



# Phonics: Decoding and Spelling

Participant Notes





**Phonics:  
Decoding  
and Spelling**

LITERACY  
ACHIEVEMENT ACADEMIES

Kindergarten

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**Making the Connection**

**“Research has proven that explicit and systematic phonics instruction is essential to develop the decoding skills necessary for future reading success.”**

— Ehri, 2004

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**Successful Beginning Readers**

- Rely primarily on letter-sound correspondences in words rather than on pictures to identify familiar and unfamiliar words
- Have reliable strategies to decode words
- Read words a sufficient number of times for words to become “automatic”

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### Diverse Experiences

- Many children enter kindergarten understanding the critical concepts and skills related to print recognition and phonological awareness.
- Some children enter school with less experience with letters and sounds.

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### TEKS Reading Strand

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	
<b>Phonics K-3</b>			<b>Comprehension Skills (Fig. 19) K-12</b>	
Strategies K-3				

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### TEKS Oral and Written Conventions Strand

Conventions K-12	Handwriting, Capitalization and Punctuation K-12	<b>Spelling K-12</b>
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**Principles of Decoding and Spelling**

- Some letters can represent more than one sound (e.g., *g* is /j/ in *gym* but /g/ in *get*).
- Different letters can represent the same sound (e.g., /s/ is *c* in *city* but *s* in *sit*).
- A sound can be represented by a single letter or combination of letters (e.g., /ā/ is *a* in *baby* but *ai* in *rain*).
- Generalizations can help with pronunciation but do not apply to every word.
- Different word-reading strategies can be used to decode and read unknown words.

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**Teaching Reading and Spelling in English**

**“The complexity of English orthography cannot be an excuse for not teaching the principles and exemplary regularities in the system.”**

— Perfetti, 2003, p. 18

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**Word-Reading Strategies**

- Identifying and blending letter-sound correspondences to decode and read words
- Reading irregular words
- Building sight-word knowledge
- Using more complex orthographic patterns, such as spelling /k/ with *-ck* or /s/ with *-ss* after short vowels and common syllable patterns
- Using structural clues such as compound words, base words, and inflectional endings

Teach these word-reading strategies concurrently with new letter-sound correspondences.

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**Decoding**

The process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences, spelling patterns, and word structures

Systematic phonics instruction enables students to **apply** their knowledge of letters and sounds to begin reading texts.

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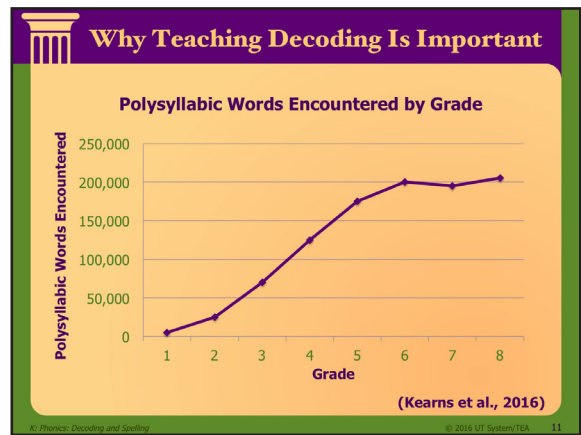
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**Guidelines for Teaching Decoding**

Select words that

- consist of previously taught letters,
- progress from short VC and CVC words (*at* and *sat*) to longer words (*slat* and *splat*),
- are frequently used in texts, and
- represent familiar vocabulary.

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**Guidelines for Teaching Decoding (cont.)**

- Blend individual sounds without stopping between them.
- Follow decoding of a word with its "fast" pronunciation.
- Move your finger slowly and then more quickly under the word to direct students' attention.
- Move from orally decoding words to silently sounding out words.

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**Effective Decoding Instruction**

- Begin when students know a few letter-sound correspondences.
- Be explicit: Model how to say the sounds in words and blend the sounds to read the words.
- Be systematic: Begin with letter-sound correspondences that can be combined to make words that students can read and understand.
- Include multiple opportunities for practice with immediate and corrective feedback.

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**Irregular Words and Sight Words**

- Irregular words
  - Contain some 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 their reading and writing
- Sight words
  - Are recognized immediately
  - Are what almost all words, regular or irregular, should become for all students

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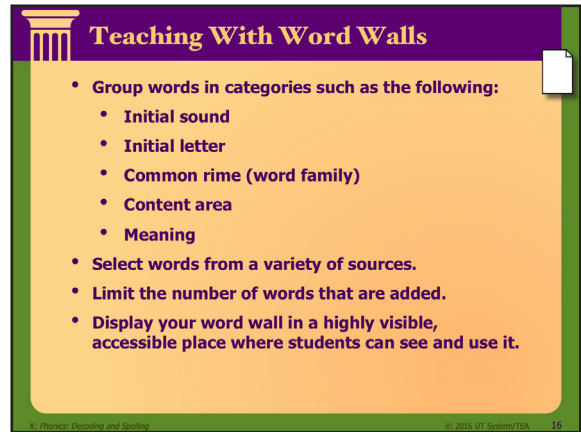
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**Teaching With Word Walls**

- Group words in categories such as the following:
  - Initial sound
  - Initial letter
  - Common rime (word family)
  - Content area
  - Meaning
- Select words from a variety of sources.
- Limit the number of words that are added.
- Display your word wall in a highly visible, accessible place where students can see and use it.

