 | Between | international, interact |
| Fore- | 3 | Before | forethought |
| De- | 2 | Opposite of | decaffeinated, dehydrate |
| Trans- | 2 | Across | transatlantic |
| Super- | 1 | Above | superhero, supermodel |
| Semi- | 1 | Half | semiannual, semicolon |
| Anti- | 1 | Against | antiwar, antisocial |
| Mid- | 1 | Middle | midyear, midnight |
| Under- | 1 | Too little | underweight, underpaid |
| All others | 3 | | |

Top 20 prefixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. Boston: Houghton Mifflin; as cited in White, Sowell, & Yanagihara, 1989.

Reprinted with permission from Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Austin, TX: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin.

Common Suffixes

| SUFFIX | % OF ALL SUFFIXED WORDS | PART OF SPEECH | EXAMPLES |
|-----------------------------|-------------------------|--|------------------------------|
| -s, -es | 31 | Plural of noun | cats, boxes |
| -ed | 20 | Past tense of verb | sailed |
| -ing | 14 | Progressive tense of verb | jumping, racing |
| -ly | 7 | Usually an adverb; sometimes an adjective | slowly, lovely |
| -er, -or (agent) | 4 | Noun (agent) | runner, professor |
| -ion, -tion, -ation, -ition | 4 | Noun | action, transition, vacation |
| -able, -ible | 2 | Adjective | lovable, incredible |
| -al, -ial | 1 | Adjective | global, logical, partial |
| -y | 1 | Adjective | funny |
| -ness | 1 | Abstract noun | kindness |
| -ity, -ty | 1 | Noun | activity |
| -ment | 1 | Noun | merriment |
| -ic | 1 | Adjective | historic |
| -ous, -eous, -ious | 1 | Adjective | hideous, spacious |
| -en | 1 | Verb | quicken, thicken |
| -er (comparative) | 1 | Adjective | bigger |
| -ive, -ative, -tive | 1 | Adjective | alternative, pensive |
| -ful | 1 | Adjective | wonderful |
| -less | 1 | Adjective | effortless |
| -est | 1 | Adjective | strongest |
| All others | 7 | | |

Top 20 suffixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. Boston: Houghton Mifflin; as cited in White, Sowell, & Yanagihara, 1989.

Reprinted with permission from Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Austin, TX: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin.

Common Greek and Latin Roots

| ROOT | ORIGIN | MEANING | EXAMPLES |
|-----------------|--------|-----------------|---|
| aud | Latin | Hear | auditorium, audition, audience, audible, audiovisual |
| astro | Greek | Star | astronaut, astronomy, asterisk, asteroid, astrology |
| bio | Greek | Life | biology, biography, biochemistry |
| cept | Latin | Take | intercept, accept, reception |
| dict | Latin | Speak or tell | dictation, dictate, predict, contradict, dictator |
| duct | Latin | Lead | conduct, induct |
| geo | Greek | Earth | geography, geology, geometry, geophysics |
| graph | Greek | Write | autograph, biography, photograph |
| ject | Latin | Throw | eject, reject, projectile, inject |
| meter | Greek | Measure | thermometer, barometer, centimeter, diameter |
| min | Latin | Little or small | miniature, minimum, minimal |
| mit or mis | Latin | Send | mission, transmit, missile, dismiss, submit |
| ped | Latin | Foot | pedal, pedestal, pedestrian |
| phon | Greek | Sound | telephone, symphony, microphone, phonics, phoneme, phonograph |
| port | Latin | Carry | transport, portable, import, export, porter |
| rupt | Latin | Break | disrupt, erupt, rupture, interrupt, bankrupt |
| scrib or script | Latin | Write | scribble, scribe, inscribe, describe, prescribe |
| spect | Latin | See | inspect, suspect, respect, spectacle, spectator |
| struct | Latin | Build or form | construct, destruct, instruct, structure |
| tele | Greek | From afar | telephone, telegraph, teleport |
| tract | Latin | Pull | traction, tractor, attract, subtract, extract |
| vers | Latin | Turn | reverse, inverse |

Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. Berkeley, CA: Consortium on Reading Excellence; Ebbers, S. (2005). Language links to Latin, Greek, and Anglo-Saxon: Increasing spelling, word recognition, fluency, vocabulary, and comprehension through roots and affixes. Presented at The University of Texas, Austin, TX; and Stahl, S., & Kapinus, B. (2001). Word power: What every educator needs to know about teaching vocabulary. Washington, DC: National Education Association.

Reprinted with permission from Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Austin, TX: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin.

Practicing Word Reading During Supported Reading Instruction

Supported reading instruction generally occurs in small groups that are designed to address specific reading needs of students.

Before Reading

Select the text that the group will read.

Select the text based on the instructional level of the students and the concepts that have been taught, such as specific grapheme-phoneme correspondences and spelling patterns.

Introduce the text to prepare students for what they will read.

Set the purpose for reading, relate the story to students' personal experiences, introduce recurring language and challenging vocabulary, and provide a brief overview of the story.

Have students predict what they think the text will be about.

Review previously taught grapheme-phoneme correspondences, high-frequency words, and/or irregular words by reading words or sentences that contain the concepts.

Introduce any new irregular high-frequency words, concepts, or patterns and have students practice reading words individually and in sentences.

Review word-reading strategies that have been taught and encourage students to use the strategies as they read.

During Reading

Listen to students as they read.

Use different methods for reading the text. For example, have all students "whisper-read" at the same time but at each student's own pace.

As students whisper-read (either to themselves or into a whisper phone), ask each student to read aloud a part of the text so you can listen and assess their word-reading skills and strategy use.

Have students read the text more than once. Reading a text more than once enhances fluency and comprehension, especially for students with dyslexia or other reading difficulties.

When students struggle to read words independently, prompt them to apply word-reading strategies.

Regularly monitor students' progress as they read by noting errors and reading behavior.

After Reading

Discuss texts, help students make connections, and provide prompts to enhance comprehension after everyone finishes reading.

Review effective word-reading strategies students used while reading.

Provide specific feedback that reinforces appropriate reading strategies, such as “You looked for syllables, used them to sound out the word, and then blended them to read that word!”

Follow up with literacy activities to reinforce concepts.

For example, have students generate lists of words with specific sounds or patterns from the text.

