Phonics and Spelling

Participant Notes

GRADES K-3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 1

Phonics and Spelling

First Grade

LITERACY
ACHIEVEMENT ACADEMIES

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Survey of Knowledge: Phonics and Spelling

- Decoding
- Decodable texts
- Graphophonemic knowledge
- Instructional level
- Irregular words
- Morphemes

- Orthography
- Phonics
- Rime
- High-frequency words
- Sounding out
- Syllable

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Phonics: One Piece of the Puzzle

Phonics instruction helps "children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds."

— National Institute for Literacy, 2001, p. 12

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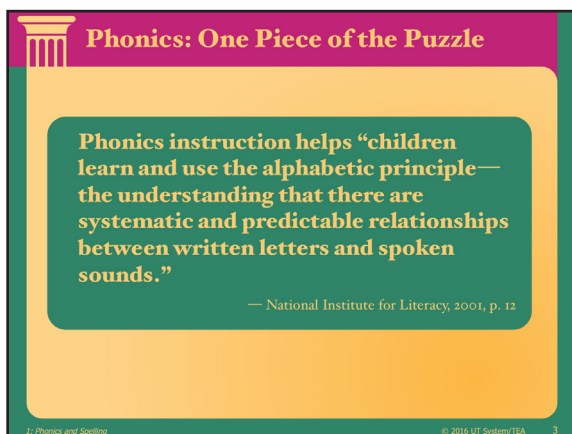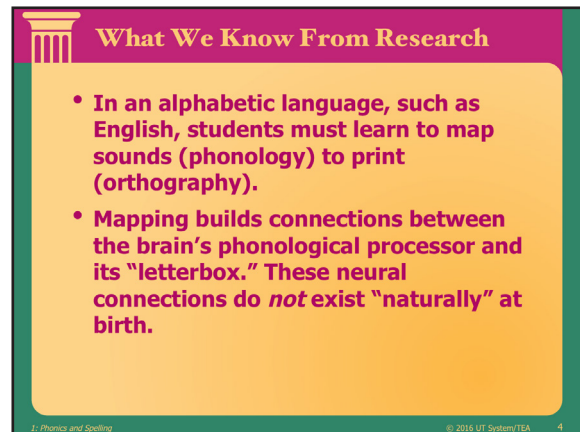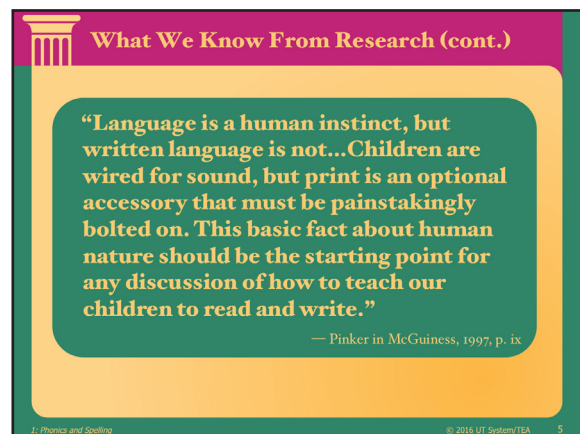
What We Know From Research

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

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What We Know From Research (cont.)

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

— Pinker in McGuiness, 1997, p. ix

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What We Know From Research (cont.)

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

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What We Know From Research (cont.)

- **Integrating encoding (spelling) instruction with decoding instruction improves students' reading abilities beyond decoding instruction alone.**
- **Spelling not only correlates with reading abilities, but it also relates to writing abilities, including high-level tasks like written expression and composition.**

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What We Know From Research (cont.)

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

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

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ELAR TEKS: Oral and Written Conventions and Reading Strands

TEKS

- Conventions K-12
- Handwriting, Capitalization and Punctuation K-12
- Spelling K-12

- 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
- Phonological Awareness K–1
- Phonics K–3
- Strategies K–3

- Comprehension of Text/ Independent Reading 1–5
- Comprehension of Informational Text K–12
- 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

ABCDEFGHIJKLMNOPQRSTUVWXYZ

MN

A   Z

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Principles of Phonics and Spelling

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

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Letter-Sound Knowledge

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

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Explicit, Systematic Letter-Sound Instruction

- Teach grapheme-phoneme correspondences in a logical sequence.
- Teach frequently used letters and sounds first.
- Start with grapheme-phoneme correspondences that can be combined to make words students can decode and understand.
- Introduce only a few grapheme-phoneme correspondences at a time.
- Present each sound with its most common spelling first.
- Move into less common and more complex graphemes as the year progresses.

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Phoneme Position Influences Spelling

- A sound's spelling can depend on whether it's in the middle or end of a syllable.
  (/ā/ = *ai* in *main* vs. *ay* in *may*)

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

- Similarly produced sounds often are next to each other.
  (/t/ for *-ed* in *walked* vs. /d/ for *-ed* in *called*)

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

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Grapheme Position Influences Pronunciation

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

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

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Phoneme-Grapheme Mapping

Teachers can use this strategy to do the following:

- Teach phoneme-grapheme relationships explicitly and systematically

- Build connections between phonemic awareness and spelling (when paired with Elkonin boxes)

- Model and practice authentic spelling beyond memorization and copying

- Show how spelling relates to orthographic patterns and morphology (meaning)

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Phoneme-Grapheme Mapping Video

- **Use Handout 7 to follow along with the video and map graphemes to phonemes in words.**
- **Note how the teacher uses phoneme-grapheme mapping to teach spelling explicitly.**
- **Note recommendations she makes for using this strategy.**

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Phoneme-Grapheme Mapping: Model ("I Do")

checking　repay　station　fixed

Focus on one specific phonemic or orthographic element.

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Phoneme-Grapheme Mapping: Guided Practice ("We Do")

- **List five words with a phonemic or orthographic element you teach or choose a list from Handout 8.**
- **Practice phoneme-grapheme mapping with a partner.**

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Phoneme-Grapheme Mapping: Additional Resource

Handout 9 provides phonemic, orthographic, morphologic, and etymologic information for planning phoneme-grapheme mapping lessons.

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Making and Sorting Words

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

Sorting words
- **Engages students in analyzing words for sound and orthographic patterns**
- **Goes beyond memorizing rules to focus on pattern recognition**

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Making and Sorting Words: Video

Note the scaffolding that the first-grade teacher provides.

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More About Word Sorts

Different types of word sorts can be used for different purposes.

- **Closed sorts are used to examine a specific sound or orthographic pattern.**
- **Open sorts allow students to sort words into any categories they notice.**
- **Have students explain their thinking and discuss patterns they notice.**

Word-Sort Activities

- **Activity 1:
  Complete the two word sorts on page 1 of Handout 13 with a partner.**
- **Activity 2:
  On page 2, create a word sort for first-grade students and share your sort with a partner.**

Word-Reading Strategies

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

Decoding and Blending Sounds in Words

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

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Why Teaching Decoding Is Important

Polysyllabic Words Encountered by Grade

Polysyllabic Words Encountered (y-axis: 0 to 250,000)
Grade (x-axis: 1 to 8)

(Kearns et al., 2016)

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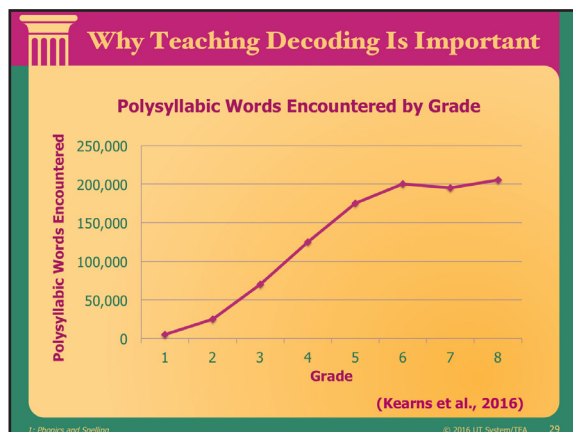
Irregular Words and Sight Words

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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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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Teaching With Word Walls (cont.)