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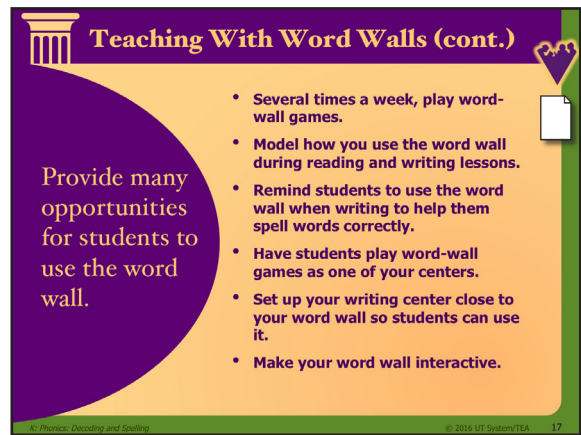
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**Teaching With Word Walls (cont.)**

Provide many opportunities for students to use the word wall.

- Several times a week, play word-wall games.
- Model how you use the word wall during reading and writing lessons.
- Remind students to use the word wall when writing to help them spell words correctly.
- Have students play word-wall games as one of your centers.
- Set up your writing center close to your word wall so students can use it.
- Make your word wall interactive.

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**Spelling Development**

- As students make connections between the sounds they hear and the letters that represent the sounds, students begin to spell words phonetically.
- Phonetic spelling:
  - Enhances phonemic awareness and accelerates conventional spelling
  - Is one of the many different terms used for beginning spelling (e.g., *temporary spelling, invented spelling, emergent spelling*)

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**Learning to Spell**

- Students learn to spell in a particular order, from simple letter-sound correspondences to relationships between meaningful units.
- Students compare and contrast words:
  - By sound
  - By consistent spelling patterns

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**Spelling in Kindergarten**

Spelling activities provide kindergarten students with opportunities to do the following:

- Use phonological knowledge to match sounds and letters
- Begin to write parts of words and whole words
- Practice correct letter formation

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**Explicit Instruction in Word Reading and Spelling**

- Explicitly teach and model how to read and spell unfamiliar words.
- Build in guided and independent practice with both word-reading and spelling skills.
- Some students need much more practice than others to develop these skills.
- Provide students with immediate feedback during practice.
- Use specific types of scaffolding during reading and writing activities.

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### Scaffolds for Phonics and Spelling

- **Sound-spelling cards:**
  - Each card includes a sound, its most common spellings, and a picture of a key word.
  - Display the cards in a visible place in the classroom to support students' reading and spelling.
  - Reference the cards during phonics and spelling lessons and use them in interactive activities.
- **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.

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### Scaffolds for Phonics and Spelling (cont.)

- **Decodable texts contain the following:**
  - Words with previously taught letter-sound correspondences, letter combinations, and orthographic patterns
  - Previously taught high-frequency words
- **Prompts to support the reading of unfamiliar words should do the following:**
  - Focus students on word-reading strategies
  - *Not* coerce students into guessing a word based on its first letter, its context, or a picture

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### Prompts to Support Word Reading

Examples	Nonexamples
<ul style="list-style-type: none"><li>• "Think about the sounds of the letters as you look at each one."</li><li>• "Sound it out."</li><li>• "Look for the chunks. Sound them out. Blend them."</li></ul>	<ul style="list-style-type: none"><li>• "Use the picture to help you figure it out."</li><li>• "Look at the first letter and think about a word that makes sense."</li><li>• "What word would make sense?"</li><li>• "Skip it and see if you can figure it out from the sentence."</li></ul>

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**Decodable Texts**

- Support word-reading skills and automaticity with these skills
- Encourage students to use grapheme-phoneme knowledge to read unfamiliar words

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**Consider Diversity: English Language Learners**

- Provide high-quality instruction through explicit teaching, modeling, and scaffolding.
- Work in meaningful contexts:
  - Use familiar words.
  - Use visual aids when necessary.
  - Ensure that ELLs understand the words and texts they are reading.

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**Consider Diversity: English Language Learners (cont.)**

- ELLs can become successful decoders through explicit instruction.
- Teach ELLs the differences and similarities when decoding in two languages:
  - Decoding in Spanish is more straightforward.
  - Decoding in English requires more flexibility.
- Teach unique English decoding rules: Take advantage of English language regularities.

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**Taking a Closer Look**

- Examine the lesson set in Handout 14.
- With a partner, complete Handout 15. Discuss the lesson, the features of effective instruction, and examples of what we have discussed during this session.

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**Phonics: Decoding and Spelling**

**“Providing explicit and systematic instruction in phonics and spelling establishes the foundation for success in reading and all other content areas.”**

— Moats, 2006

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**Carry It Through**

**Complete Handout 16 with your partner for today’s sessions:**

- Phonological Awareness
- Phonics: Alphabetic Understanding
- Phonics: Decoding and Spelling

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# Phonics: Decoding and Spelling

Handouts





## Guidelines for Teaching Decoding

By following these guidelines, you can help students learn how to pronounce individual sounds in words and blend the sounds to pronounce words.

**For decoding instruction and student practice, select the following types of words.**

- Words that consist of previously taught letters
- Words that progress from short VC and CVC words (two or three letters) to longer words (four or five letters)
- Words that are frequently used in primary texts
- Initially, words that contain stop sounds in the final position
- Words that represent vocabulary familiar to students

**Encourage students to blend individual sounds without stopping between them—  
/mmmmaaaaaannnn/ rather than /m/ /a/ /n/.**

- When assessing phonemic awareness, sounds are usually isolated. However, to read words, it often helps students to blend individual sounds without pausing between them.
- Have students track each letter from left to right with their finger as they say each sound.

**After students sound out individual letters, have them use a “fast” pronunciation of the word: /mmmmaaaaaannnn/ = /man/.**

Move from orally sounding out words to silently sounding out words.