Encourage students to use these words in activities such as word building, sorting, or writing sentences about the text.

Encourage students to reread the text several times to practice and promote fluency.

Adapted from Carreker, 2005a; Gunning, 2002.

Explicit, Systematic Instruction: Word Study and Recognition Checklist

Teacher: _____ Observer: _____ Content Area: _____ Date: _____

| Category | Instructional Methods and Strategies (Check All Observed) | Observed Time Amount(s) | Comments |
|--|---|----------------------------|----------|
| Grouping Formats | <input type="checkbox"/> Whole group <input type="checkbox"/> Teacher-led small groups <input type="checkbox"/> Independent work <input type="checkbox"/> Mixed-ability small groups (e.g., workstations) <input type="checkbox"/> Partners | | |
| Explicit Instruction Components | <input type="checkbox"/> Objective identified <input type="checkbox"/> Background knowledge activated <input type="checkbox"/> Modeling (e.g., thinking aloud) <input type="checkbox"/> Consistent language <input type="checkbox"/> Scaffolding when needed <input type="checkbox"/> Examples and nonexamples (as appropriate) <input type="checkbox"/> Instruction paced appropriately <input type="checkbox"/> Guided practice <input type="checkbox"/> Checking for understanding <input type="checkbox"/> Multiple response opportunities <input type="checkbox"/> Extended practice opportunities <input type="checkbox"/> Immediate feedback (corrective when needed) | | |
| Word Study and Recognition Activities and Lessons | <input type="checkbox"/> Advanced phonemic awareness activities <input type="checkbox"/> Phoneme-grapheme mapping <input type="checkbox"/> Word mapping or building <input type="checkbox"/> Word sorts <input type="checkbox"/> Word or sentence dictation <input type="checkbox"/> Word- or sound-wall activities <input type="checkbox"/> Sound-by-sound blending in words <input type="checkbox"/> Orthographic pattern instruction or practice <input type="checkbox"/> Analogizing (e.g., word family instruction and practice) <input type="checkbox"/> Syllable-level instruction and practice <input type="checkbox"/> Morpheme-level instruction and practice <input type="checkbox"/> Word-reading strategies applied in text reading | | |
| Materials Used | <input type="checkbox"/> Grapheme tiles or cards <input type="checkbox"/> Sound-spelling cards <input type="checkbox"/> Word wall <input type="checkbox"/> Sound wall <input type="checkbox"/> Word list(s) <input type="checkbox"/> Word cards <input type="checkbox"/> Decodable text <input type="checkbox"/> Instructional-level text <input type="checkbox"/> Other text type: <input type="checkbox"/> Other material: | | |

Sound-Spelling Chart

This chart provides the most common spelling patterns for each sound.

SHORT-VOWEL SOUNDS

| <i>/ă/ - sat</i> | <i>/ĕ/ - hen</i> | <i>/ĭ/ - pig</i> | <i>/ŏ/ - hot</i> | <i>/ŭ/ - rug</i> |
|------------------|------------------|------------------|------------------|------------------|
| a_ | e_ ea_ | i_ _y_ | o_ | u_ o_ |

LONG-VOWEL SOUNDS

| <i>/ā/ - game</i> | <i>/ē/ - feet</i> | <i>/ī/ - bite</i> | <i>/ō/ - boat</i> | <i>/ū/ - two</i> |
|-------------------|-------------------|-------------------|-------------------|------------------|
| a | _y | i_e | o | oo |
| a_e | e | i | o_e | u |
| ai_ | ee | _y | oa | o |
| ay | ea | igh | ow | u_e |
| eigh | ie | ie | oe | ou ue |

OTHER VOWEL SOUNDS

| <i>/ū/ - book</i> | <i>/yū/ - use</i> | <i>/aw/ - hawk</i> | <i>/ə/ - about (in multisyllabic words)</i> |
|-------------------|-------------------|--------------------------------|---|
| u oo_ | u u_e ew | o a(l) (w)a au_ aw | a o u i e |

DIPHTHONGS

| <i>/oi/ - toy</i> | <i>/ow/ - cow</i> |
|-------------------|-------------------|
| oi_ oy | ou_ ow |

VOWEL-R SOUNDS

| <i>/er/ - her</i> | <i>/ar/ - card</i> | <i>/or/ - for</i> |
|------------------------------|--------------------|-------------------|
| er _or _ar ir ur | ar | or |

CONSONANT SOUNDS (◻ = Short-Vowel Sound)

| | | | | |
|-----------------------|---|--|------------------------|--------------------|
| /b/ - ball | /k/ - cat | /d/ - dog | /f/ - fan | /g/ - go |
| b ◻bb | c(a, o, u) k(e, i, y) ◻ck ch qu | d ◻dd | f ph ◻ff | g ◻gg |
| /h/ - hat | /j/ - jump | /l/ - log | /m/ - man | /n/ - no |
| h | j g(e, i, y) _ge ◻dge | l ◻ll | m ◻mm _mb | n ◻nn kn_ |
| /p/ - pan | /kw/ - queen | /r/ - rat | /s/ - sit | /t/ - toe |
| p ◻pp | qu | r ◻rr wr_ | s ◻ss c(e, i, y) | t ◻tt |
| /v/ - van | /w/ - win | /ks/ - fox /gz/ - exact | /y/ - you | /z/ - zoo |
| v _ve | w wh_ | _x | y i | s z ◻zz |
| /sh/ - shoe | /ch/ - chin | /th/ - think | /th/ - that | /ng/ - ring |
| sh _ti(on) | ch ◻tch t(u) | th | th | _ng n(k, g) |
| /zh/ - genre | | | | |
| _si(on) s(u) ge | | | | |

Tips for Using the Sound-Spelling Chart

Copy the chart double-sided and laminate it if possible. Give one chart to each student to keep in his or her desk.

Have students use the chart during reading, spelling, and writing lessons.

When teaching or practicing a specific sound, have students use a marker to circle that box on the chart to help them focus on that sound and its spellings.

Cover parts of the chart that you have not taught yet with sticky notes.

Use this chart in conjunction with a systematic phonological awareness and phonics scope and sequence based on the sound system.

Cycle through previously learned sounds and spelling patterns to build in review and practice.

As students master sounds and patterns in one-syllable words, have them practice spelling and reading sounds with specific patterns in two- and three-syllable words.