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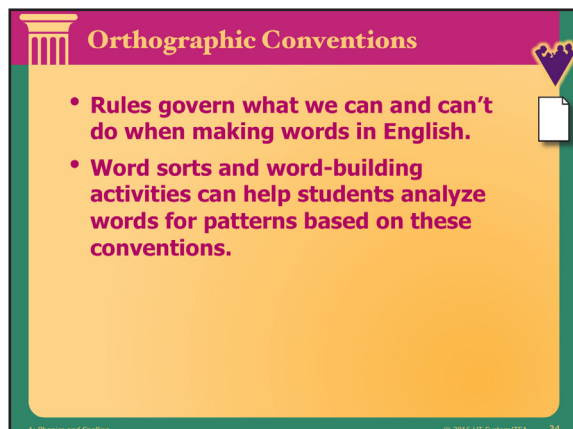
- Several times a week, play word-wall games.
- Model how you use the word wall during reading and writing lessons.
- Remind students to use the word wall when writing to help them spell words correctly.
- Have students play word-wall games as one of your centers.
- Set up your writing center close to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

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Using Orthographic Patterns

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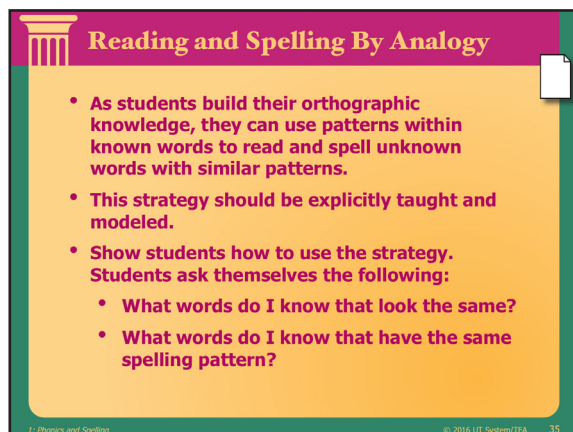
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Orthographic Conventions

- **Rules govern what we can and can't do when making words in English.**
- **Word sorts and word-building activities can help students analyze words for patterns based on these conventions.**

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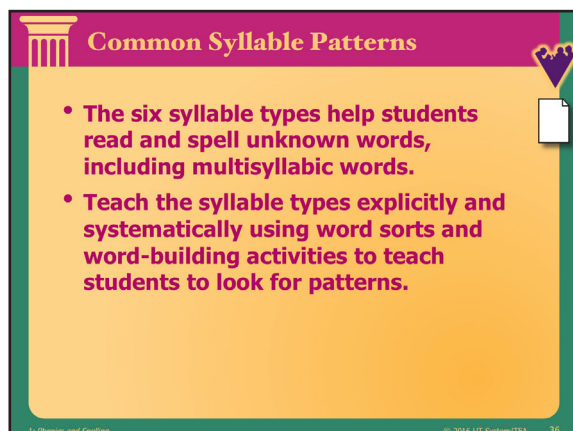
Reading and Spelling By Analogy

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

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Common Syllable Patterns

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

Structural Analysis

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

- **Compound words**
- **Base words**
- **Inflectional endings**
- **Prefixes**
- **Derivational suffixes**
- **Root words**

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Using Context and Syntax

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

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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.

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:
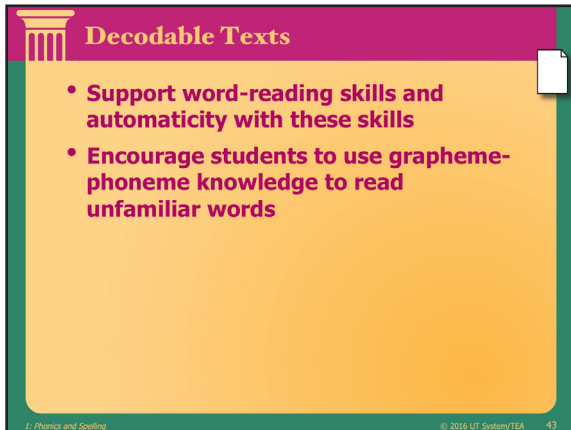
- Focus students on word-reading strategies
- *Not* coerce students into guessing a word based on its first letter, its context, or a picture

Prompts to Support Word Reading

Examples	Nonexamples
• "Think about the sounds of the letters as you look at each one."	• "Use the picture to help you figure it out."
• "Sound it out."	• "Look at the first letter and think about a word that makes sense."
• "Keep making the sound as you put the sounds together."	• "What word would make sense?"
• "Look for the chunks. Sound them out. Blend them."	• "Skip it and see if you can figure it out from the sentence."
• "Read the whole sentence with the word."	
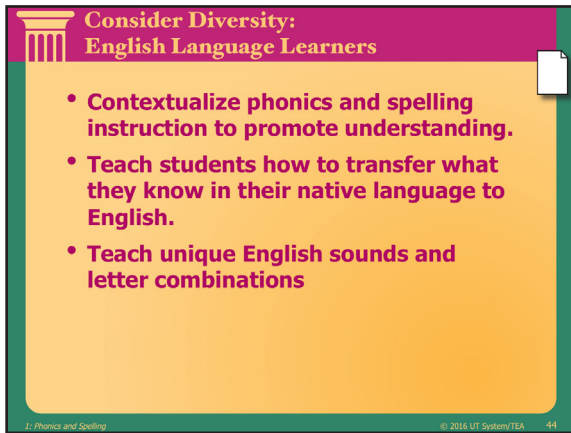
Decodable Texts

- **Support word-reading skills and automaticity with these skills**
- **Encourage students to use grapheme-phoneme knowledge to read unfamiliar words**
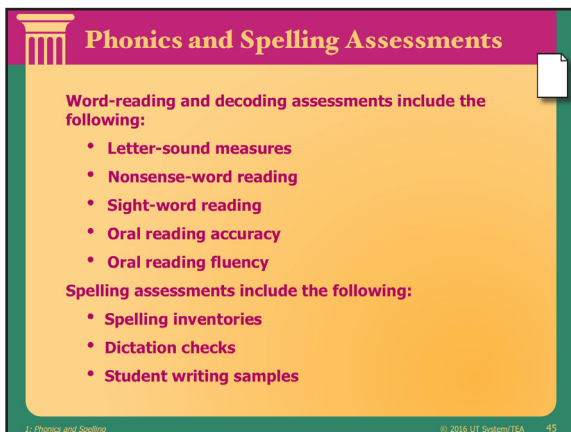
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Consider Diversity: English Language Learners

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

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Phonics and Spelling Assessments

Word-reading and decoding assessments include the following:
- Letter-sound measures
- Nonsense-word reading
- Sight-word reading
- Oral reading accuracy
- Oral reading fluency

Spelling assessments include the following:
- Spelling inventories
- Dictation checks
- Student writing samples

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Taking a Closer Look

- **Examine the lesson set in Handout 33.**
- **With a partner, complete Handout 34. Discuss the lesson, the features of effective instruction, and examples of what we have discussed during this session.**

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Remember

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

— National Reading Panel, 2000, p. 299

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Explicit, Systematic Phonics and Spelling Instruction

Explicit, systematic phonics and spelling instruction is a key component of a beginning reading program.

