



Phonics: Alphabetic Understanding

Participant Notes



**Phonics:
Alphabetic
Understanding**

LITERACY
ACHIEVEMENT ACADEMIES

Kindergarten

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Alphabetic Understanding

Focus on teaching letter-sound correspondences and the alphabetic principle.

Alphabetic principle

The goal of phonics instruction is to help students understand the **alphabetic principle**—that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words.

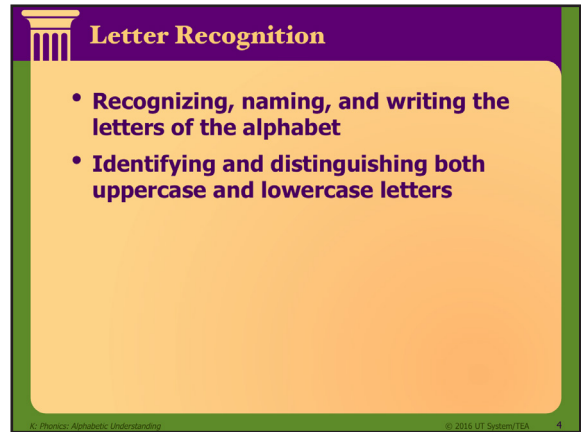
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TEKS Reading Strand

Phonics (K-3)

Beginning Reading Skills K-3	Fluency 1-8	Vocabulary Development K-12	Comprehension of Literary Text K-12	Media Literacy K-12
Print Awareness K-2			Comprehension of Text/ Independent Reading 1-5	
Phonological Awareness K-1			Comprehension of Informational Text K-12	
Strategies K-3			Comprehension Skills (Fig. 19) K-12	

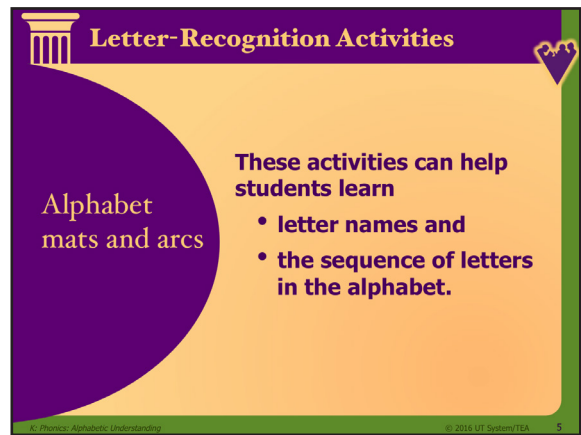
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Letter Recognition

- Recognizing, naming, and writing the letters of the alphabet
- Identifying and distinguishing both uppercase and lowercase letters

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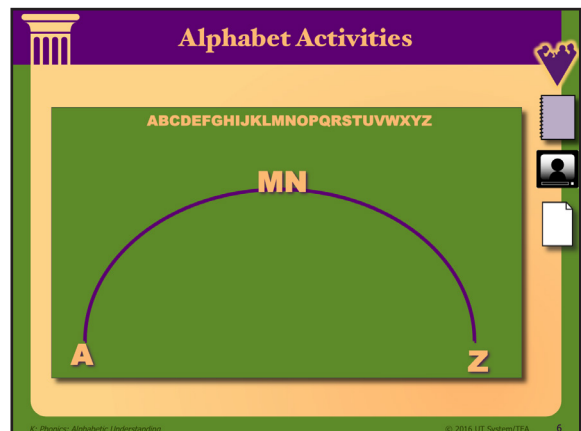
Letter-Recognition Activities

Alphabet mats and arcs

These activities can help students learn

- letter names and
- the sequence of letters in the alphabet.

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Alphabet Activities

ABCDEFGHIJKLMN**OP**QRSTUVWXYZ

MN

A **Z**

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Letter-Sound Knowledge

- Letter-sound knowledge involves learning the common sounds of letters, letter combinations and spelling patterns, and how sounds can be blended to read words.
- Systematic instruction of letter-sound knowledge includes explicit teaching of a carefully selected set of letter-sound correspondences that are organized into a logical sequence.