Adapted from McGuinness, 1997; Moats, 2009b.

Sample Grapheme Tiles

| | | | | | | | |
|------|----|------|-----|------|----|------|-----|
| a | b | c | d | e | f | g | h |
| i | j | k | l | m | n | o | p |
| q | qu | r | s | t | u | v | w |
| x | y | z | ing | ed | es | er | est |
| a__e | | e__e | | i__e | | o__e | |
| u__e | | a | e | i | o | u | |
| ai | ay | eigh | | | ee | ea | y |
| igh | y | ie | ow | oa | oe | ough | |

| | | | | | | | |
|----|-----|----|----|-----|----|-----|-----|
| oo | ou | ew | ue | | oo | | |
| aw | all | al | au | | ou | ow | |
| oi | oy | | er | ir | ur | ear | |
| ar | or | | or | ore | | oar | |
| ff | ll | ss | zz | | th | wh | |
| sh | ck | ph | ng | gh | | ch | tch |
| ge | dge | | | | | | |

Sample Decodable Text

Instructional Focus: Cle (consonant-le)

Story One

Sable Finds a Marble

Sable and her best friend took a walk after school. Sable saw a pebble on the ground. She picked up the pebble and began to fiddle with it. Sable saw the pebble sparkle. She told her best friend that the pebble was a marble with a band of blue that would sparkle if the light hit the marble just right.

Her best friend did not think the pebble was a marble. She wanted to handle the marble to make sure. Sable gave the marble to her best friend. She could not see the blue band sparkle. She told Sable that it was a pebble. They began to quibble. Was it a pebble or a marble?

Sable said she would bet her after-school snack that the pebble was a marble. Her best friend agreed because the snack was an apple. Her best friend liked apples.

Sable held the marble up and let the sun shine on it. Her best friend saw the pebble sparkle. It was a marble. The girls were glad they could settle the matter and not end up in a scuffle.

Adapted from Hickman County School Systems, 2015.
<http://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons>

English and Spanish Sounds

| | |
|---|---|
| English consonant sounds present in Spanish | <i>/n/, /p/, /k/, /f/, /y/, /b/, /g/, /s/, /ch/, /t/, /m/, /w/, /l/, /h/</i> |
| English consonant blends present in Spanish | <i>pl, pr, bl, br, tr, dr, cl, cr, gl, gr, fl, fr</i> |
| English consonant sounds that are difficult for English language learners | <i>/d/ (can be pronounced as /th/), /j/, /r/, /v/, /z/, /sh/, /zh/, /th/</i> |
| English consonant blends not present in Spanish | <i>st, sp, sk, sc, sm, sl, sn, sw, tw, qu, scr, spr, str, squ</i> |
| English vowel sounds not present in Spanish | <i>man, pen, tip, up</i> r-controlled vowels schwa sound <i>caught, could, use</i> |
| Challenging final English sounds | <i>rd, st, ng, sk, ng, z, oil, mp, dg</i> |

Adapted from Helman, 2004.

Monitoring Students' Progress: Word Study and Recognition

Questions to ask when listening to a student read aloud

Can the student read some words in context that he or she missed in isolation?

Does the student miss words in context that he or she read correctly in isolation?

Does the student sound out the word, sound by sound?

Does the student try to read the word in chunks (e.g., /b/ /ăk/, /făb/ /yū/ /lūs/)?

In Spanish, does the student read the word in syllables (e.g., /bo/ /ta/)?

Does the student guess the word without trying to sound it out?

Does the student rely on picture cues?

Does the student use context after decoding an unfamiliar word to check that it makes sense?

Does the student self-correct some errors?

Does the student read slowly with frequent hesitations and repetitions?

As the year progresses, are more and more words becoming sight words for the student? Does the student automatically recognize many multisyllabic words in addition to single-syllable words?

Questions to ask as you analyze spelling errors

Does the student confuse voiced and unvoiced consonant sounds (e.g., /p/ vs. /b/)?

Does the student confuse consonants produced similarly (e.g., /m/ vs. /b/, /f/ vs. /th/)?

Does the student confuse stop sounds with continuant sounds (e.g., /ch/ vs. /sh/)?

Does the student misspell initial blends or final blends in words?

Does the student lose nasal sounds (e.g., /m/, /n/, /ng/)?

Does the student confuse short-vowel sounds, long-vowel sounds, or both?

Does the student confuse vowel teams (e.g., *ee* vs. *ea*)?

Does the student break orthographic conventions (e.g., *-ck* for /k/ after a short vowel)?

How does the student's multisyllabic-word spelling compare to his or her single-syllable spelling?

Explicit Instruction for Word Study Intervention

Skill: Two-Syllable Words, Consonant-*le* • Instructional Day One

| Section | Instructional Routine | Time |
|---|--|------------|
| Warm-Up Activities | <p>Review Activity: Students play Swat the Word to review words with vowel teams. As you say a word, a student goes to the wall and swats the word with a fly swatter. Words may be attached at random to the wall or projected onto the wall surface.</p> <p>Word List: <i>feet, sea, moon, about, owl, field, snow, nail, play, peep, weak, skies, sight, slight, meat, cheap, cheese, relief, niece</i></p> | Two min. |
| Syllable Type | <p>This is the sixth syllable type to be introduced to students. Remind students that every syllable in a word has only one vowel sound. In a two-syllable word with <i>le</i>, the <i>le</i> and the consonant that precedes <i>le</i> usually form the last syllable of the word. Show the word <i>table</i>.</p> <p>“There are two vowels in the word, so it probably has two syllables. The <i>b</i> comes before the <i>le</i>, so I will divide the word after the <i>a</i>.”</p> <p>Read the first syllable, /tā/, and then the second, /bl/.</p> <p>“The word is <i>table</i>.”</p> <p>Word List: <i>battle, bobble, stifle, paddle, bugle, bridle, startle, kindle, eagle, steeple</i></p> | Three min. |
| Syllable-Division Rule(s) | <p>When you examine a word that ends with consonant-<i>le</i>, try to divide the word before the consonant.</p> <p>Model with <i>puddle</i> and <i>stable</i>.</p> | Two min. |
| Word-Reading and Blending Routines (sound by sound or continuous) | <p>Word-Reading List: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle</i></p> <p>I Do: In a flip book, show the first word and think aloud to determine whether it has <i>le</i> and how to use the syllabication strategies. Repeat with a second word.</p> <p>We Do: Students look at the next word in the flip book and, with guidance, highlight <i>le</i> and the syllabication rules. Students read the word and repeat with another word.</p> <p>You Do: Students take turns reading the remaining words. With individual flip books, students read words independently with corrective feedback.</p> | Five min. |
| Word Work | <p>Word-Building Words: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle</i></p> <p>I Do: Say the word <i>pebble</i>. Think aloud: “I hear two syllables, <i>peb</i> and <i>ble</i>. I’ll write the word <i>pebble</i>.” Underline the consonant-<i>le</i>. Repeat with another word from the list.</p> <p>We Do: Ask students to write a word from the list. Repeat the steps with them: 1. Say the word. 2. How many syllables do you hear in the word? Write both syllables. Repeat with another word.</p> <p>You Do: Have students write remaining words, underline vowels, and show division between the syllables.</p> | Five min. |
| Dictation | <i>scuffle, settle, marble, Sable</i> | Three min. |
| Text Application | <ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read story one. | 10 min. |