**As students become more proficient, they will begin to sound out words silently. Model this step by silently mouthing a word’s pronunciation.**

Adapted from Carnine, Silbert, & Kame’enui, 1997; Chard & Osborn, 1999.







### Playing With Sounds

Place two letter cards on the table: *a* and *t*.

With students, blend the letter sounds to say *at*.

Have students add the letter *s* to the beginning and blend the sounds to read *sat*.

Have students make and read new words by changing or adding new letter sounds (e.g., *sat* to *mat*, *mat* to *map*, *map* to *mop*, *mop* to *top*, *top* to *stop*).

In Spanish, place two letter cards on the table, *a* and *l*. With students, blend the letter sounds to say *al*. Have students add an *s* to the beginning and blend the sounds to read *sal*. Have students make and read new words by changing or adding new letter sounds (e.g., *mal*, *mar*).

### Tapping Out

Using letter cards, make a word, such as *sat*.

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 medial sound: /a/.

Tap the ring finger to the thumb as you say the final sound: /t/.

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

Have students practice tapping out the sounds of other CVC words.

In Spanish, have students practice tapping out sounds in one-syllable words.

### Tapping and Sweeping

Using letter cards, make a word, such as *sat*.

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

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

Finally, tap under the *t* as you say /t/.

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

Have each student take turns blending CVC words in this way.

In Spanish, have students take turns blending one- and two-syllable words.

Adapted from Carreker, 1999.

# 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* and *was* and *saw*, 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 *said*.

With students, sound out each letter 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: *ai*.

Compare this part to what is said by writing the pronunciation in parentheses: (sed).

Say the word slowly.

Adapted from Carreker, 1999.



## Ways to Support the Development of Sight Words

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

### Guidelines for Teaching Sight Words

#### Teachers

Select words that students are having difficulty reading. Words can come from commercially published word lists, such as the list of sight words in this handout, 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 cards. Ask students to read words. 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 (e.g., 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.

### Examples of Practice 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
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The \_\_\_\_\_ ran up the \_\_\_\_\_ in the \_\_\_\_\_.

Reread (two or three times) a set of word bank cards. Record time 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 letters.

cat	their	right
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Add words to individual word walls for use during independent reading and writing activities.

Arrange scrambled word cards into sentences. Read sentences.

Adapted from Bos & Vaughn, 2002.

## Sample List of Sight Words

I	first	four	today	many
a	water	girl	order	into
is	called	high	horse	number
on	put	between	color	people
as	off	under	body	several
if	work	story	north	toward
of	give	next	south	hundred
or	where	watch	cried	money
the	any	leave	I'll	notice
you	want	it's	fire	unit
was	does	every	music	figure
for	here	country	question	certain
are	only	earth	didn't	field
with	little	eye	friend	travel
his	very	always	door	measure
this	after	both	become	please
have	great	paper	better	box
one	also	often	during	afternoon
what	large	until	whole	yes
were	move	children	himself	size
your	again	river	morning	rule
said	point	carry	against	done
use	father	once	table	English
each	sentence	later	pull	half
there	through	without	voice	front
their	following	almost	upon	finally
which	even	being	area	correct
them	because	example	problem	quickly
these	different	together	complete	person
some	picture	group	piece	ocean
her	animal	important	usually	wheels
has	letter	second	easy	cannot
two	answer	idea	heard	able
been	study	enough	sure	minute
come	learn	really	however	decide
from	American	sometimes	product	course
word	world	mountain	happen	surface

built	energy	difference
build	Europe	written
add	member	distance
city	simple	probably
don't	young	length
open	family	record
common	bird	describe
though	across	million
language	present	
government	beautiful	
season	sign	
material	teacher	
special	instrument	
heavy	paragraph	
circle	raise	
can't	clothes	
cause	represent	
forest	region	
winter	remember	
gone	listen	
happy	early	
edge	cover	
third	pattern	
month	numeral	
soft	slowly	
shall	carefully	
matter	island	
square	scientist	
perhaps	machine	
suddenly	system	
center	force	
farmer	warm	
general	thousand	
ready	check	
believe	produce	
egg	exercise	
summer	develop	



## Teaching With Word Walls

**Select words from reading programs, high-frequency word lists, irregular words, and words that students commonly use in their 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 *for* and *from* or *them* and *they*.

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

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

**Have different word walls for different purposes.**

- You may have many different word walls, such as words placed in alphabetical order or words categorized by topics.
- Students' names are often the first words placed on a word wall. Pictures can also be added.
- Content-area words from science texts, social studies texts, and informational texts can also be displayed on word boards or charts.
- Words can also be categorized by similar spelling patterns, like *at* or *ig*, to help students make connections between sounds in words.

**Provide many opportunities for word-wall practice.**

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

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

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

Adapted from Cunningham, 2000.



## 10 Word-Wall Activities

### Activity 1

**Materials:** Whiteboard and dry-erase marker for teacher and students

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

Demonstrate each of the following steps on the teacher whiteboard by numbering, drawing blanks, adding clues, etc.

“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 ends with the letter *e*.

“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 the letter *a* in it.

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

“Clue 4: It has seven letters.

“Clue 5: It fits in the sentence: I wear a coat \_\_\_\_\_ it is cold.

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

“\_\_\_\_\_, tell us the word-wall word you discovered.”

Answer: *because*.

“Repeat after me.”

Read and spell the word. Have students echo.

### Activity 2

Write the word *can* on the board.

“Can someone read this word-wall word?”

Select a student to answer.

“If I cover up the first letter, what is the last part of the word?”

Answer: *an*.