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What We Know From Research

Explicit, systematic phonics instruction

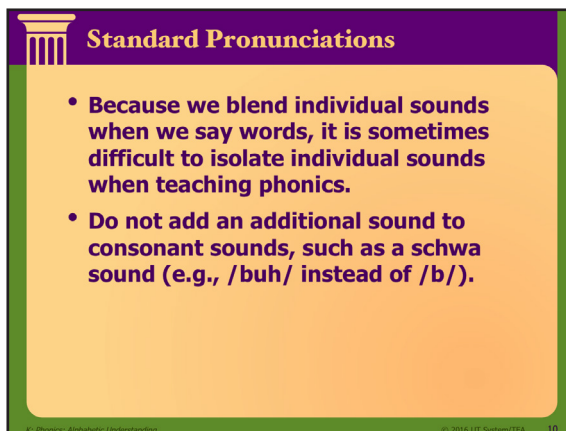
- Especially when introduced in kindergarten and first grade, is significantly more effective than programs that provide unsystematic or no phonics instruction
- Improves kindergarten and first-grade students' word-recognition and spelling skills

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Explicit and Systematic Instruction: Letter-Sound Knowledge

- Teach frequently used letters and sounds before teaching those less frequently used.
- Introduce only a few letter-sound correspondences at a time.
- Model and present each individual letter and its most common sound.
- Begin with letter-sound correspondences that can be combined to make words students can decode, read, and understand.

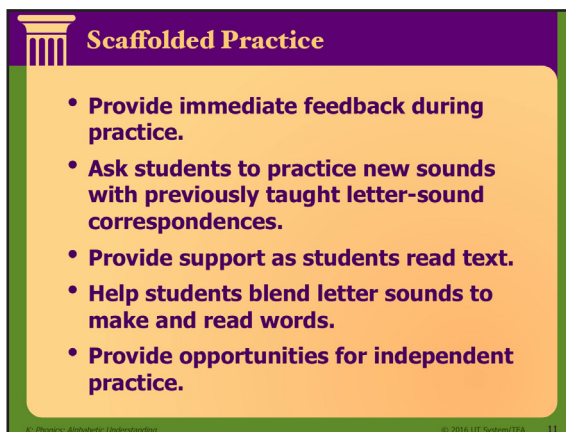
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Standard Pronunciations

- Because we blend individual sounds when we say words, it is sometimes difficult to isolate individual sounds when teaching phonics.
- Do not add an additional sound to consonant sounds, such as a schwa sound (e.g., /buh/ instead of /b/).

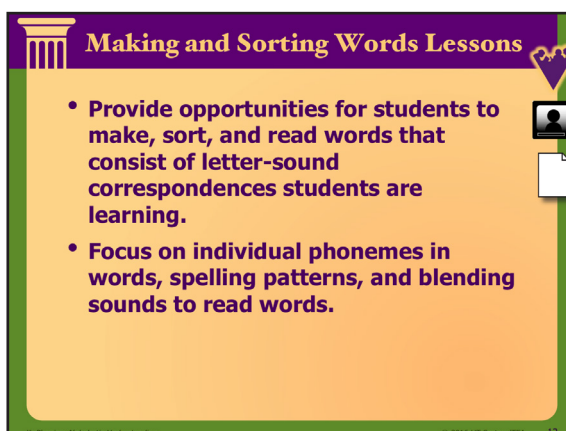
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Scaffolded Practice

- Provide immediate feedback during practice.
- Ask students to practice new sounds with previously taught letter-sound correspondences.
- Provide support as students read text.
- Help students blend letter sounds to make and read words.
- Provide opportunities for independent practice.

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Making and Sorting Words Lessons

- Provide opportunities for students to make, sort, and read words that consist of letter-sound correspondences students are learning.
- Focus on individual phonemes in words, spelling patterns, and blending sounds to read words.