Skill: Two-Syllable Words, Consonant-*le* • Instructional Day Two

| Section | Instructional Routine | Time |
|---|--|------------|
| Warm-Up Activities | <p>Review Activity: In student pairs, speed drill with word cards.</p> <p>Word List: Use word cards that cover the second- and third-grade sight words from the Dolch Sight Word List.</p> | Two min. |
| Syllable Type | <p>This is the sixth syllable type to be introduced to students. Remind students that every syllable in a word has only one vowel sound. In a two-syllable word with <i>le</i>, the <i>le</i> and the consonant that precedes <i>le</i> usually form the last syllable of the word. Show the word <i>table</i>.</p> <p>“There are two vowels in the word, so it probably has two syllables. The <i>b</i> comes before the <i>le</i>, so I will divide the word after the <i>a</i>.”</p> <p>Read the first syllable, /tā/, and then the second, /bl/.</p> <p>“The word is <i>table</i>.”</p> <p>Word List: <i>battle, bobble, stifle, paddle, bugle, bridle, startle, kindle, eagle, steeple</i></p> | Three min. |
| Syllable-Division Rule(s) | <p>When you examine a word that ends with consonant-<i>le</i>, try to divide the word before the consonant.</p> <p>Model with <i>puddle</i> and <i>stable</i>.</p> | Two min. |
| Word-Reading and Blending Routines (sound by sound or continuous) | <p>Word-Reading List: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle, hand, pin, sweet, spank, miss, set, squash, quite, bright</i></p> <p>I Do: Model a closed word sort by taking the card for <i>sparkle</i> and thinking aloud to determine whether it has one or two syllables. Then place the word card in the correct column. Model with the word card for <i>set</i>.</p> <p>We Do: Students work together with the card for <i>apple</i>. Repeat with the card for <i>bone</i>.</p> <p>You Do: Students work in pairs to complete a closed sort of words with one or two syllables.</p> | Five min. |
| Word Work | <p>Word-Building Words: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle</i></p> <p>I Do: Say the word <i>scuffle</i>. Say the segments of the two syllables. Write the segments <i>scuf</i> and <i>fle</i>. Underline the vowels and divide between the two syllables.</p> <p>We Do: Students write the word <i>pebble</i>. Repeat the steps.</p> <p>You Do: Students write all the words you dictate.</p> | Five min. |
| Dictation | <p><i>Fiddle with a pebble.</i></p> <p><i>Settle a scuffle.</i></p> | Three min. |
| Text Application | <ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read a clean copy of story two. | 10 min. |

Skill: Two-Syllable Words, Consonant-*le* • Instructional Day Three

| Section | Instructional Routine | Time |
|---|---|------------|
| Warm-Up Activities | <p>Review Activity: Review one-syllable words with long-vowel sounds by playing BANG! Students take turns selecting a card from a standing paper bag. As a card is drawn, the student reads the word and places the card in front of him or her. If the BANG! card is drawn, all cards go back in the bag and play resumes.</p> <p>Word List: <i>blade, whale, maze, tire, rise, drive, tone, vote, poke, clue, due, Sue</i></p> | Two min. |
| Syllable Type | If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application. | Three min. |
| Syllable-Division Rule(s) | If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application. | Two min. |
| Word-Reading and Blending Routines (sound by sound or continuous) | <p>Word-Reading List: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle</i></p> <p>I Do: Place word cards face-down on the table. Turn over a card and think aloud to determine the syllables heard and how to read the word. Say the word. Repeat with another word.</p> <p>We Do: Together, with guidance, students think aloud about two more words.</p> <p>You Do: Student pairs use word cards to read all the words.</p> | Five min. |
| Word Work | <p>Word-Building Words: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle</i></p> <p>I Do: Say the word <i>settle</i>. Say the segments. Write the segments <i>set</i> and <i>tle</i>. Underline the vowels and divide between the two syllables. Repeat with another word.</p> <p>We Do: Students write the word <i>quibble</i>. Repeat the steps.</p> <p>You Do: Students write all the words you dictate.</p> | Five min. |
| Dictation | <p><i>Do not quibble.</i></p> <p><i>Handle the apple.</i></p> <p><i>The marble will sparkle.</i></p> | Three min. |
| Text Application | <ol style="list-style-type: none"> Identify target words in story two. Read story two. | 10 min. |