“*Can* is in the *an* word family. Words spelled with the same letter pattern can be grouped in word families. Raise your hand if you can think of more words in the *an* family.”

Call on students to write and spell the words on the board under the word *can*. Possible answers: *an, Dan, man, tan, fan, ban, clan, bran, Stan, and ran*.

“Let’s read and spell all the words we wrote in the *an* family. Repeat after me.”

Read and spell each word. Have students echo.

### Activity 3

Hold up five fingers.

“I’m thinking of a five-letter word-wall word that begins with the letter *a*.

Write the letter 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.

### Activity 4

Hold up four fingers.

“I’m thinking of a four-letter word-wall word that ends with the letter *t*.”

Write the letter on the board.

Write the following on the board: *I ate \_ \_ \_ t of the apple*.

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

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

“Repeat after me.”

Say and spell the word. Have students echo.

### Activity 5

“Find word-wall words that end with the /d/ 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.

**Activity 6**

“Find two word-wall words that rhyme with *no*.”

Students find the words.

“Repeat after me.”

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

**Activity 7**

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

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

“I say *the*, and you say *the*.”

Students echo *the*.

“I spell *the*: T-H-E. Now you spell *the*.”

Students echo T-H-E.

“I say *does*, and you say *does*.”

Students echo *does*.

“I spell *does*: D-O-E-S. Now you spell *does*.”

Students echo D-O-E-S.

“I say *from*, and you say *from*.”

Students echo *from*.

“I spell *from*: F-R-O-M. Now you spell *from*.”

Students echo F-R-O-M.

**Activity 8**

Write the letters *a*, *s*, and *w* on the board.

“The word-wall word I’m thinking of is spelled with these three letters. It makes sense in this sentence: I \_ \_ \_ walking down the street.”

Write the sentence on the board.

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

“Repeat after me.”

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

**Activity 9**

“Which word on the word wall means ‘human beings?’”

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

“Clue 1: The word begins with a letter in the middle of the alphabet.”

“Clue 2: The word makes sense in this sentence: *Lots of \_\_\_\_\_ go to our school.*”

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.

**Activity 10**

“Choose one of the word-wall words.

“Then, turn and tell your partner the letter 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).
- Vowels in Spanish and English have different sounds.

### In Spanish, some letters do not occur (or seldom occur) in the initial consonant position, even though they are part of the Spanish alphabet.

For example, the medial positions of words containing *rr* and *ñ* can be highlighted on the word wall: *barrra*, *carrro*, *piña*, *niño*.

### Illustrate both uppercase and lowercase letters on Spanish word walls. For the letters *Ch* and *Ll*, for example, the word wall could model uppercase and lowercase as follows:

<u>Ch</u> i	ch	<u>Ll</u>	<u>Ll</u>
Chihuahua	chango	lluvia	Llegaré
Chiapas	chocolate	lleno	temprano a
China	leche		clase.

(Note: Neither *rr* nor *ñ* needs to be modeled in the uppercase.)

### Include articles with nouns to help students identify the gender of a word.

For example, use *el caballo* or *la brocha*.

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

Examples of commonly misspelled words: *voy*, *yo*, *vaca*, *hoy*, *había*, *vez*, *juego*, *cuando*, *que*, *quiero*, *quien*

Examples of common words with accents or diereses: *agüita*, *bilingüe*, *vergüenza*, *papá*, *mamá*, *había*, *tenía*, *camión*, *corazón*, *está*, *día*, *pingüino*

Words that need an accent when used in a question: *¿Qué?*, *¿Cuándo?*, *¿Quién?*, *¿Por qué?*, *¿Cuánto?*, *¿Dónde?*, *¿Cuál?*, *¿Cómo?*

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

Words capitalized in English, but not in Spanish:

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

Punctuation in English and Spanish:

In English, one question mark or exclamation point

What a beautiful day!

Where are you from?

In Spanish, two question marks or exclamation points:

¡Qué hermoso día!

¿De dónde eres?

**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

Adapted from Escamilla, 2000.



## Pared de palabras: actividades

(Los participantes utilizarán pizarrones blancos.)

Imaginen que son detectives. 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. No digan nada. Escriban lo que piensan. Todos tienen que adivinar después de cada clave y escribir una palabra que esté en la pared. Escriban la palabra al lado del #1.

**Clave #1:** Mi palabra está en la Pared de Palabras.

**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 letra *n*. 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*. Deletreen la 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.

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

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

**Clave #3:** Mi palabra completa la oración: *Yo \_\_\_\_\_ en los Estados Unidos.*

Respuesta: (*vivo*)

Repitan la palabra *vivo*. Deletreen la palabra.

**Clave #1:** Busquen las palabras que terminan con el sonido /e/.

Respuestas posibles: (*café, desde, donde, once, llave, nombre, porque, que, tarde*)

(Pida a los estudiantes decir y deletrear las palabras mientras las escribe en el pizarrón.)

Repitan las palabras y deletreen las palabras.

Busquen dos palabras que rimen con *cuna*.

Respuestas: (*luna y una*)

Repitan las palabras y deletreen las palabras.

Vamos a jugar “Escriban y Digan” con tres palabras de la Pared de Palabras. En una hoja escriban: *bien, muy, y soy*.

(Escriba las palabras en el pizarrón.)

Vamos a decirlas juntos.

Yo digo bien y ustedes dicen *bien*. (Los estudiantes repiten *bien*.)

Yo deletreo bien: B-I-E-N.

Ahora, deletreen *bien*. (Los estudiantes repiten B-I-E-N.)

Yo digo muy y ustedes dicen *muy*. (Los estudiantes repiten *muy*.)