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**Consider Diversity:
English Language Learners**

- English language learners can develop alphabetic understanding and phonics skills while developing English proficiency.
- Capitalize on native language ability:
 - Assess what they know about letters and sounds.
 - A Spanish-language assessment might be used to learn about Spanish-speaking students' phonics skills.

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English and Spanish Sounds

- Some sounds and blends are shared across the languages.
- Other sounds and blends in English are difficult for English language learners.
- Nonnative mispronunciation is not a reading error or lack of phonics knowledge—it is part of the process of acquiring a second language.

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Progress Monitoring

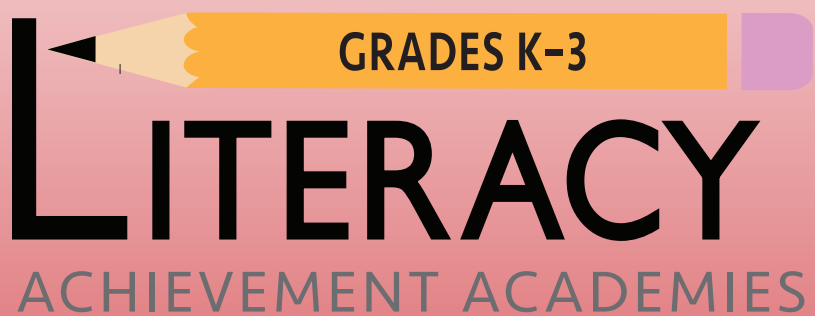
- Regularly monitor students' knowledge of letters and letter-sound correspondences and their ability to decode as they read words and text.
- Administer reading inventories.

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Phonics: Alphabetic Understanding

Handouts



KINDERGARTEN

Alphabet Mats and Arcs

On the following pages are variations of English and Spanish alphabet mats and arcs that you can use with your students.

Adapted from Neuhaus Education Center, 1992.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A B C D E F G H I J K L M N Ñ O P Q R S T U V W X Y Z

ABCDEFGHIJKLMNOPQRSTUVWXYZ

MN

Z

A



ABCChDEFGHIJKLLIMNÑOPQRrrrSTUVWXYZ

MNÑ

Z

A

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Model Lesson for the Alphabet Arc

Objective

Students will place three-dimensional letters in a sequence around the arc.

Materials

- Alphabet arc (English or Spanish)
- Uppercase set of letters (English or Spanish) in a container

Procedure

“Let’s review the sequence of the alphabet. Say the letter as you touch it on the alphabet strip at the top of your arc.”

Name the letters with students.

“Place all the letters on your desks.

“Say the letter, find it on your desk, and place it on the arc.

“Let’s do the first letter. Name it: A. Find it. Place it on the arc.

“Find the last letter. Name it: Z. Find it. Place it on the arc.”

English: “Find the two middle letters. Name them: M, N. Find them. Place them on the arc.”

Spanish: “Find the three middle letters. Name them: M, N, Ñ. Find them. Place them on the arc.”

“What’s the next letter? Name it: B. Now, find it. Where do you place B on the arc?

“That’s right, place the B after the A. Finish placing the remaining letters on your arc in the correct order.

“Remember, say it, find it, and place it.”

When they have finished placing all the letters in their arcs, have them check by touching and naming each letter. Students can use the alphabet strip at the top of the arc to help them check.

“Let’s put our letters back in the containers. Say the letters as you return them in sequence to the container.”

Alphabet Mat Game: What Letter?

Players

Two

Materials

- Two alphabet mats (English or Spanish)
- Uppercase set of letters (English or Spanish) in a container

Procedure

1. With eyes closed, one of the students draws a letter from the container and tries to identify the letter by feeling its shape.
2. If correct, the letter is placed on its matching letter on the student's alphabet mat.
3. If incorrect, the letter is correctly named and returned to the container. Shake up the letters.
4. The second student takes a turn.
5. Play continues until all the letters have been drawn and matched to one of the students' alphabet mats.
6. The student with the most letters at the end of the game wins.