Beginning readers need to practice reading orally every day.

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Phonics and Spelling

Handouts

GRADES K–3

LITERACY
ACHIEVEMENT ACADEMIES

GRADE 1

Survey of Knowledge: Phonics and Spelling

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

1. _____ decoding	A. Words in which some or all of the letters do not represent their most common sounds
2. _____ decodable texts	B. Knowledge of letters and letter combinations and the sounds that represent them
3. _____ graphophonemic knowledge	C. Process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and word structure
4. _____ instructional level	D. Smallest meaningful units of language
5. _____ irregular words	E. Writing system of language; spelling
6. _____ morphemes	F. The part of a syllable that includes the vowel and what follows it
7. _____ orthography	G. A word part that contains a vowel or, in spoken language, a vowel sound
8. _____ phonics	H. Process of saying each sound that represents letters in a word and blending the sounds to read the word
9. _____ rime	I. Reading level in which no more than 1 in 10 words is difficult for the reader (with good comprehension)
10. _____ high-frequency words	J. Coherent texts in which most of the words are in an accumulating sequence of letter-sound correspondences that students have learned and are learning
11. _____ sounding out	K. The understanding that there is a predictable relationship between phonemes (the sounds in spoken words) and graphemes (the letters and spellings that represent those sounds in written words)
12. _____ syllable	L. Words that are recognized automatically when seen

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.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

ABCDEFGHIJKLMNÑOPQRSTUVWXYZ

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Z

MN
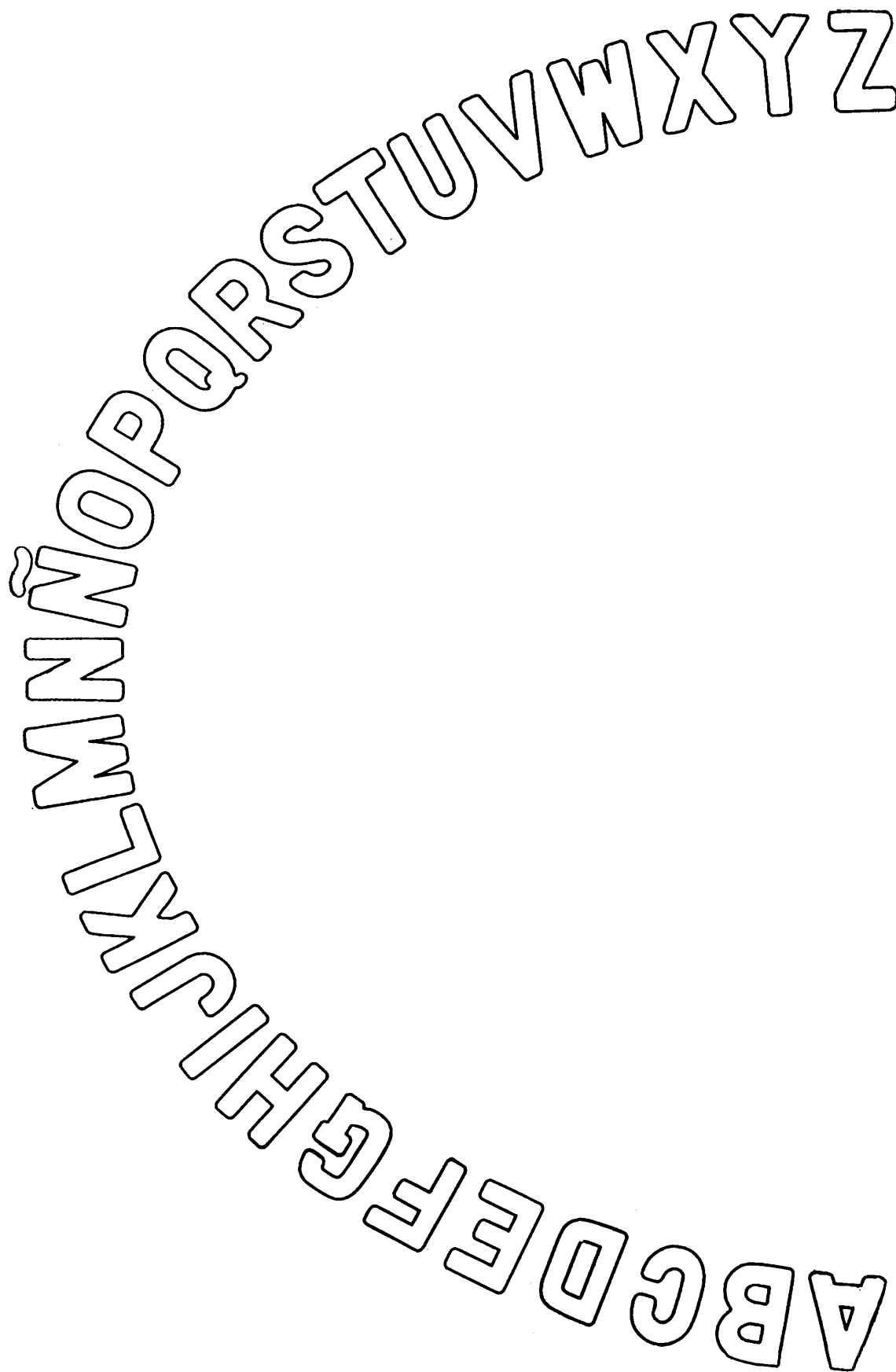
A

ABCChDEFGHIJKLLlIMNNÑOPQRrrSTUVWXYZ

Z

MNÑ

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

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

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.

Guidelines for Teaching Letter-Sound Correspondences

Introduce letter-sound correspondences in a sequence based on their frequency of use in text and spelling.

Teach more frequently used letters and sounds before less frequently used letters and sound.

Examples:

- In English and Spanish, present the more frequently used *m* before *x*.

- Present the "hard" /k/ sound for the letter *c* as in *can* before the "soft" /s/ sound for *c* as in *cent*.

- In Spanish, present the "hard" /k/ sound for *c* as in *como* before the "soft" /s/ sound for *c* as in *cima*.

- Present the /g/ sound for *g* as in *girl* before the /j/ sound for *g* as in *gym*.

- In Spanish, present the /g/ sound for *g* as in *gato* before the /j/ sound for *g* in *genio*.

If students struggle during guided practice, provide immediate clarification by modeling correct responses and having students give the answer on their own.

Then repeat several of the previous tasks and the one that caused confusion.

For example, if you ask for the sound of the *a* in *cat* and a student responds /i/, model the correct response by saying /aaa/. Then ask the student again for the sound of the *a* in *cat*.

Begin with letter-sound correspondences that can be combined to make words that students can read and understand.

This order helps students generalize that letters and their common sounds can be combined to make many words.