Skill: Two-Syllable Words, Consonant-*le* • Instructional Day Four

| Section | Instructional Routine | Time |
|---|---|------------|
| Warm-Up Activities | <p>Review Activity: Consonant digraph <i>th</i>—Display picture cards for <i>thumb</i>, <i>thief</i>, <i>three</i>, <i>thread</i>, and <i>thaw</i>. Using a puppet, hold up the picture for <i>thumb</i> and use the “puppet voice” to say /th/ /uuu/ /m/. Then in your voice say <i>thumb</i>. Hold up the card for <i>thumb</i> again and ask students to say the word like the puppet: /th/ /uuu/ /m/. Ask students to use their own voice to say the word. Continue the strategy for the word cards in the list. (Resource: <i>Teaching Reading Sourcebook</i>; Honig, 2008)</p> <p>Word List: <i>thumb</i>, <i>thief</i>, <i>three</i>, <i>thread</i>, <i>thaw</i></p> | Two min. |
| Syllable Type | If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application. | Three min. |
| Syllable Division Rule(s) | If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application. | Two min. |
| Word-Reading and Blending Routines (sound by sound or continuous) | <p>Word-Reading List: <i>marble</i>, <i>pebble</i>, <i>quibble</i>, <i>Sable</i>, <i>fiddle</i>, <i>apple</i>, <i>sparkle</i>, <i>scuffle</i>, <i>settle</i>, <i>handle</i>, <i>beetle</i>, <i>trittle</i>, <i>little</i>, <i>struggle</i>, <i>wiggle</i></p> <p>I Do: Open sort—Place word cards face-up on the table. Read each word aloud. Then think aloud how you might sort the words.</p> <p>We Do: Students chorally read each word card. Then students discuss some possible sorting categories and sort all the words together.</p> <p>You Do: Students work in pairs to read the word cards and think of another way to sort.</p> | Five min. |
| Word Work | <p>Word-Building Words: <i>marble</i>, <i>pebble</i>, <i>quibble</i>, <i>Sable</i>, <i>fiddle</i>, <i>apple</i>, <i>sparkle</i>, <i>scuffle</i>, <i>settle</i>, <i>handle</i>, <i>beetle</i>, <i>brittle</i>, <i>little</i>, <i>struggle</i>, <i>wiggle</i></p> <p>I Do: Say the word <i>brittle</i>. Say the segments of the two syllables. Write the segments <i>brit</i> and <i>tle</i>. Underline the vowels and divide between the two syllables. Repeat with another word.</p> <p>We Do: Students write the word <i>wiggle</i>. Repeat the steps.</p> <p>You Do: Students write all the words you dictate.</p> | Five min. |
| Dictation | <p><i>I will settle for a little apple.</i> <i>The beetle will struggle to get away from Sable.</i> <i>The marble will sparkle.</i> <i>I can play the fiddle.</i></p> | Three min. |
| Text Application | Read story two. | 10 min. |

Skill: Two-Syllable Words, Consonant-*le* • Instructional Day Five

| Section | Instructional Routine | Time |
|---|--|------------|
| Warm-Up Activities | Review Activity: Using a flashlight, highlight a sight word card attached to the wall. Students chorally say the word. Word List: Dolch Word List words for grades 2 and 3 | Two min. |
| Syllable Type | If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application. | Three min. |
| Syllable Division Rule(s) | If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application. | Two min. |
| Word-Reading and Blending Routines (sound by sound or continuous) | Word-Reading List: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle, beetle, trittle, little, struggle, wiggle</i> I Do: Place a large word recognition grid on the table with the words from the reading list printed in random order until all the spaces on the grid are full. Point to a word and then think aloud how to pronounce it as you scoop under the syllables and blend the word. Repeat. We Do: Students blend two more words as you scoop under the syllables. Students then pronounce two more words together as you point to them. Repeat. You Do: With individual grids filled in, students quietly pronounce the words while you provide corrective feedback. | Five min. |
| Word Work | Word-Building Words: <i>marble, pebble, quibble, Sable, fiddle, apple, sparkle, scuffle, settle, handle, beetle, brittle, little, struggle, wiggle</i> I Do: Choose a word card from a pile of turned-over word cards. Say the word and turn over the card. Think aloud and write the word on a wipe-off board. We Do: Choose the next word and think aloud. All students write the word on individual wipe-off boards. You Do: Turn over all of the cards again and repeat the procedure all of the words while students write on individual wipe-off boards with a colored marker. | Five min. |
| Dictation | <i>Handle the little beetle with care. The marble will sparkle in the sun. Do not fiddle with the puppy. You will cause her to wiggle and struggle to get away from you.</i> | Three min. |
| Text Application | 1. Read story three. 2. Formative assessment: Students should read targeted skill words with 95 percent accuracy. | 10 min. |

Target Two-Syllable Words for Consonant-*le* Stories

| Story One | Story Two | | Story Three |
|----------------------------------|--------------------------------|---|----------------------------------|
| Skill-specific new words (10–14) | Skill-specific new words (5–7) | Skill-specific words from story one (5–7) | Skill-specific new words (10–14) |
| marble | beetle | settle | uncle |
| pebble | brittle | pebble | saddle |
| quibble | little | handle | hurdle |
| Sable | struggle | sparkle | cuddle |
| fiddle | wiggle | Sable | nibble |
| apple | | | dazzle |
| sparkle | | | nuzzle |
| scuffle | | | circle |
| settle | | | bugle |
| handle | | | kibble |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Explicit Instruction for Word Study Intervention

Instructional Focus: Two-Syllable Words, Consonant-*le*

Story One

Sable Finds a Marble

Sable and her best friend took a walk after school. Sable saw a pebble on the ground. She picked up the pebble and began to fiddle with it. Sable saw the pebble sparkle. She told her best friend that the pebble was a marble with a band of blue that would sparkle if the light hit the marble just right.

Her best friend did not think the pebble was a marble. She wanted to handle the marble to make sure. Sable gave the marble to her best friend. She could not see the blue band sparkle. She told Sable that it was a pebble. They began to quibble. Was it a pebble or a marble?

Sable said she would bet her after-school snack that the pebble was a marble. Her best friend agreed because the snack was an apple. Her best friend liked apples.

Sable held the marble up and let the sun shine on it. Her best friend saw the pebble sparkle. It was a marble. The girls were glad they could settle the matter and not end up in a scuffle.

Explicit Instruction for Word Study Intervention

Instructional Focus: Two-Syllable Words, Consonant-*le*

Story Two

Sable and the Beetle

As Sable took a stroll through the park, she began to look at the sights. She saw a little sparkle fly near her and settle on a leaf.

Sable looked closer to see that the sparkle was a beetle. The beetle had a brittle shell. The shell had a sparkle to it when the sun shone on it. The little beetle was quite pretty.

Sable picked up the beetle. The beetle was as small as a pebble. The beetle began to wiggle and struggle to get away from Sable. Sable took great care to handle the beetle so it would not have to wiggle and struggle. She wanted to see the brittle shell sparkle.