Variation: Use two alphabet arcs.

Adapted from Neuhaus Education Center, 1992.

Example Sequence for Introducing Letter-Sound Correspondences

This example sequence for introducing letter-sound correspondence is based on frequency of use in reading and spelling. Sounds that are easily confused and letter shapes that are easily confused are widely separated in this order of introduction.

Letter	Sound	Key Word
i	/i/	it
t	/t/	table
p	/p/	pig
n	/n/	nest
s	/s/	sock
a	/a/	apple
l	/l/	leaf
d	/d/	dog
f	/f/	fish
h	/h/	house
g	/g/	goat
o	/o/	octopus
k	/k/	kite
c	/k/	cup
m	/m/	mitten
r	/r/	rabbit
b	/b/	bat
e	/e/	elephant
y	/y/	yarn
j	/j/	jam
u	/u/	umbrella
w	/w/	wagon
v	/v/	valentine
x	/ks/	box
z	/z/	zipper
qu	/kw/	queen

Adapted from Neuhaus Education Center, 1992.

Palabras que contienen las primeras once combinaciones de vocales y consonantes

Las siguientes letras son las más comunes en el español. Con solo las cinco vocales y estas seis consonantes se pueden formar una gran cantidad de palabras. Los estudiantes pueden leer estas palabras inmediatamente después de aprender los sonidos de estas letras. Esta lista presenta ejemplos de estas palabras formadas con las once letras más comunes en el español.

Vocales: a, e, i, o, u

Consonantes: m, p, s, l, t, d

mamá	le	osito
más	se	maleta
mal	pala	sapo
mes	puma	sopa
me	pasa	sola
mi	todo	pesa
masa	toma	está
mata	mesa	sala
lata	tipo	patio
lástima	amo	paseo
da	mami	lima
de	mapa	lodo
es	papi	saludo
sol	pido	dime
tu	tan	ala
dos	dedo	suma
a	desde	pelota
el	pato	miedo
lo	lee	ola
los	elote	mil
la	duda	topo
las	loma	salto
les	al	esto
pelo	como	paleta
estado	toma	dato

Three Letter Sounds Lessons

ALPHABETIC UNDERSTANDING



I. Letter Sounds-Lesson 1: Initial Instructional Strategy—Producing Letter Sounds

Introduction

In this three-lesson strategy set, the students learn and practice letter-sound correspondences. The first lesson introduces the new letter-sound /sss/. Students practice sounding out the isolated letter and also trace the letter that makes the sound /sss/. The second lesson reviews the newly introduced letter-sound /sss/, and students discriminate the new sound from previously learned letter-sounds. The discrimination task was separated from the initial teaching sequence for students who may have difficulty managing new information. The final lesson integrates a phonological awareness task, identifying initial sounds of words, with identifying the letter that represents that initial sound.

Lesson Objective

Teach the new letter-sound /sss/.

Rationale and Purpose

- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple consonant-vowel-consonant (CVC) words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers who lack understanding of letter-sound correspondences.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce the sound /sss/.
- Identify the following letter names and their corresponding sounds: /aaa/, /mmm/, and /t/ for the review sequence.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:

- Introduce most common sounds for new letters.
- Separate introductory teaching lessons of letters that are similar in shape or sound.
- Introduce letters that are found in many short, decodable words.
- Introduce lower-case letters before upper-case letters if students have difficulty managing multiple pieces of information.
- Distinguish between continuous and stop sounds. Continuous sounds can be prolonged for one to two seconds, while stop sounds are immediate, quick sounds.