For example, with the knowledge of the letters *m, s, t*, and *a* and their common sounds, students can read words such as *at, am, as, mat, sat*, and *Sam*.

In Spanish, letters can be combined to make syllables such as *la, sa*, and *ta*. These syllables can then be combined to make words such as *tasa* and *lata*.

In English, it is important to introduce some vowels early so that words can be made and read. In Spanish, vowels are usually introduced before consonants.

Introduce similar letter sounds at different times.

For example, introduce /m/ and /n/ and /e /and /i/ at different times.

Ensure that students recognize the first letter sound before you introduce the second letter sound.

Introduce continuous sounds before stop (or clipped) sounds.

Continuous vowel or consonant sounds can be prolonged or stretched out when they are pronounced and are easier to say without distortion.

Voiced stop sounds are not as easy to pronounce in isolation without a vowel sound. The vowel sound should be "clipped" to make it as brief as possible.

For example, *b* should be pronounced /b/ instead of /buh/; *g* should be pronounced /g/ instead of /guh/.

In Spanish, *b* may be pronounced /b/ instead of /be/ or *p* as /p/ instead of /pe/.

Teaching voiced and unvoiced sounds can help students who are having difficulty distinguishing the sounds of English.

Students can distinguish sounds by touching their voice box with their fingertips and feeling the vibrations or by covering their ears and listening as they say sounds.

Small mirrors are also helpful for students who are having trouble distinguishing sounds. Students can watch the position of their mouth, tongue, and teeth as they form the sounds. Model the correct formation for the letters.

It is not necessary to teach all of the continuous sounds before introducing stop sounds.

Introduce only a few letter-sound correspondences at a time and provide many opportunities for practice.

The number of letter-sound correspondences you introduce will vary depending on students' knowledge and skills.

You may need to introduce sounds more slowly for students who are experiencing difficulties.

Multisensory techniques such as sky writing help some students remember letters and their sounds.

When students can reliably identify the sound of a letter, have them practice discriminating the new sound from other known letter-sound correspondences.

For example, present the newly introduced sound for *t* with other known letter-sound correspondences as in the following: *s, t, m, t, p, t, s.*

Then ask students to identify the letter sounds in the same order.

This task provides built-in review for previously learned letter sounds and helps students remember the sounds.

Guidelines for Teaching Letter Combinations

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

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

A consonant blend is the combined sound of two or three consonants.

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

Each letter retains its common sound.

Students learn how to blend the sounds, rather than learning one new sound.

Begin with initial blends before moving to final blends and medial blends.

For many students, blending two consonants is easy.

Some students require intensive instruction and more opportunities to blend consonants.

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

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

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

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

Examples of consonant digraphs in Spanish are *ch*, *ll*, and *rr*.

A vowel combination (or vowel pair) is two adjacent vowels in the same syllable that represent a single speech sound.

Examples of vowel combinations include the *ea* in *meat*, the *oy* in *boy*, and the *ow* in *how*.

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

Adapted from Chall & Popp, 1996; Chard & Osborn, 1999; Gunning, 2002.

Spelling Grid

Adapted from Grace, 2007.

Phoneme-Grapheme Mapping Word Lists

/ŏ/	**/ĕ/**	**/ā/**	**/ē/**
box	pest	hate	feet
clock	chest	stay	feat
pond	felt	play	beast
costs	spent	pancake	cheated
rocket	element	make	meeting

FLOSS rule	**/k/ spelled *c* vs. *k***	**-*ed* to represent /t/**	***re*- meaning *again***
miss	cupcake	missed	retry
filled	monkey	passed	redo
pressing	cowboy	hushed	remake
dolls	basket	fixed	retell
puffy	kicked	messed	rethink

Phonics and Spelling Information

General Information Based on Word Origin

General Information Based on Word Origin			
Sound	Spelling(s)	Examples	Information and Rules
Long and short vowel sounds	Short, one-syllable words	*sky, sun, hen, do, his, are*	Anglo-Saxon in origin Simple, common words originate from Old English, which was viewed as the language of the common person, and Middle English, which was a mixture of Old English and French; pronunciations changed over time, but spellings often did not.
Long and short vowel sounds	Vowel teams	*read, night, key, hawk, toe, bread*	Anglo-Saxon in origin Pronunciations changed over time, but spellings often did not.
One sound	Digraphs (*ch, sh, th, wh, ck, ng, gh*)	*such, with, shall, when, back, sing*	Most Anglo-Saxon in origin The digraph *ph* (to spell the /f/ sound) and *ch* (to spell the /k/ sound) are Greek in origin.
/oi/, /ou/	*oi, oy, ow, ou*	*toy, soil, cow, loud*	Anglo-Saxon in origin
	Silent letters	*knight, mine, gnat, guess*	Anglo-Saxon in origin Many of these letters used to be pronounced (for example, /nīt/ used to be /knīht/, with the /h/ representing a more voiced glottis sound).
	Irregular spellings	*was, of, love, one*	Anglo-Saxon in origin
/er/, /ar/, /or/	Vowel-*r* (*er, ur, ir, ar, or, ear, oar, our*)	*card, herd, lord, fur, heard, pour*	Anglo-Saxon in origin
	Six syllable types	open, closed, V*Ce*, V*r*, VV, C*le*	Anglo-Saxon in origin

General Information Based on Word Origin			
Sound	Spelling(s)	Examples	Information and Rules
	Compound words	*doghouse, mailman*	Anglo-Saxon in origin
/ū/	*ou*	*soup, coupon*	Norman French in origin A lot of our words for food, fashion, relationships, and social ideas derive from Norman French.
/s/, /j/	*ce, ci, cy, ge, gi, gy*	*peace, rouge, science*	Norman French in origin
	Special endings (*-ette, -elle, -ique, -ine*)	*boutique, baguette, novice, cuisine*	Norman French in origin
	Multisyllabic words with roots, prefixes, suffixes	*instruction, refer, paternal, reject, designate, aquarium*	Latin in origin These are the most predictable spellings and pronunciations; they include many content-area words found in social sciences, physical sciences, and literature.
/f/	*ph*	*agoraphobia*	Greek in origin
/k/	*ch*	*chlorophyll*	Greek in origin
/ĭ/	*y*	*gymnasium*	Greek in origin
	Words using combining forms	*hypnosis, biology, geography, decathlon*	Greek in origin These word parts are all considered roots, or combining forms; these terms are used in philosophy, mathematics, science, and medicine.

Phoneme-Grapheme Connections: Vowel Sounds

The following table lists the spellings by frequency of use.