The beetle flew from Sable's hand. It had such a pretty sparkle. Sable was glad the beetle had come her way.

Explicit Instruction for Word Study Intervention

Instructional Focus: Two-Syllable Words, Consonant-*le*

Story Three

My Uncle and His Circus Act

My uncle rides a horse in the circus. I love the horse my uncle rides. She is a sweet horse. She likes to nuzzle me when I pet her. My uncle lets me feed his horse kibble. She likes her kibble because it is made from grain. She will nibble on her kibble before my uncle starts the show.

When it is time for my uncle and his horse to ride in the circus, my uncle puts a silver saddle on his horse. She can dazzle a crowd when my uncle rides her inside a big circle of fire! At the end of the show, she will hurdle a high fence while my uncle blows a bugle. They put on a great circus show.

When the show is over, my uncle gives his horse more kibble. Then my uncle and I cuddle his horse. We tell her what a great horse she is. She will always dazzle us, no matter what.

Adapted from Hickman County School Systems, 2015.

<http://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons>

Taking a Closer Look

Skill: Two-syllable words with consonant-*le*

Examine the lessons and complete the chart. Specifically state how the lessons address each element.

| |
|---|
| Explicit, Systematic Instruction |
| Modeling |
| Scaffolded Practice |
| Progress Monitoring |

References

- Abbott, R. D., Berninger, V. W., & Fayol, M. (2010). Longitudinal relationships of levels of language in writing and between writing and reading in grades 1 to 7. *Journal of Educational Psychology, 102*(2), 281–298.
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Adams, M. J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (pp. 66–80). New York, NY: Guilford Press.
- Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. *American Educator, 22*(1), 18–29.
- Adams, M. J., Treiman, R., & Pressley, M. (1998). Reading, writing, and literacy. In I. Sigel & K. Renninger (Eds.), *Handbook of child psychology, Vol. 4: Child psychology into practice* (5th ed., pp. 275–355). New York, NY: Wiley.
- Ahmed, Y., Wagner, R. K., & Lopez, D. (2014). Developmental relations between reading and writing at the word, sentence, and text levels: A latent change score analysis. *Journal of Educational Psychology, 106*(2), 419–434.
- Archer, A., & Hughes, C. (2011). *Explicit instruction*. New York, NY: Guilford Press.
- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: National Institute for Literacy.
- August, D., McCardle, P., Shanahan, T., & Burns, M. (2014). Developing literacy in English language learners: Findings from a review of the experimental research. *School Psychology Review, 43*(4), 490–498.
- Azurdía, E. (1998). Integrando la fonética en el proceso de lectura en español. In A. Carrasquillo & P. Segan (Eds.), *The teaching of reading in Spanish to the bilingual student* (pp. 87–100). Mahwah, NJ: Erlbaum.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Columbus, OH: Pearson.
- Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. *The Reading Teacher, 52*(3), 222–242.
- Berninger, V. W., Vaughan, K., Abbott, R. D., Begay, K., Coleman, K. B., Curtin, G., . . . Graham, S. (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. *Journal of Educational Psychology, 94*(2), 291–304.
- Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Brookes.

- Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston, MA: Allyn and Bacon.
- Caravolas, M., Hulme, C., & Snowling M. J. (2001). The foundations of spelling ability: Evidence from a 3-year longitudinal study. *Journal of Memory and Language*, 45, 751–774.
- Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Carreker, S. (2005a). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 213-255). Baltimore, MD: Brookes.
- Carreker, S. (2005b). Teaching spelling. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 257-295). Baltimore, MD: Brookes.
- Carroll, J. B., Davies, P., & Richman, B. (1971). *The American heritage world frequency book*. Boston, MA: Houghten Mifflin.
- Chall, J. S., & Popp, H. M. (1996). *Teaching and assessing phonics: Why, what, when, how*. Cambridge, MA: Educators.
- Chard, D. J., & Osborn, J. (1999). Word recognition instruction: Paving the road to successful reading. *Intervention in School and Clinic*, 34(5), 271–277.
- Chard, D. J., Simmons, D. C., & Kame'enui, E. J. (1998). Word recognition: Instructional and curricular basics and implications. In D. Simmons & E. Kame'enui (Eds.), *What reading research tells us about children with diverse learning needs: Bases and basics* (pp. 169–181). Mahwah, NJ: Erlbaum.
- Conrad, N. J. (2008). From reading to spelling and spelling to reading: Transfer goes both ways. *Journal of Educational Psychology*, 100(4), 869–878.
- Coyne, M. D., Zipoli Jr., R. P., & Ruby, M. F. (2006). *Beginning reading instruction for students at risk for reading disabilities: What, how, and when*. *Intervention in School and Clinic*, 40(3), 161–168.
- Cummins, J. (2003). Reading and the bilingual student: Fact and friction. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 2–33). Newark, DE: International Reading Association.
- Cunningham, J. W., Spadorica, S. A., Erickson, K. A., Koppenhaver, D. A., Sturm, J. M., & Yoder, D. E. (2005). Investigating the instructional supportiveness of leveled texts. *Reading Research Quarterly*, 40(4), 410–427.
- Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York, NY: Addison-Wesley Longman.
- Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They can all read and write* (2nd ed.). New York, NY: Addison-Wesley Longman.