Yo deletreo *muy*: M-U-Y.

Ahora, deletreen *muy*. (Los estudiantes repiten M-U-Y.)

Yo digo soy y ustedes dicen *soy*. (Los estudiantes repiten *soy*.)

Yo deletreo *soy*: S-O-Y.

Ahora, deletreen *soy*. (Los estudiantes repiten S-O-Y.)

(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 \_\_\_\_\_*.

Respuesta: (*río*)

Repitan la palabra y deletreen la palabra.

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

(Hay cinco animales en la pared.)

**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.

### **Formen parejas**

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.

### **Seleccione dos o tres palabras de la Pared de Palabras y escribalas en un pizarrón blanco.**

Vamos a leer estas palabras. Repitan después de mí. [Lean las palabras todos juntos.] Ahora, volteen con su vecino. Escojan una de las palabras que acabamos de practicar pero no la digan en voz alta. Lentamente escriban cada letra de la palabra con su dedo en la espalda de su compañero. Su vecino tratará de adivinar la palabra. Escriban de nuevo la palabra en la espalda de su compañero diciéndola en voz fuerte los dos juntos. Tomen turnos.

Adapted from Cunningham, 2000; Cunningham & Allington, 1999.



## Sample Word Wall

<u>Aa</u> a at all an and are again about any as	<u>Bb</u> be by but been because	<u>Cc</u> can call come could	<u>Dd</u> did day do does down	<u>Ee</u> each	<u>Ff</u> find first for from	<u>Gg</u> get go	<u>Hh</u> had he has him have his her here how	<u>Ii</u> I if in into is it its
<u>Jj</u> just	<u>Kk</u>	<u>Ll</u> like look long	<u>Mm</u> made make my many may more	<u>Nn</u> no not now	<u>Oo</u> on of one oil only or other out	<u>Pp</u> part people	<u>Qq</u>	<u>Rr</u>
<u>Ss</u> said see she so some	<u>Tt</u> the than that them then there these they	<u>Uu</u> up use	<u>Vv</u> very	<u>Ww</u> will was with were what who when where which would write	<u>Xx</u>	<u>Yy</u> you your	<u>Zz</u>	



## Guidelines for 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 letter-sound correspondences.

#### **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 story or book will be about.

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

Introduce any new sight words, concepts, or patterns and have students practice reading words individually and in sentences.

Review word study 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.

Have students read the text more than once. Students can read different parts of the text aloud, but each time, have them read a different part.

Reading 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-study strategies.**

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

## After Reading

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

**Review effective word-study strategies students used while reading.**

Provide specific feedback that reinforces appropriate reading strategies, such as “I like the way you looked at each letter, sounded each one out, and then blended the sounds to read that word!”

**Follow up with literacy activities to reinforce concepts.**

For example, have students generate lists of words that have sounds or patterns from the story.

Encourage students to use these words in activities that involve sorting words or writing sentences about the story.

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

Adapted from Carreker, 1999; Fountas & Pinnell, 1996; Gunning, 2002; Texas Center for Reading and Language Arts, 2001.



## Sample Sound-Spelling Card

/ă/



a\_



## 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 (m, n, v)

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

## Tips for Using the Sound-Spelling Chart

Copy it 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. The following is an example phonological awareness and phonics scope and sequence:

- Teach a few consonant sounds with their main spellings (e.g., /m/ with *m*, /t/ with *t*, /s/ with *s*, /ă/ with *a*). Play phonological awareness games with these sounds and have students spell and read words with these sounds and spellings.
- Teach a few more consonant sounds, playing, spelling, and reading words as you go.
- Add another vowel sound (e.g., /i/).
- Continue through the consonant sounds with their most common spellings and the short vowels.
- Come back to the /k/ sound, but now show the spelling *ck*. (This is a good one to show at this point because it appears only after short vowels.) Again, have students spell and read words with this sound and spelling.
- Teach and practice the sounds /sh/, /ch/, /th/, and /th/ with their spellings (*sh*, *ch*, and *th*).
- Move into long-vowel sounds, starting with the CVe pattern. This is a good place to start because you can change short-vowel, closed syllables (*can*) into VCe words (*cane*) by adding the *e* at the end.

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, 2009.



## 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: Short *a*

Story Number: 2

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### The Mad Cat

Jan had a pan, a cat, and a cap in Dad's van. Jan put the cat in the pan. Jan put a cap on the cat. The cat is mad.

A lad got in Dad's van. The lad got the cat from the pan. The lad can pat the cat. Dad can pat the cat. Jan cannot pat the cat!