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ă/	a, a_e	hat, have	Most often spelled just with *a* in closed syllable
/ā/	a, a_e, ai, ay, eigh, ey, ea	baby, made, maid, may, weigh, prey, steak	Most often spelled with *a* at the end of an open syllable (as in *baby*) Spelled in the middle of a syllable with *a_e* or *ai* Spelled at the end of a syllable with *a* or *ay* Spellings *eigh*, *ey*, and *ea* are less common
/ĕ/	e, ea	bed, breath	Most often spelled just with *e* in closed syllable Can be spelled with *ea*—for example, in the *–ead* family (*bread, head, lead*, etc.)
/ē/	y, e, ee, ea, ei, ie, ey, e_e	pretty, fever, meet, bead, receive, piece, key, mete	Most often spelled with *y* at the end of a multisyllabic word (like in *funny*) Also, often spelled with just *e* at the end of an open syllable (like in *me* or *he*) Spelled in the middle of a syllable with *ee* or *ea* Spellings *ei*, *ie*, *ey*, and *e_e* less common
/ĭ/	i, i_e, y	sit, give, gym	Most often spelled just with *i* in closed syllable Much less often spelled *i_e* as in *live* and *give* In words of Greek origin, can be spelled *y*
/ī/	i_e, i, y, igh, ie, y_e	mine, hi, fly, high, tie, byte	Most often spelled with *i_e* in a VC*e* syllable or just *i* at the end of an open syllable Less often spelled *y* at the end of a single-syllable word Spelled in the middle of a syllable either *i_e* or *igh* Spellings *ie* and *y_e* less common Long *i* is also found in a few irregular word families such as the *–ind* family (find, bind, etc.) and *–ild* family (wild, child, etc.)

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

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/yū/	u, u_e, ew	unite, use, few	Actually two sounds, but often taught as one sound Is different than just long-u sound by itself (contrast chew with few to hear the difference) Most often spelled with u at the end of an open syllable, as in unicorn Also often spelled with u_e in the middle of a syllable Much less often spelled ew at the end of a syllable
/oi/	oi, oy	oil, boy	Most often spelled oi in the middle of a syllable Also spelled oy at the end of a syllable
/ou/	ou, ow, ou_e	loud, cow, mouse	Most often spelled ou in the middle of a syllable (but if it precedes l or n, can be spelled ow, as in fowl or town) Also spelled ow at the end of a syllable Can be spelled ou_e, too (mainly in the –ouse family like house, mouse, blouse, etc.; silent e helps keep these words from looking plural)
/er/	er, or, ar, ir, ur, ear	jerk, odor, cellar, bird, burp, heard	Most often spelled er Less often spelled or or ar Much less often spelled ir, ur, or ear
/ar/	ar, are, ear	cart, are, heart	Most often spelled ar Much less often spelled are or ear
/or/	or, ore	sport, core	Most often spelled or Much less often spelled ore

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ə/	*o, u, a, i, e, ou*	*other, circus, about, panic, elect, famous*	Very difficult to spell—helps to know derivations to figure out spelling in multisyllabic words For example, in *definition*, the first *i* makes the /ə/ sound, so it's difficult to figure out. If you know that *definition* derives from the word *define*, in which the *i* makes the long *i* sound, you can figure out that you should spell the /ə/ with an *i*. Spellings of /ə/ used fairly evenly across words—24 percent for *o*, 20 percent for *u*, 19 percent for *a*, 18 percent for *i*, 11 percent for *e*, and 5 percent for *ou*

Phoneme-Grapheme Connections: Consonant Sounds

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/b/	b, bb	big, nibble	Almost always spelled just with b Can be spelled with a double b, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in bubble and flabby
/k/	c, k, ck, ch, -que	car, kit, sick, chemist	Spelled c before a, o, or u Spelled k before e, i, or y Spelled k at the end of a syllable after a long vowel or vowel team (as in seek, book, or make) Spelled k at the end of a syllable after a consonant (as in sink or walk) Spelled ck at the end of a syllable after a short vowel (as in lock or peck) Spelled ch in words of Greek origin (as in chlorophyll) Spelled que in words of French origin (as in boutique) Sounds /k/ + /w/ and /k/ + /s/ have other spellings (qu and x)
/d/	d, dd, -ed	dog, cuddle, roared	Almost always spelled just with d Can be spelled with a double d, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in fiddle Also spelled with inflectional ending –ed when the base word ends with a voiced sound, as in flowed
/f/	f, ph, ff	fat, phone, muffle, stuff	Most often spelled with just f Spelled ph in words of Greek origin (as in philosophy) Can be spelled with a double f, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in baffle Also spelled with ff in a syllable ending with the /f/ sound—follows the FLOSS rule (as in the word off)

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/g/	g, gg	got, buggy	Most often spelled with just g Can be spelled with a double g, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in goggles See /g/ + /z/ for other spelling (x)
/h/	h, wh	hot, who	Most often spelled with just h Rarely spelled with other spellings, such as wh (as in whose)
/j/	ge, j, dge, d, gi, gy	cage, jet, edge, soldier, gist, gym	Most often spelled ge, especially with a syllable that has a long vowel and ends in /j/ (as in huge and page) Also often spelled j at the beginning of a word Spelled dge at the end of a syllable with a short vowel sound (as in judge and ridge) Much less often spelled with d, gi, or gy No English words end with j
/l/	l, ll	lid, fall	Most often spelled with just l Also spelled with ll in a syllable ending with the /l/ sound—follows the FLOSS rule (as in will)
/m/	m, mm, mb	hum, clammy, climb	Most often spelled with just m Can be spelled with a double m, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in humming Rarely with another spelling, such as mb (as in plumber)
/n/	n, kn, nn	no, knee, funny	Most often spelled with just n In a few Anglo-Saxon words, spelled with kn Can be spelled with a double n, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in tunnel

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/p/	*p, pp*	*pot, topple*	Almost always spelled just with *p* Can be spelled with a double *p*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *sappy*
/k/ +/w/	*qu*	*quick*	*qu* represents two sounds, /k/ and /w/ When heard together in a word, most often spelled with *qu*
/r/	*r, wr*	*run, write*	Almost always spelled just with *r* In a few Anglo-Saxon words, spelled with *wr*
/s/	*s, ce, ci, cy, ss*	*seal, rice, science, cyst, mess*	Usually spelled just with *s* Can be spelled with a *c* before *e*, *i*, or *y* Also spelled with *ss* in a syllable ending with the /s/ sound—follows the FLOSS rule (as in *pass*)
/t/	*t, tt, -ed*	*top, little, gasped*	Almost always spelled just with *t* Can be spelled with a double *t*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *potty* Also spelled with inflectional ending *–ed* when the base word ends with an unvoiced sound, as in *walked*
/v/	*v, ve*	*very, have*	Almost always spelled just with *v* At the end of a word ending with the /v/ sound, has a silent *e* (as in *love*, *leave*, etc.). No English words end with *v*
/w/	*w, u*	*work, suede*	Almost always spelled just with *w* Spelled with *u* in *qu* (see /k/ + /w/ above) and after *g* (as in *language*), *s* (as in *suede*), and *p* (as in *pueblo*)

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/k/ + /s/ /g/ + /z/	*x*	*exercise* *exact*	*x* the only consonant that can represent two sounds in a word After an accented syllable, represents the sounds /k/ + /s/ (*box*) Before an accented syllable, represents the sounds /g/ + /z/ (*exist*)
/y/	*i, y*	*onion, yes*	/y/ sound almost evenly represented by *i* (55 percent) and *y* (44 percent)
/z/	*s, z, es, x, zz*	*was, zero, flies, xylophone, buzz*	Most often spelled with *s* (especially in Anglo-Saxon words, such as *his, is, has*) Spelled with inflectional ending *–s* when the base word ends with a voiced sound, as in *flows* Spelled with inflectional ending *–es* (as in *foxes*) Spelled *x* in words of Greek origin (as in *xenophobia*) Also spelled with *zz* in a syllable ending with the /z/ sound—follows the FLOSS rule (as in the word *jazz*)
/th/	*th*	*thank*	Unvoiced /th/ always spelled with *th*
/th/	*th*	*this*	Voiced /th/ always spelled with *th*
/sh/	*ti, sh, ci, ssi, ch*	*action, shed, special, passion, chef*	More than half of /sh/ sounds spelled with *ti* as in the syllable *–tion* 26 percent spelled with *sh* The rest divided across several other spellings—*ci, ssi, si, sc, s, ch*. Spelled *ch* in words of French origin (as in *chagrin*)
/zh/	*si, s, -ge, z*	*vision, measure, garage, seizure*	Half of /zh/ sounds spelled with *si* as in suffix *–sion* Another third spelled *s* as in suffix *–sure* Spelled *–ge* in words of French origin (as in *rouge*) Less often spelled with *z* as in suffix *–zure*