- Cunningham, P. M., & Hall, D. P. (1994). *Making words: Multilevel, hands-on, developmentally appropriate spelling and phonics activities*. Carthage, IL: Good Apple.
- Deacon, S. H., Kirby, J. R., & Casselman-Bell, M. (2009). How robust is the contribution of morphological awareness to general spelling outcomes? *Reading Psychology, 30*, 301–318.
- Dehaene, S. (2009). *Reading in the brain*. New York, NY: Viking.
- Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Austin, TX: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin.
- Denton, C. A., Fletcher, J. M., Taylor, W. P., Barth, A. E., & Vaughn, S. (2014). An experimental evaluation of Guided Reading and explicit interventions for primary-grade students at risk for reading difficulties. *Journal of Research on Educational Effectiveness, 7*, 268–293.
- Diamond, L., & Gutlohn, L. (2006). *Vocabulary handbook*. Berkeley, CA: Consortium on Reading Excellence.
- Ebbers, S. (2005). *Language links to Latin, Greek, and Anglo-Saxon: Increasing spelling, word recognition, fluency, vocabulary, and comprehension through roots and affixes*. Presented at The University of Texas, Austin, TX.
- Ebbers, S. M. (2011). *Vocabulary through morphemes* (2nd ed.). Longmont, CO: Sopris West.
- Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 3–40). Mahwah, NJ: Erlbaum.
- Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading, 18*(1), 5–21.
- Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly, 36*(3), 250–287.
- Ehri, L. C., Satlow, E., & Gaskins, I. (2009). Grapho-phonemic enrichment strengthens keyword analogy instruction for struggling young readers. *Reading & Writing Quarterly, 25*, 162–191.
- Escamilla, K. (2000). Teaching literacy in Spanish. In J. Tinajero & R. DeVillar (Eds.), *The power of two languages 2000: Effective dual-language use across the curriculum* (pp. 126–141). New York, NY: McGraw-Hill.
- Farrall, M. L. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: John Wiley & Sons.
- Felton, R. H. (1993). Effects of instruction on the decoding skills of children with phonological processing problems. *Journal of Learning Disabilities, 26*, 583–589.
- Foorman, B. R. (1995). Research on “the great debate”: Code-oriented versus whole language approaches to reading instruction. *School Psychology Review, 24*(3), 376–392.

- Foorman, B. R., & Moats, L. C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education, 25*(1), 51–60.
- Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice, 16*(4), 203–212.
- Fry, E. B., & Kress, J. E. (2006). *The reading teacher's book of lists* (5th ed.). San Francisco, CA: Jossey-Bass.
- Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York, NY: Guilford Press.
- Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996–1997). Procedures for word learning: Making discoveries about words. *The Reading Teacher, 50*(4), 312–327.
- Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. *American Educator* (Summer), 8–44.
- Goodwin, A. P., August, D., & Calderon, M. (2015). Reading in multiple orthographies: Differences and similarities in reading in Spanish and English for English learners. *Language Learning, 65*(3), 596–630.
- Goswami, U. (1998). Rime-based coding in early reading development in English: Orthographic analogies and rime neighborhoods. In C. Hulme & R. Joshi (Eds.), *Reading and spelling: Development and disorders* (pp. 69–86). Mahwah, NJ: Erlbaum.
- Gough, P. (1997, May). *Critical connections: Research on early reading instruction*. Presentation for the International Reading Association, Houston, TX.
- Grace, K. E. S. (2007). *Phonics and spelling through phoneme-grapheme mapping*. Longmont, CO: Sopris West.
- Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston, MA: Allyn & Bacon.
- Helman, L. A. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher, 57*(5), 452–460.
- Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes.
- Hickman County School Systems. (2015). *West Virginia Reading First phonics lessons*. Retrieved from <http://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons/>
- Hiebert, E. H. (1999). Text matters in learning to read. *The Reading Teacher, 52*(6), 552–566.
- Jeynes, W. H. (2008). A meta-analysis of the relationship between phonics instruction and minority elementary school student academic achievement. *Education and Urban Society, 40*(2), 151–166.

- Joshi, R. M., Trieman, R., Carreker, S., & Moats, L. C. (2008–2009). How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*, 6–16, 42–43.
- Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, 35(4), 458–492.
- Juel, C., & Roper-Schneider, D. (1985). The influence of basal readers on first grade reading. *Reading Research Quarterly*, 20(2), 134–152.
- Kearns, D., Steacy, L. M., Compton, D. L., Gilbert, J. K., Goodwin, A., Cho, E., . . . Collins, A. (2016). Modeling polymorphemic word recognition: Exploring differences among children with early-emerging and late-emerging word reading difficulty. *Journal of Learning Disabilities*, 49(4), 368–394.
- Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: John Wiley & Sons.
- Learning First Alliance. (2000). *Every child reading: A professional development guide*. Washington, DC: Author.
- Lems, K., Miller, L. D., & Soro, T. M. (2009). *Teaching reading to English language learners: Insights from linguistics*. New York: Guilford Press.
- Lesaux, N. K. (2006). Development of literacy of language minority learners. In D. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel* (pp. 75–122). Mahwah, NJ: Lawrence Erlbaum Associates.
- Martin-Chang, S., Ouellette, G., & Madden, M. (2014). Does poor spelling equate to slow reading? The relationship between reading, spelling, and orthographic quality. *Reading and Writing: An Interdisciplinary Journal*, 27(8), 1485–1505.
- McCardle, P., & Chhabra, V. (Eds.) (2004). *The voice of evidence in reading research*. Baltimore, MD: Paul H. Brookes Publishing.
- McCutchen, D., Harry, D. R., Cunningham, A. E., Cox, S., Sidman, S., & Covill, A. E. (2002). Reading teachers' knowledge of children's literature and English phonology. *Annals of Dyslexia*, 52, 207–228.
- McGuinness, D. (1997). *Why our children can't read and what we can do about it*. New York, NY: Free Press.
- Mesmer, H. A. E. (1999). Scaffolding a crucial transition using text with some decodability. *The Reading Teacher*, 53(2), 130–142.
- Mesmer, H. A. E. (2001). Decodable text: A review of what we know. *Reading Research and Instruction*, 40(2), 121–142.
- Mesmer, H. A. E. (2005). Text decodability and the first-grade reader. *Reading & Writing Quarterly*, 21, 61–86.
- Moats, L. C. (1995). *Spelling: Development, disability, and instruction*. Baltimore, MD: York Press.