Sample sequence example:

(This is only one possible example.)

m, t, s, a, d, r, o, f, i, g, h, l, u, c, b, n, k, v, e, w, j, p, y, x, q, z

Letters that represent continuous sounds are: **a, e, f, i, l, m, n, o, r, s, u, v, w, y, z**

Letters that represent stop sounds are: **b, c, d, g, h, j, k, p, q, t, x**

Materials and Examples

Dry erase board or chalk board.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Point to the letter s.	<p>"Today we are going to learn a new letter-sound. We use this letter's sound to read words."</p> <p><i>Model: "The sound for this letter is /sss/. Listen as I say this sound /sss/."</i></p>
Provide students opportunities.	Assess group and confirm response.	<p>"The sound for this letter is /s/."</p> <p>"What is the sound for this letter?" /sss/ "Yes, the sound for this letter is /sss/."</p>
Assess students' understanding.	Monitor each individual student's progress on knowledge of letter-sounds.	"What is the sound for s?"

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	<p><i>Building Success:</i> If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.</p>	<p><i>Feedback:</i> “The sound for s is /sss/. What is the sound for this letter?”</p> <p><i>Student:</i> /sh/</p> <p><i>Teacher:</i> The sound of s is /sss/.</p>
Integration Activity.	<p>Model tracing the letter s.</p> <p>Have the students copy the letter s from your example five times.</p>	<p><i>Model:</i> “Watch, I’ll write the letter that makes the sound /sss/.”</p> <p>“Your turn to copy the letter that makes the sound /sss/.”</p>

How To Evaluate Learning

Student performance is evaluated in terms of accuracy in responding to letter sounds. Data can be informally collected during a lesson’s group and individual assessment tasks. More formal individual assessment can be completed after every five lessons, testing four to six of the most recent letter sounds. Following is a sample student protocol for assessing the most recently taught letter sounds. When students are highly accurate with letter sounds they may be added to the letter-sound bank for fluency practice. Letter sounds which students are having difficulty learning should be included and reinforced in review practice.

s	t	m	a	s
a	m	s	t	m
s	a	t	m	s
t	m	s	a	t
m	s	a	t	m

ALPHABETIC UNDERSTANDING



I. Letter Sounds-Lesson 2: Review Strategy—Review a New Letter Sound with Previously Learned Letter Sounds

Lesson Objective

Review the new letter-sound /sss/ with previously learned letter-sounds.

Rationale and Purpose

- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple CVC words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers through second grade. It is important to review the newly learned skill along with previously learned skills to promote discrimination and generalization.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify the letter-sounds: /aaa/, /mmm/, /t/ and /sss/.
- Isolate these sounds in words: /aaa/, /mmm/, /t/ and /sss/.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:

- The newly learned letter sound is interspersed with previously learned letter sounds to determine students' ability to discriminate the sounds.
- The newly learned letter sound is sampled more often than the previously learned letter sounds.
- Previously taught letter sounds that students are not consistently accurate with are sampled more often than those that students already know.

Materials and Examples

- Dry-erase board or chalk board with previous and newly learned letters.
- Students’ worksheets for letter copying activity.

Note: Student worksheets may have gray-lined letters or arrows showing the sequence if forming the letters.

s	t	m	s
m	a	s	s
t	s	a	s
a	s	s	t

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Point to the letter s.	<p>“Today we are going to review all of the letter-sounds that we know.”</p> <p><i>Model: “The sound for this letter is /sss/.”</i></p>
Provide students opportunities.	Point to each of the letter sounds on the dry-erase board and assess group accuracy.	“Let’s say the sound for this letter.”
Assess students’ understanding.	Point to each of the letters on the dry-erase board and assess each individual’s accuracy.	“What is the sound for this letter?”
Provide feedback.	<i>Building Success:</i> If any student produces an incorrect response during group and individual responses, ask the student the question again: The letter s says /s/. What does s say? Give specific praise for each correct response.	<i>Correction Model:</i> “The sound of this letter is _____. What is the sound for this letter?”
Integration activity.	Model forming the letters. Have students practice first with sky writing and then practice writing over the letters on the student worksheet. Have students copy each letter (a, m, t, s) from the chalkboard onto a piece of paper.	“Write the letter that makes the /sss/ sound on your worksheet. Now, write the letter that makes the /t/ sound. Write the letter that makes the /aaa/ sound. Write the letter that makes the /mmm/ sound.”
Review sequence.	Review letter sounds on the dry-erase board. Repeat the group and individual assessment format.	