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/ch/	*ch, t, tch*	*chair, adventure, watch*	More than half of /ch/ sounds spelled with *ch*, including at the end of a syllable following vowel team or consonant (as in *each* or *bench*; exceptions include *such* and *which*)
			Another third spelled with *t* as in suffix *–ture*
			Spelled *tch* at the end of syllable following short vowel (as in *witch*)
/wh/	*wh*	*white*	Unvoiced /wh/ always spelled with *wh*
			Sound almost lost in American English due to most dialects pronouncing this spelling as /w/
/ng/	*ng, n*	*sing, monkey*	Spelled *ng* at the end of syllable
			Spelled *n* when before /k/ or /g/ (as in *sink* or *language*)

Letter Patterns and Morphemes

Letter Patterns and Morphemes	
Rule	Explanation
No words end with *j* or *v.*	If a word ends in /j/, spell it with –*ge* (following long vowel) or –*dge* (following short vowel).
	If a word ends in /v/, put a silent *e* after the *v* (as in *dove* and *live*).
Short vowels love extra guardians (consonants).	This is why we use spellings such as *ck*, *dge*, *tch*, and *x* (which stands for two consonant sounds) after short vowels. It's also why we double consonants when adding endings (as in *mopping* and *rubbed*).
The letter *e* has a lot of jobs.	Used to make short-*e* sound in closed syllables
	Used to make long-*e* sound in open syllables
	Used to make long-*e* sound in vowel teams such as *ee* and *ea*
	Used to mark long vowels in VC*e* words (as in *lake* and *note*)
	Used to mark the soft-*c* and soft-*g* sounds (as in *cease* and *page*)
	Used to mark the voiced /th/ in verbs (as in *breathe* and *teethe*)
	Keeps words from ending in *v* (as in *have* and *believe*)
	Keeps words from looking plural (as in *horse*, *house*, and *please*)
Soft *c* and soft *g* follow specific rules.	French in origin
	c makes /s/ sound when followed by *e, i*, or *y*
	g makes /j/ sound when followed by *e, i*, or *y*
The letter *u* acts as interloper.	We put a silent *u* after *g* to keep it from changing to the soft sound /j/ (as in *guest* and *guide*).
Some word families don't follow the rule of closed syllables and short vowels.	*Find, bind, kind, rind, hind, mind*
	Most, ghost, post, provost
	Wild, mild, child
	Old, cold, sold, told, mold

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

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

Other Patterns

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

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

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.

Examples of Word Sorts

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

Closed Sorts

Choose the categories and model the sorting procedure:

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

Short i words	Short u words	Short a words
pig	gum	man

Other words: *jug, bit, pat, run, wag, big, dug, kit, cat, plan, lip, hum, tan, cub, chin, clap, cut.*

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

For example, students have mastered short vowel sounds (CVC words) and are ready to learn long vowels. Introduce the VC*e* pattern by using a word sort. The words to be sorted might include *van, vane, pan, pane, can, cane, Jan, Jane, man, mane, mad, made, hat, hate, tap, tape, cut, cute*.

Open Sorts

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

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

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

Word sorts can be designed to focus on a single new concept or can be used for a review with mixed concepts.

For example, students know the CVC pattern with short *a*, so you create a sort with words with that sound and the new short *o* sound.

An example of a mixed design would be sorting for all the short vowel sounds.

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

For example in step one, students sort for sound.

Short a	Long a
dad	make
flag	pale
fan	great
crab	paint
fast	mail
grass	say
pal	day

In step two, students sort for spelling.

ay	ai	ea	VCe
day	mail	great	make
say	pale		pale

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

Word Hunts

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

Encourage students to identify exceptions, which may lead to understanding that exceptions may have commonalties as well.

For example *have*, *love*, and *give* are exceptions to the VC*e* pattern, but do have a common *v* that creates a new common sound pattern.

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

Examples of Word Sorts in Spanish

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

Closed Sorts

Choose the categories and model the sorting procedure.

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

/e/	/u/	/a/
se	tu	más

Other words: *las, vez, en, paz, puf, vez, su*.

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

For example, students who can count syllables are ready to sort by the number of syllables in words:

1 sílaba	2 sílabas	3 sílabas
mes	casa	sonrisa
los	toma	pupitre
pez	lodo	muñeco

Word sorts can be designed to focus on a single new concept or can be used for a review of mixed concepts.

For example, students know words with short *a*, so you can create a sort with that and the new long *o* sound. An example of a mixed design would be sorting for all vowels.

Short a	Long a
mamá	lodo
papá	todo
masa	tomo
casa	como
lata	toro

As students begin to recognize specific spelling patterns, they may be asked to do two-step word sorts. First sort by sound and then by spelling.

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

g suave /j/	g duro /g/
gemelo	golpe
gigante	gusano
gelatina	guerra
girasol	gansa
genio	guisante

In step two, students sort for initial syllable.

gi	ge	gui	gue
gigante	gemelo	guisante	guerra
girasol	genio		
	gelatina		

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015; Ganske, 2000.

Sample Word Sorts

Sort these words by the spelling of the /k/ phoneme.

comb	keen	funky
cute	lick	catch
knock	kind	stuck
squirt	black	like

- When do we use the letter *c* for /k/?

- When do we use the letter *k* for /k/?

- When do we use the letters *ck* for /k/?

- One word has a different spelling for /k/. Can you find it? Which letter makes the /k/ sound in this word?

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

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

- Can you explain the rule for deciding how to pronounce the *–ed* at the end of past-tense verbs?

- There is one exception to the rule. Can you identify and explain this exception?

Adapted from Moats, 2009.

My Word Sort

Letter-sound knowledge to be taught or practiced:

Words to use:

Questions to ask students about categories:

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015.

Blending Activities

Say It Slowly

Using the letters *s*, *a*, and *t*, demonstrate how to say a CVC word slowly by blending the sounds in units.

Say: "/s/, /sa/, /sat/."

Have students practice blending CVC words using this method.

In Spanish, have students practice blending using one-syllable words, such as *con*, *sol*, or *mal*.

Say It Faster and Move It Closer

Place two letters on a table separated by a wide space.

s   *a*

Point to the first letter, *s*. With students, say /s/ and hold it until you point to the second letter, *a*. Then say /a/.

Move the letters closer together and repeat the procedure but speak the sounds more quickly.

s   *a*

Move the letters closer together until the sounds are spoken as one unit: /sa/.

s a

Add a final consonant, *t*.

s a t

Blend the three sounds to read the word: *sat*.

Onsets and Rimes

Place two letters on the table: *a* and *t*.