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



## Explicit Instruction for Phonics Intervention

Skill: CVC—Short *a*; Instructional Day: 1

Section	Instructional Routine	Time
Warm-Up Activities	<p><b>Review Activity:</b> Phoneme substitution—change that sound: Say several words and have the students change the beginning sounds to make new words.</p> <p><b>Word List:</b> <i>lab</i>: change the /l/ to /c/, <i>cab</i>; <i>bad</i>: change the /b/ to /h/; <i>lass</i>: change the /l/ to /g/; <i>pan</i>: change the /p/ to /j/; <i>lad</i>: change /l/ to /d/; <i>tap</i>: change the /t/ to /c/; <i>fax</i>: change the /f/ to /t/</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Phonemic Awareness:</b> Thumbs up for words with short <i>a</i>. Use word list from letter-sound correspondence.</p> <p><b>Articulation:</b> “The front part of the tongue is low in the mouth. The lips are unrounded. Look in your mirrors and see the shape of your mouth when you say /aaa/.”</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter-Sound Correspondence:</b> Introduce the short-<i>a</i> sound; then show a letter-<i>a</i> card. Show a card and have the students say the letter and make the sound. Give each student a card with the letter <i>a</i>. Say words. When a word contains the /a/ sound, have students hold up their letter-<i>a</i> cards.</p> <p><b>Word List:</b> short <i>a</i>: <i>sap</i>, <i>sack</i>, <i>gag</i>, <i>Sal</i>, <i>Sam</i>, <i>ran</i>, <i>mass</i>, <i>bat</i>; without short <i>a</i>: <i>sip</i>, <i>sock</i>, <i>pig</i>, <i>pill</i>, <i>gem</i>, <i>run</i>, <i>rock</i></p>	2 min.
Word-Reading and Blending Routines	<p><b>Word-Reading List:</b> <i>cab</i>, <i>gas</i>, <i>dad</i>, <i>tax</i>, <i>had</i>, <i>Jan</i>, <i>cap</i>, <i>can</i>, <i>mad</i>, <i>sad</i>, <i>lap</i>, <i>bad</i>, <i>bag</i>, <i>sag</i>, <i>sat</i>, <i>rat</i>, <i>ram</i>, <i>jam</i>, <i>lab</i>, <i>jab</i></p> <p>Read words chorally and individually.</p> <p><b>I Do:</b> Choose a card from a deck and read the word aloud. Do a “think-aloud” after saying the word.</p> <p><b>We Do:</b> Turn over a new card one at a time from a deck of word cards. Have students sound out the word to themselves and then say it together on a cue.</p> <p><b>You Do:</b> Have each student silently read words from a stack of cards including short-<i>a</i> words. Listen to each student read his or her stack and provide feedback.</p>	5 min.
Word Work	<p><b>Word-Building Words:</b> <i>bad</i>, <i>bag</i>, <i>sag</i>, <i>sat</i>, <i>rat</i>, <i>ram</i>, <i>jam</i>, <i>jab</i>, <i>lab</i>, <i>cab</i>, <i>can</i></p> <p><b>I Do:</b> “I will say some words. Look at the picture of the cat and watch me say the sounds in the word <i>cat</i>. I will use these boxes and I will push a cube for each sound in the word. Then I will write the letters that represent the word. /c/ /a/ /t/, <i>cat</i>.”</p> <p><b>We Do:</b> “Let’s do one together. Look at this picture. It is a fan. What are the sounds in <i>fan</i>?”</p> <p>Sound it out with cubes in boxes as students say it with you.</p> <p>“Let’s write the letters that represent the sounds.”</p> <p><b>You Do:</b> Have students do the same with the following words and pictures.</p>	5 min.
Dictation	<p><b>Words:</b> <i>mat</i>, <i>cat</i>, <i>fat</i>, <i>lap</i></p> <p><b>Phrases:</b> <i>sat on the mat</i>, <i>had a cat</i></p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Have students identify the words in Story 1 that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story 1.</li> </ol>	10 min.

Skill: CVC—Short *a*; Instructional Day: 2

Section	Instructional Routine	Time
Warm-Up Activities	<p><b>Review Activity:</b> Phonemic substitution—change that sound: Say several words and have students substitute ending sounds and add new sounds to make new words.</p> <p><b>Word List:</b> <i>can</i>: change the /n/ to /b/ = <i>cab</i>; <i>cap</i>: change /p/ to /t/ = <i>cat</i>; <i>mad</i>: change the /d/ to /g/ = <i>mag</i>; <i>sad</i>: change /d/ to /t/ = <i>sat</i>; <i>has</i>: change the /z/ to /t/ = <i>hat</i></p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Phonemic Awareness:</b> Thumbs up for words with short <i>a</i>.</p> <p><b>Articulation:</b> “Work with a partner to practice saying the short-<i>a</i> sound and see the shape of your mouth when you say /aaaa/.”</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter-Sound Correspondence:</b> Review the short-<i>a</i> sound; then show a letter-<i>a</i> card. Have students say the letter and make the sound. Give each student a card with the letter <i>a</i>. Say the words. When a word contains the /a/ sound, students hold up their letter-<i>a</i> cards.</p> <p><b>Word List:</b> short <i>a</i>: <i>cab, had, gas, Jan, Dad, can, cap mad, sad, tax, has</i>; without short <i>a</i>: <i>cut, hit, get, jet, did, mud</i></p>	2 min.
Word-Reading and Blending Routines	<p><b>Word-Reading List:</b> Word card sort for short <i>a</i> and sight words</p> <p>Words with short <i>a</i>: <i>pan, van, cat man, pat, lad, Jan, had, Dad, mad, can, cap</i></p> <p>Sight words: <i>the, of, for, my, his, she, he, likes, white, black, a, have, is, two, get, new</i></p> <p><b>I Do:</b> Choose the word card for <i>mad</i> from the pocket chart and read it aloud. Do a think-aloud; sound out the word and say it.</p> <p><b>We Do:</b> Ask students to choose a card from the pocket chart. Read the word and place it in the row with short-<i>a</i> words. Choose a sight word that doesn't have short <i>a</i> and place in the row for “other” words.</p> <p><b>You Do:</b> Take turns reading cards from the pocket chart for short-<i>a</i> words or sight words that don't have short <i>a</i>.</p>	5 min.
Word Work	<p><b>Word-Building Words:</b> <i>pan, van, cat, man, pat, lad, Jan, had, Dad, mad, can cap, cab, gas, sad, tax</i></p> <p>Have students use whiteboards and dry-erase markers to write target words.</p> <p><b>I Do:</b> “I will say some words. Look at the picture of the cap and watch me say the sounds in the word <i>cap</i>. I will use these phoneme-grapheme boxes and push a cube for each sound in the word. Then I will write the letters that represent the word. /c/ /a/ /p/: <i>cap</i>.”</p> <p><b>We Do:</b> “Let's do one together. Look at this picture; it is a van. What are the sounds in <i>van</i>?”</p> <p>Sound it out with cubes in boxes.</p> <p>“Let's write the letters that represent the sounds. /v/ /a/ /n/: <i>van</i>.”</p> <p><b>You Do:</b> Have students do the same with the following words and pictures.</p>	5 min.
Dictation	<p><b>Phrases:</b> <i>pat the cat, in the van</i></p> <p><b>Sentences:</b> <i>The cat is on the cap. Jan is mad at the cat in the van.</i></p>	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read Story 1 with identified target words.</li> <li>2. Read a clean copy of Story 1.</li> </ol>	10 min.