How To Evaluate Learning

Use the procedure outlined in the initial teaching strategy.

ALPHABETIC UNDERSTANDING



I. Letter Sounds-Lesson 3: Expansion Strategy—Matching Letters and Sounds

Lesson Objective

Review and assess a student's ability to produce initial sounds of pictured objects and identify corresponding letter-sound tiles.

Rationale and Purpose

- This activity is designed to integrate phonological awareness and beginning alphabetic understanding skills. Phonological awareness is a necessary, but not sufficient, skill for alphabetic understanding. Coordination of these two skills is necessary for blending sounds into words. Integrating these two skills provides an opportunity to review each skill and to display the interactive nature of phonological awareness and alphabetic understanding in developing students' decoding skills.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify initial sounds of words.
- Associate initial sounds with corresponding letter tiles (s, m, t, and a).

Instructional Design Criteria

- Select pictured objects with initial sounds that have been taught.
- Include four to six sounds for the activity. Do not include sounds or letters that are very similar in sound or shape.
- Add new letter-sound tiles to the game after they have been taught and reviewed at least twice.

Materials and Examples

- Pictured object cards representing initial sounds that have been taught.

Sock

Tack

Mop

Apple

- Letter tiles representing sounds that have been taught.

s

t

m

a

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Explain the directions for the game.	"We are going to play a game called Sound Detective. I'll show you how to play. Look at this picture. It is a toad. Toad begins with the sound /t/. Now, I'm going to pick the letter tile that makes the sound /t/. The sound of this letter is /t/."
Assess understanding.	Practice the task as a group until the group is accurate.	"Let's try one together. This is a picture of a sock. What sound does sock begin with? Good, now let's pick the letter tile that makes the sound /sss/. The sound of this letter is /sss/."
Provide students opportunities.	Give each individual student many opportunities to produce the initial sound and locate the corresponding letter tile.	"This is a _____. What sound does _____ begin with?" Point to the letter tile that makes the sound /_/. "The sound of this letter is /_/_."
Provide feedback.	Any time a student misses the initial sound or corresponding letter tile, model the correct answer, and give the student another opportunity to respond correctly.	

How To Evaluate Learning

- If students struggle to identify initial sounds, you may want to review the appropriate lessons in the Phonological Awareness section.
- If students struggle to identify correct letter tiles, you can review those letter sounds or re-teach the initial teaching strategy.
- Recycle all letter sounds that have been taught, include four to six sounds for each activity. For an advanced phonological awareness activity, have students identify the final sound of the pictured object. For an advanced letter-sound activity, have students write the letter that represents the initial sound, rather than picking the letter tile.

References

Carnine et al., 1997; National Reading Panel, 2000; Oregon Department of Education and Institute for the Development of Educational Achievement, 1999; Simmons & Kame'enui, 1999

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Reviewing Letter Sounds to Blend Sounds and Read Words

Procedure

1. Distribute individual pocket charts and letters for the lesson.
2. Students place letters in the top pocket.
3. As you review the name and sound of each letter, have students move the letter to the lower pocket.
4. Students return all the letters to the top pocket before making words.
5. Present words that accommodate different ability levels.
6. Students blend the sounds and read the word after they make each one.