Model and have students blend the two sounds: /at/.

Place the onset, the letter *s*, before the rime, *at*.

With students, blend /s/ and /at/ to read *sat*.

Change the onset to other letters and make new words for students to blend and read (e.g., *sat* to *mat*, *mat* to *rat*, *rat* to *pat*, *pat* to *bat*).

Use other rimes to practice blending, such as *an*, *am*, *op*, *it*, and *in*.

In Spanish, work with one-syllable words that can be separated into onset and rime. For example, use the rime *en* and add the letters *v, t, d,* and *tr* to make *ven, ten, den,* and *tren*.

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

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

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
build
add
city
don't
open
common
though
language
government
season
material
special
heavy
circle
can't
cause
forest
winter
gone
happy
edge
third
month
soft
shall
matter
square
perhaps
suddenly
center
farmer
general
ready
believe
egg
summer

energy
Europe
member
simple
young
family
bird
across
present
beautiful
sign
teacher
instrument
paragraph
raise
clothes
represent
region
remember
listen
early
cover
pattern
numeral
slowly
carefully
island
scientist
machine
system
force
warm
thousand
check
produce
exercise
develop

difference
written
distance
probably
length
record
describe
million

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.

Categorize words in a variety of ways.

- 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, social studies, and other informational texts can also be displayed on word boards or charts.

- Words can also be categorized by similar spelling patterns, like *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 are independently reading and writing.

- 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: *ba<u>rr</u>a, ca<u>rr</u>o, pi<u>ñ</u>a, ni<u>ñ</u>o*.

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

(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:

	Spanish: no capitals	English: capitals
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	In Spanish, two question marks or exclamation points:
What a beautiful day!	¡Qué hermoso día!
Where are you from?	¿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 palanra 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 escríbalas 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

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
a	be	can	did	each	find	get	had	I
at	by	call	day		first	go	he	if
all	but	come	do		for		has	in
an	been	could	does		from		him	into
and	because		down				have	is
are							his	it
again							her	its
about							here	
any							how	
as								

Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
just		like	made	no	on	part		
		look	make	not	of	people		
		long	my	now	one			
			many		oil			
			may		only			
			more		or			
					other			
					out			

Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
said	the	up	very	will		you	
see	than	use		was		your	
she	that			with			
so	them			were			
some	then			what			
	there			who			
	these			when			
	they			where			
				which			
				would			
				write			

Orthographic Conventions Activities

Word Sort

Sort these words based on the letter or sound that comes before the silent *e*. You should have four groups. Then answer the question.

judge	have	house
teethe	believe	edge
love	breathe	horse
soothe	tense	bridge

QUESTION: Can you explain why there's a silent *e* in each of these groups? Each group has a different reason.

GROUP 1:

GROUP 2:

GROUP 3:

GROUP 4:

Word Building

In this activity, students are asked to build words using the letters *v, s, t, a, r, k, c, e, m, i, p,* and *j.* Letters may be used more than once in each word.

Imagine that students came up with the following nonsense words. Circle the nonsense words that are **not** allowable based on English conventions. Can you explain the convention that each one breaks?

sparl	raick	stae	spek	kemp	srick	mpas
sver	rejjie	mipe	mivt	sait	caj	rakk
kar	jraim	ravve	rees	vark	ces	vist

Decoding By Analogy

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

Spelling patterns are also known as phonograms or rimes. The initial consonant(s) of a one-syllable word is the onset. The spelling pattern that follows is the rime.

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

Words that contain the same spelling pattern form word families, such as *back*, *jack*, *lack*, *knack*, *pack*, *quack*, *rack*, *sack*, *tack*.

In Spanish, words that contain the same syllables can form families, such as *masa*, *taza*, and *casa*.

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

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

- "What words do I know that look the same?"
  ¿Cuál(es) palabra(s) sé que son parecidas?

- "What words do I know that end (or begin) with the same letters?"
  ¿Cuál(es) palabra(s) sé que terminan o empiezan con la(s) misma(s) letra(s)?

Six Syllable Types: Activities

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

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

Use what you just learned about the syllable types to sort these words based on their **first** syllable.

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

Can you explain the pattern that you notice?

There is one exception. What is it, and why do you think it doesn't follow the convention?

Six Syllable Types

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

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

Teaching the Six Syllable Types

General Procedures

Begin with closed-syllable words when students have learned a few letter-sound correspondences (e.g., three or four consonants and one short vowel).

Sequentially introduce the other five types of syllables.

Closed Syllable

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

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

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

Define *closed syllable*.

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

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

Open Syllable

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

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

Compare words to previously taught closed syllables and discuss differences.

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

Define *open syllable*.

Use the cloze procedure.

Vowel-Consonant-*e*

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

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

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

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

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

Define *vowel-consonant-*e *syllable*.

Use the cloze procedure.

Vowel-*r* (*r*-Controlled) Syllable

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

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

Review the closed syllable.

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

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

Define *vowel-*r *syllable*.

Use the cloze procedure.

Vowel-Pair Syllable (Vowel Digraph/Diphthong)

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

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

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

Read the words. Explicitly teach each sound.

Define *vowel-pair syllable*.

Use the cloze procedure.

Final Stable Syllable

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

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

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

Define *final stable syllable*.

Use the cloze procedure.

Adapted from Carreker, 1999.

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.

Guidelines for Teaching Spelling

- **Review previously taught spelling words.**

- **Consider students' knowledge and skills and use words students can read.**

  - Determine the number of words to teach in one lesson based on students' needs.

  - Some students need to read words many times before they remember how to spell them.

- **Introduce frequently used and regular word patterns first.**

- **Provide immediate and appropriate feedback to reinforce correct spelling of newly learned patterns.**

  Expect students to correctly spell previously taught words.

- **Have students practice newly learned words or word patterns before introducing other patterns.**

  - Dictate words or sentences and have students write them.

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

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

  - To focus students' attention on spelling and letter patterns in words, provide opportunities for students to analyze and sort words into categories.

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

  - Use word banks to provide a reference for students as they write.

  - Encourage students to use keyboarding and plastic letters to spell words.

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

  - Have students hunt for other words in their reading and writing that fit studied patterns or discovered generalizations.

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

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

- **Help students learn how to check and monitor their spelling.**

  Have students read words after spelling them.