Skill: CVC—Short *a*; Instructional Day: 3

Section	Instructional Routine	Time
Warm-Up Activities	<b>Review Activity:</b> Phonemic blending: Blend the sounds. <b>Word List:</b> <i>mad, sag, nap, fan, lass, back, map, wax, pal</i>	2 min.
Phonological Awareness and Articulation of Skill	<b>Phonemic Awareness:</b> Say the word <i>lap</i> and ask students what sound they hear in the middle of the word. (/a/) Then say the word <i>mad</i> and ask students what sound they hear in the middle of the word. <b>Articulation:</b> Show students how your mouth looks and have them imitate you. <b>If skill is secure, spend this time in text application.</b>	3 min.
Letter-Sound Correspondence	<b>Letter-Sound Correspondence:</b> Show students the letter- <i>a</i> card. Give students a list and have them circle each time the letter <i>a</i> appears. <b>Word list:</b> <i>sad, bag, rag, cab, tab, tax, tap, can, tap</i> <b>If skill is secure, spend this time in text application.</b>	2 min.
Word-Reading and Blending Routines	<b>Word-Reading List:</b> Have students sort words with and without short <i>a</i> . Short <i>a</i> : <i>tab, man, bat, cat, fat, cab, bag, dad, lab, sad, mad, fad, rag, pal, lap</i> Not short <i>a</i> : <i>all, are, be, but, call, fall, make, was, to</i> <b>I Do:</b> “This card says <i>bag</i> . It has short <i>a</i> . I will put it in this pile. This card says <i>good</i> . It does not have short <i>a</i> . I will put it in this pile.” <b>We Do:</b> “Look at this card and read it to yourself. Tell me it on cue.” ( <i>cat</i> ) “Will we put it on the short- <i>a</i> pile?” (Yes.) “Read this word to yourself. Tell it to me on cue. What is it? Yes, <i>are</i> . Do we put it on the short- <i>a</i> pile?” (No.) <b>You Do:</b> “Now you will read words to yourself. If a word has the short- <i>a</i> sound, put it on the short- <i>a</i> pile. If it does not, put it on the ‘other’ pile.”	5 min.
Word Work	<b>Word-Building Words:</b> Making a word chain: <i>map, man, pan, pad, sad, sat, bat, bag, rag, tag, tab</i> <b>I Do:</b> “Look at this word: <i>can</i> . I want to change it to <i>cat</i> . I need to change the last letter. I will change the <i>n</i> to a <i>t</i> .” <b>We Do:</b> “Using your individual pocket charts with the letters, choose the letters you need for the word <i>map</i> . Put them at the bottom of the pocket chart. Now listen to this word. <i>Man</i> . Take away one letter and replace it with a new letter to make the word <i>man</i> .” <b>You Do:</b> “Now, make the word <i>pan</i> .” Use word list.	5 min.
Dictation	<b>Phrases:</b> <i>sat on a map, a rag bag</i> <b>Sentences:</b> <i>A cat sat on the hat. The mad man is fat.</i>	3 min.
Text Application	1. Identify target words in Story 2. 2. Read Story 2.	10 min.

Skill: CVC—Short *a*; Instructional Day: 4

Section	Instructional Routine	Time
Warm-Up Activities	<p><b>Review Activity:</b> Phonemic awareness—segmentation: “Listen to these words. Count the sounds of these words as you separate the words into their phonemes.”</p> <p><b>Word List:</b> <i>bad, back, wag, yam, zap, fat, ran, gas, hat, jag</i></p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>If skill is secure, spend this time in text application.</b></p>	3 min.
Letter-Sound Correspondence	<p><b>Letter-Sound Correspondence:</b> “Our focus is on words with a CVC pattern with short <i>a</i>.”</p> <p>Show letter-<i>a</i> card.</p> <p>“What is this sound? /a/.”</p> <p>Place one word card on the table at a time and have students identify the words. Have students look at the letters, not read the words. They will decide which words have the short-<i>a</i> sound.</p> <p><b>Word List:</b> Short <i>a</i>: <i>bad, bag, wag, yam, zap, fat, ran, gas, hat, jag</i> Not short <i>a</i>: <i>bid, buck, wig, yet, zip, fed, run, got, hot, jog</i></p> <p><b>If skill is secure, spend this time in text application.</b></p>	2 min.
Word-Reading and Blending Routines	<p><b>Word-Reading List:</b> <i>bad, bag, wag, ram, hat, mat, map, cap, cab, dab</i></p> <p>Make these words in the pocket charts.</p> <p><b>I Do:</b> Model reading <i>fad</i> with the adopted routine.</p> <p><b>We Do:</b> Read the next two words with students.</p> <p><b>You Do:</b> Have students read the remaining words with partners.</p>	5 min.
Word Work	<p><b>Word-Building Words:</b> Making word chains:</p> <p>Chain 1: <i>tax, fax, rax, wax</i>; Chain 2: <i>sad, sat, sap, san, sax</i></p> <p>Have students write new words.</p> <p><b>I Do:</b> “Look at this word. <i>Tax</i>. I want to change it to <i>fax</i>. I need to change the first letter. I will change the <i>t</i> to an <i>f</i>.”</p> <p><b>We Do:</b> Partners complete <i>rax</i> and <i>wax</i> with teacher support.</p> <p><b>You Do:</b> Students complete Chain 2.</p>	5 min.
Dictation	<p><i>no gas in the cab</i> <i>a cat ran</i> <i>rat had a map</i></p>	3 min.
Text Application	<p>Read Story 2.</p>	10 min.