Example: Review of *n*, *a*, *t*, *s*, and *f*

“Find the letter that says /a/. Name the letter and place it in the bottom pocket.”

n		t	s	f
a				

“Find the letter that says /n/ and place it after the first letter. What’s the word?”

		t	s	f
a	n			

“Place the *f* before *an*. What does it say?”

		t	s	
f	a	n		

“Replace the *n* in *fan* with a *t*. Tell me what it says.”

		n	s	
f	a	t		

“Replace the *f* in *fat* with an *s*. What’s the word?”

			n		f	
s	a	t				

“Take one letter away and make *at*.”

			n		f		s	
	a	t						

x	z	s	h
w	y	t	g

q	s	f	n
p	r	t	v

r	b	d	f
l	p	c	t

k	m	p	m
j	l	n	n

i	o	u	u
i	o	o	u

e	e	a	a
a	e	i	a

e	i	i	o
e	e	i	o

u	u	a	
o	u	a	

b	c	d	d	f	f	g	g	h	j	k
l	l	m	n	n	p	p	p	q	r	r
s	s	t	t	v	w	x	y	z		

a	a	a	a	a	a	e	e	e	e	e
e	i	i	i	i	i	i	o	o	o	o
o	o	u	u	u	u	u	u			

Adapted from Blachman, Ball, Black, & Tangel, 2000.

Making and Sorting Words Lessons

Teacher Preparation

1. Think of a word related to a theme, content-related 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.
2. Brainstorm 10 to 12 words students can make using any of the letters in the final word.
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.

Making Words Lesson

Materials

- Teacher: Large letter cards, pocket chart, index cards with words to be made
- 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

1. Distribute one set of the letters in the final word to each student.
2. Students alphabetize the letters, vowels first and then consonants.
3. Show each letter in the lesson and review its name and sound.
4. 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 children 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."

5. 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.

6. Display the word card. Ask students to use the word in a sentence.

7. 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.

Sorting Words Lesson

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 Making Words lesson. Ask students to read and spell their words.

Making Words Journals

Have students write words from the Making Words lesson 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: “_____, will you 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 by words with similar patterns.

Adapted from Cunningham & Hall, 1994.

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.

Student Progress Checks

Blending Sounds to Read Words Progress Check

Materials

- Student and examiner copies
- Timer

Directions

Administer individually.

Tell the student: “Begin here.” Point to the first word. “Read each word going down column 1 and then go to the top of the next column.” Point to column 2. “Try to read each word. If you come to a word you don’t know, I’ll help you. Do you have any questions?”

Say “Begin” and start the timer.

Mark errors by putting a slash through the word on your copy.

If the student struggles with a word or doesn’t respond in five seconds, tell the student the word and mark it incorrect.

If the student makes five consecutive errors before the minute is up, stop the assessment.

At the end of a minute, say “Stop” and place a double slash after the last word read correctly. If the student reads all the words before the minute is up, record the time.

Scoring

Add the total correct responses and record that information on the Letter-Sound Knowledge Checklist (the last page of this handout).

Blending Sounds to Read Words: Teacher Form Example

Student: _____ Date: _____

Time: _____ Total Number Correct: _____

1	2	3	4	5
it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
Sam	tag	last	skin	skunk
mad				

Comments:

Blending Sounds to Read Words: Student Form Example

1	2	3	4	5
it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
Sam	tag	last	skin	skunk
mad				

Blending Sounds to Read Words: Teacher Form

Student: _____ Date: _____

Time: _____ Total Number Correct: _____

1	2	3	4	5

Comments

Blending Sounds to Read Words: Student Form

1	2	3	4	5

Letter Names Progress Check

Purpose

To assess knowledge of letter names, both uppercase and lowercase

Materials

- Student and teacher copies
- Optional: Stopwatch

Directions

Administer individually.

Cover all the letters except the practice items.

Say: "I will show you some letters of the alphabet, both uppercase and lowercase. I want you to tell me the name of the letter."

Present both practice items.

Say: "Let's practice. The name of this letter is *t*. What is the name of the letter?" Have the student say the name. "The name of this letter is *o*. What is the name of the letter?" Have the student say the name.

Uncover one row of letters at a time. Administer all of the uppercase and lowercase letters.

Say: "Tell me the name of each letter in this row." Point from left to right. "If you come to a letter you don't know, I will tell you its name. Do you have any questions?"

Point to the first letter and say: "Begin."

Follow along on your copy. If the student says the letter incorrectly, put a slash through it.