- Moats, L. C. (1998). Teaching decoding. *American Educator*, 22(2), 42–49, 95.
- Moats, L. C. (1999). *Teaching is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.
- Moats, L. C. (2005). How spelling supports reading. *American Educator*, 29(4), 12–43.
- Moats, L. C. (2009a). *The speech sounds of English: Phonetics, phonology, and phoneme awareness* (2nd ed.). Longmont, CO: Sopris West.
- Moats, L. C. (2009b). *Spellography for teachers: How English spelling works* (2nd ed.). Longmont, CO: Sopris West.
- Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Brookes.
- Moats, L. C., & Tolman, C. (2009). *The challenge of learning to read* (2nd ed.). Longmont, CO: Sopris West.
- Moustafa, M., & Maldonado-Colón, E. (1999). Whole-to-part phonics instruction: Building on what children know to help them know more. *The Reading Teacher*, 52(5), 448–458.
- National Institute for Literacy. (2001). *Reading: Know what works. A practical guide for educators*. Washington, DC: Office of Elementary and Secondary Education.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- Neuhaus Education Center. (1992). *Reading readiness*. Bellaire, TX: Author.
- Nicholson, T. (1991). Do children read words better in context or in lists? A classic study revisited. *Journal of Educational Psychology*, 83(4), 444–450.
- Peregoy, S., & Boyle, O. (2005). *Reading, writing and learning in ESL* (4th ed.). New York, NY: Addison-Wesley Longman.
- Pollard-Durodola, S. D., & Simmons, D. C. (2009) The role of explicit instruction and instructional design in promoting phonemic awareness development and transfer from Spanish to English. *Reading & Writing Quarterly*, 25, 139–161.
- Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching*. New York, NY: Guilford Press.
- Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). New York, NY: Guilford Press.
- Rasinski, T., & Padak, N. (2004). Beyond consensus—Beyond balance: Toward a comprehensive literacy curriculum. *Reading & Writing Quarterly*, 20, 91–102.
- Rayner, K., Foorman, B. F., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002). How should reading be taught? *Scientific American*, 286(3), 84–91.

- Rayner, K., & Pollatsek, A. (1989). *The psychology of reading*. Englewood Cliffs, NJ: Prentice-Hall.
- Riches, C., & Genesee, F. (2006). *Literacy: Crosslinguistic and crossmodal issues*. In F. Genesee, K. Lindholm-Leary, W. Saunders, & D. Christian (Eds.), *Educating English language learners* (pp. 64–108). New York, NY: Cambridge University Press.
- Rowling, J. K. (1998). *Harry Potter and the chamber of secrets*. New York, NY: Scholastic.
- Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. *Reading & Writing Quarterly*, 25, 125–138.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Sander, E. K. (1972). When are speech sounds learned? *Journal of Speech and Hearing Disorders*, 37(1), 55–63.
- Schwanenflugel, P. J., Meisinger, E. B., & Wisenbaker, J. M. (2006). Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly*, 41(4), 496–522.
- Shapiro, L. R., & Solity, J. (2008). Delivering phonological and phonics training within whole-class teaching. *British Journal of Educational Psychology*, 78, 597–620.
- Sharp, C. A., Sinatra, G. M., & Reynolds, R. E. (2008). The development of children's orthographic knowledge: A microgenetic perspective. *Reading Research Quarterly*, 43(3), 206–226.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Spear-Swerling, L., & Brucker, P. O. (2003). Teachers' acquisition of knowledge about English word structure. *Annals of Dyslexia*, 53, 72–103.
- Spear-Swerling, L., & Brucker, P. O. (2004). Preparing novice teachers to develop basic reading and spelling skills in children. *Annals of Dyslexia*, 54(2), 332–364.
- Stahl, S., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: National Education Association.
- Stanovich, K. E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, 16(1), 32–71.
- Stanovich, K. E. (1993). Romance and reality. *The Reading Teacher*, 47(4), 280–291.
- Stanovich, K. E. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. New York, NY: Guilford Press.
- Templeton, S. (1996). Spelling: The foundation of word knowledge for the less-proficient reader. In L. Putnam (Ed.), *How to become a better reading teacher* (pp. 317–329). Englewood Cliffs, NJ: Merrill/Prentice-Hall.

- Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102–112.
- Templeton, S., & Morris, D. (2000). Spelling. In M. Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 525–543). Mahwah, NJ: Erlbaum.
- Texas Education Agency. (2009). *Texas essential knowledge and skills (TEKS)*. Retrieved from <http://tea.texas.gov/curriculum/teks/>
- Torgerson, C. J., Brooks, G., & Hall, J. (2006). *A systematic review of the research literature on the use of phonics in the teaching of reading and spelling*. London, UK: Department of Education and Skills.
- Torgesen, J. K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, 22(1), 32–39.
- Torgesen, J. K. (1999). Assessment and instruction for phonemic awareness and word recognition skills. In H. Catts & A. Kamhi (Eds.), *Language and reading disabilities* (pp. 128–153). Boston, MA: Allyn & Bacon.
- Torgesen, J. K., & Davis, C. (1996). Individual difference variables that predict response to training in phonological awareness. *Journal of Experimental Child Psychology*, 63, 1–21.
- Torgesen, J. K., & Mathes, P. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: PRO-ED.
- Treiman, R. (1998). *Why spelling? The benefits of incorporating spelling into beginning reading instruction*. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 289–313). Mahwah, NJ: Erlbaum.
- University of Texas Center for Reading and Language Arts. (2003). *Special education reading project secondary institute—Effective instruction for secondary struggling readers: Research-based practices*. Austin, TX: Author.
- Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities*, 38(4), 364–380.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, K–3*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Venezky, R. L. (1999). *The American way of spelling: The structure and origins of American English orthography*. New York, NY: Guilford Press.
- Vousden, J. I. (2008). Units of English spelling-to-sound mapping: A rational approach to reading instruction. *Applied Cognitive Psychology*, 22, 247–272.
- Weiser, B. L. (2012). Ameliorating reading disabilities early: Examining an effective encoding and decoding prevention instruction model. *Learning Disabilities Quarterly*, 36(3), 161–177.

- Weiser, B. L., & Mathes, P. (2011). Using encoding instruction to improve the reading and spelling performances of elementary students at risk for literacy difficulties: A best-evidence synthesis. *Review of Educational Research, 81*(2), 170–200.
- White, T. G. (2005). Effects of systematic and strategic analogy-based phonics on grade 2 students' word reading and reading comprehension. *Reading Research Quarterly, 40*(2), 234–255.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York, NY: HarperCollins.
- Wolter, J. A., Wood, A., & D'zatko, K. W. (2009). The influence of morphological awareness on the literacy development of first-grade children. *Language, Speech, and Hearing Services in Schools, 40*, 286–298.
- Wyse, D., & Goswami, U. (2008). Synthetic phonics and the teaching of reading. *British Educational Research Journal, 34*(6), 691–710.
- Zeno, S. M., Ivens, S. H., Millard, R. T., & Duvvuri, R. (1995). *The educator's word frequency guide*. Brewster, NY: Touchstone Applied Science Associates.