Skill: CVC—Short *a*; Instructional Day: 5

Section	Instructional Routine	Time
Warm-Up Activities	<p><b>Review Activity:</b> Step up: Students stand in a line. When they hear a short <i>a</i> sound, they step forward. If they do not hear the sound, they stay in place.</p> <p><b>Word List:</b> Short-<i>a</i> words: <i>pan, van, cat, man, pat, lad, Jan, had, Dad, mad, can, cap</i> Not short <i>a</i>: <i>are, be, but, call, make, was, to</i></p>	2 min.
Phonological Awareness and Articulation of Skill	<b>If skill is secure, spend this time in text application.</b>	3 min.
Letter-Sound Correspondence	<b>If skill is secure, spend this time in text application.</b>	2 min.
Word-Reading and Blending Routines	<p><b>Word-Reading List:</b> Closed sort—<i>cat, man, pat, Jan, Dad, can, cap, van, lad, mad</i></p> <p><b>I Do:</b> Model connecting letters to sounds. “I will say some words and think aloud how to spell them. I have to remember to think about where the sound is in the word and how to spell the word. My first word is <i>yak</i>. How many sounds?” (3)</p> <p><b>We Do:</b> “We will do one word together. The word is <i>at</i>. How many sounds?” (2) Have students write the word, sounding it out. Repeat with <i>cat</i>.</p> <p><b>You Do:</b> Have students write the remaining words.</p>	5 min.
Word Work	<p><b>Word-Building Words:</b> <i>shin, crash, shock, flash, gash, rush, stash, fresh, clash</i> Write new words.</p> <p><b>I Do:</b> Model briefly with the word <i>shin</i>. Think aloud, segment, and blend.</p> <p><b>We Do:</b> Practice with the word <i>crash</i>.</p> <p><b>You Do:</b> Have students write the words.</p>	5 min.
Dictation	Jan will go after Dad’s cap. Dan is the man with no cap.	3 min.
Text Application	<ol style="list-style-type: none"> <li>1. Read Story 3.</li> <li>2. Administer a formative assessment. The goal is for students to read targeted skill words with 95 percent accuracy.</li> </ol>	10 min.

## Target Words for Short *a* Stories

Story 1	Story 2		Story 3
Skill-specific new words	Skill-specific new words	Skill-specific words from Story 1	Skill-specific new words (10–14)
Dad	cat	Jan	fat
had	van	Dad	tan
cab	pan	cap	yak
gas	lad	mad	ham
mad	pat	had	bad
can			tag
sad			ax
Jan			Tab
tax			pal
cap			ram
has			ran



## Explicit Instruction for Phonics Intervention

Instructional Focus: Short *a*

Story Number: 1

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### No Gas

Dad had a cab. The cab had no gas. Dad was mad. Can the cab go? No, no, no!

Jan is sad. Jan can go find gas. The gas has tax. Dad will take off the gas cap to get gas. The cab has gas now. Can the cab go? Yes, yes, yes!

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## Explicit Instruction for Phonics Intervention

Instructional Focus: Short *a*

Story Number: 2

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### The Mad Cat

Jan had a pan, a cat, and a cap in Dad's van. Jan put the cat in the pan. Jan put a cap on the cat. The cat is mad.

A lad got in Dad's van. The lad got the cat from the pan. The lad can pat the cat. Dad can pat the cat. Jan cannot pat the cat!

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## Explicit Instruction for Phonics Intervention

Instructional Focus: Short *a*

Story Number: 3

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### A Bad Yak

A fat, tan yak was bad! The yak will tag Dan. Dan ran from the yak. Dan was no pal of the yak. The yak will tag Tab the ram. The ram ran from the yak. The ram was no pal of the yak.

The yak ran after Dan and the ram. Dan and the ram ran after the yak with an ax. The fat, tan yak is now fat yak ham!

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Adapted from Hickman County School Systems, 2015.

<http://hickman12.org/west-virginia-reading-first-explicit-phonics-lessons>



## Taking a Closer Look

**Skill: Short a**

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

<b>Explicit, Systematic Instruction</b>
<b>Modeling</b>
<b>Scaffolded Practice</b>
<b>Progress Monitoring</b>



# Carry It Through

Topic(s): \_\_\_\_\_

<b>Key Ideas</b>	
<b>My Questions</b>	<b>What I Need and Who Can Help</b>
<b>Actions I'll Take</b>	

Topic(s): \_\_\_\_\_

**How can I enhance my instruction to address the needs of each student?**

1. Consider the features of effective instruction:
  - Explicit instruction with modeling
  - Systematic instruction with scaffolding
  - Multiple opportunities to practice and respond
  - Immediate and corrective feedback
  
2. Identify areas for differentiating instruction:

<b>Struggling Readers and Writers</b>	<b>Other Strategies</b>
<b>English Language Learners</b>	
<b>Other</b>	



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