If the student stops or struggles with a letter for 10 seconds, tell the student the letter and mark it as incorrect. Have the student continue with the next letter.

Scoring

Record both uppercase and lowercase letters students know. Use the Letter-Sound Knowledge Checklist (the last page of this handout).

Options

Have the student name as many letters as he or she can in a minute. If the student completes all the letters in less than a minute, record the time in seconds and write the time at the top of the page.

Ask students to say the sound of the letter after saying its name. Circle the letter if the sound is incorrect. If a student says a long vowel sound for a vowel, ask: "Can you tell me another sound for this letter?"

Adapted from Texas Education Agency, 2001.

Letter Names Progress Check: Teacher Form

Student Name: _____ Date: _____ Time: _____

A M T S I F

D R O G L H

U C B N K V

E Z J P Y X

Q W

a m t s i f

d r o g l h

u c b n k v

e z j p y x

q w

Letter Names Progress Check: Student Form

Practice: T o

A M T S I F

D R O G L H

U C B N K V

E Z J P Y X

Q W

a m t s i f

d r o g l h

u c b n k v

e z j p y x

q w

Letter Sounds Progress Check

Purpose

To assess knowledge of letter sounds

Materials

- Student and teacher copies
- Optional: Stopwatch

Directions

Administer individually.

Cover all the letters except the practice items.

Say: "I will show you some letters of the alphabet. I want you to tell me the sound each letter makes."

Present both practice items.

Say: "Let's practice. The letter *m* makes the /m/ sound. What sound does *m* make?" Have the student say its sound. "The letter *o* makes the /o/ sound" (note: /o/ as in *dog*). "What sound does *o* make?" Have the student say its sound.

If the student says the letter name, say "That's the name of the letter. Tell me the sound of the letter." If the student still says the letter name, say "The sound of the letter is /o/."

Uncover one row of letters at a time. Administer all of the first set of letters (all 26 letters of the alphabet).

Say: "Tell me the sound of each letter in this row." Point from left to right. "If you come to one you don't know, I will tell you its sound. Do you have any questions?"

Point to the first letter and say: "Begin."

Follow along on your copy. If the student says the letter sound incorrectly, put a slash through it. If the student says a long vowel sound for a vowel, ask: "Can you tell me another sound for this letter?"

If the student stops or struggles with a letter sound for 10 seconds, tell the student the sound and mark it as incorrect. Have the student continue with the next letter.

If the student says the name of the letter, say, "Yes, that's the name. Can you tell me the sound?"

Scoring

Record the letter sounds that the student knows on the Letter-Sound Knowledge Checklist (the last page of this handout).

Optional

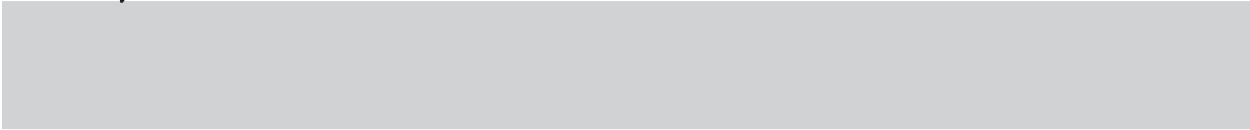
Have the student name as many letter sounds on the page as he or she can in a minute. If the student completes all the letters in less than a minute, record the time in seconds and write the time at the top of the page.

Adapted from Texas Education Agency, 2001.

Letter Sounds Progress Check: Teacher Form

Student Name: _____ Date: _____ Time: _____

a	m	t	s	i	f
d	r	o	g	l	h
u	c	b	n	k	v
e	w	j	p	y	x
q	z				



o	g	l	u	n	e
p	y	x	q	w	j
v	k	b	u	l	o
f	s	m	z	t	s

Letter Sounds Progress Check: Student Form

Practice: M o

a m t s i f

d r o g l h

u c b n k v

e w j p y x

q z



o g l u n e

p y x q w j

v k b u l o

f s m z t s

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