Sample Sound-Spelling Card

/ā/

a   a_e

ai_   ay   eigh

Sound-Spelling Chart

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

SHORT VOWEL SOUNDS

/ă/ - sat	/ĕ/ - hen	/ĭ/ - pig	/ŏ/ - hot	/ŭ/ - rug
a_	e_ ea_	i_ y_	o_	u_ o (m, n, v)

LONG VOWEL SOUNDS

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

OTHER VOWEL SOUNDS

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

DIPHTHONGS

/oi/ - toy	/ow/ - cow
oi_ oy	ou_ ow

VOWEL-R SOUNDS

/er/ - her	/ar/ - card	/or/ - for
er _or _ar ir ur	ar	or

CONSONANT SOUNDS (❏ = Short Vowel Sound)

/b/ - ball	/k/ - cat	/d/ - dog	/f/ - fan	/g/ - go
b ❏bb	c(a, o, u) k(e, i, y) c k ❏ck ch	d ❏dd	f ph ❏ff	g ❏gg

/h/ - hat	/j/ - jump	/l/ - log	/m/ - man	/n/ - no
h	j g(e, i, y) _ge ❏dge	l ❏ll	m ❏mm	n ❏nn kn_

/p/ - pan	/kw/ - queen	/r/ - rat	/s/ - sit	/t/ - toe
p ❏pp	qu	r rr wr_	s ❏ss c(e, i, y)	t ❏tt

/v/ - van	/w/ - win	/ks/ - fox /gz/ - exact	/y/ - you	/z/ - zoo
v _ve	w	_x	y i	s z ❏zz

/wh/ - white	/sh/ - shoe	/ch/ - chin	/th/ - think	/th/ - that
wh_	sh _ti(on)	ch ❏tch t(u)	th	th

/ng/ - ring	/zh/ - genre
_ng n(k, g)	_si(on) s(u) ge

Tips for Using the Sound-Spelling Chart

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

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

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

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

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

- 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 CV*e* pattern. This is a good place to start because you can change short-vowel, closed syllables (*can*) into VC*e* 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: Digraph *sh*

Story Number: 1

The Red Shell

Ash got her stash of cash. She went to the shop to get a mesh net. The net will help Ash get a fresh fish.

Ash got on a ship to find the fresh fish. When Ash went out on her ship, four fresh fish shot into her mesh net. One fish had a red shell in his fin. Ash held the fish with the shell. She got the shell away from the fish and put it with her stash of cash.

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

English and Spanish Sounds

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

Adapted from Helman, 2004.

Monitoring Students' Progress: Phonics and Spelling

Questions to ask when listening to a student read aloud

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

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

Does the student sound out the word sound by sound?

Does the student try to read the word in chunks (e.g., /bl/ /ăk/)?

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

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

Does the student rely on picture cues?

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

Does the student self-correct some errors?

Does the student read slowly with frequent hesitations and repetitions?

Questions to ask as you analyze spelling errors

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

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

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

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

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

Does the student misspell short vowel sounds?

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

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

Explicit Instruction for Phonics Intervention

Skill: Digraph *sh*; Instructional Day: 1

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Sight word concentration—place cards face-down and have students take turns flipping over two cards and reading the words. If students make a match, they keep the card. **Word List:** *funny, went, find, when, into, put* or any grade-level-appropriate Dolch list words	2 min.
Phonological Awareness and Articulation of Skill	**Phonemic Awareness:** "I will say some words. Some of the words have the /sh/ sound and some do not. If you hear the /sh/ sound, show me a thumbs-up; show me a thumbs-down for words that do not have the sound." **Articulation:** "Let's practice making the /sh/ sound. My turn first." Model the /sh/ sound and prompt students to watch and listen. "When we make the /sh/ sound, our teeth are together and our lips are round and 'puckered' out." Model and practice the sound with students. Have them practice making the sound while looking in a mirror.	3 min.
Letter-Sound Correspondence	**Letter-Sound Correspondence:** "Now I want you to learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound it is called a digraph. This is the digraph *sh*. It stands for the /sh/ sound. Watch me practice reading this sound." Point to the *sh* digraph and model the sound. Give each student a *sh* digraph card and have him or her practice the sound when tapping on the digraph. Words with /sh/: *fish, ship, ash, shot, fresh, mesh, shell, shop cash, stash* Words without /sh/: *dress, miss, cheese, champ, match, rich, save, star, much, choose*	2 min.
Word-Reading and Blending Routines	**Word-Reading List:** *fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash* Read words chorally. **I Do:** Choose a card from the deck and read the word aloud. Do a think-aloud to blend the word. Use blending routines your students have learned. **We Do:** Turn over one card at a time from a deck of word cards. Ask students to sound out the word silently and then say it together on a cue. **You Do:** Each student silently reads words from an individual stack of cards including only /sh/ words. Listen to each student read his or her stack and provide feedback.	5 min.
Word Work	**Word-Building Words:** *ash, cash, clash, stash, fresh, mesh, shot, shop* **I Do:** Model changing *ash* to *cash*. Think aloud as you model. **We Do:** Work with students to change *cash* to *clash* and *clash* to *stash*. **You Do:** Have students change *fresh* to *mesh*, *shot* to *shop*, and *ash* to *stash* on their own.	5 min.
Dictation	*ash, fish, mesh, cash, stash, ship*	3 min.
Text Application	1. Have students identify the words in Story 1 that contain the targeted skill. 2. Read the identified words. 3. Read Story 1.	10 min.

Skill: Digraph *sh*; Instructional Day: 2

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Give students words from the list and have students substitute /sh/ for the beginning sound to make silly words. **Word List:** *cat, pig, pond, lake, leaf, desk, pencil*	2 min.
Phonological Awareness and Articulation of Skill	**Phonemic Awareness:** Move chips to segment words that have the /sh/ sound. **Articulation:** "When we make the /sh/ sound, our teeth are together and our lips are round and 'puckered' out." Have students use a mirror. "What does your mouth look like?"	3 min.
Letter-Sound Correspondence	**Letter-Sound Correspondence:** "Let's learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound, it is called a digraph. This is the digraph *sh*; it stands for the /sh/ sound. Watch me practice reading this sound." Point to the *sh* digraph and model the sound with students. Have students hold up a /sh/ card if they hear a word with the /sh/ sound. **Word List:** *fish, ship, ash, shot, fresh, mesh, shell, shop cash, stash*	2 min.
Word-Reading and Blending Routines	**Word-Reading List:** *fish, ship, ash, shot, fresh, mesh, shell, shop, cash,stash, clash* Read words chorally. **I Do:** Change stack of letter cards to build and decode words with *sh* digraph. Use a think-aloud as you blend new words. **We Do:** Blend the words with students. Employ the blending routines they've been taught. Use a signal to prompt student response to encourage participation. **You Do:** Have each student silently read words from an individual stack of cards including only /sh/ words. Listen to each student read his or her stack and provide feedback. (Caution: Do not use a round-robin format; have all students whisper-read while you move around and "eavesdrop" on their reading.)	5 min.
Word Work	**Word-Building Words:** *fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash* **I Do:** Model building the word *fish*. Think aloud and model segmenting sounds. **We Do:** Build *ship* and *ash* with students. **You Do:** Have students build words as prompted with continual monitoring and feedback to ensure correct practice.	5 min.
Dictation	*fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash*	3 min.
Text Application	1. Read Story 1 with identified target words. 2. Read a clean copy of Story 1.	10 min.

Skill: Digraph *sh*; Instructional Day: 3

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Have students sort photo cards that represent *r* blends or *l* blends (can choose another previously learned phonics skill to adapt). **Word List:** Teacher chosen	2 min.
Phonological Awareness and Articulation of Skill	**Phonemic Awareness:** Have students segment *sh* words by snapping. (Use word list below.) **Articulation:** Add if students need. **If skill is secure, spend this time in text application.**	3 min.
Letter-Sound Correspondence	**Letter-Sound Correspondence:** Have students sort *sh* words and words without *sh*. **Word list:** *fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash* Blend words or use sight word cards. **If skill is secure, spend this time in text application.**	2 min.
Word-Reading and Blending Routines	**Word-Reading List:** *fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash* Have students will use word family flip books to read real and nonsense words with *sh* at the end. **I Do:** Read a flip book. Model blending routines. **We Do:** Read the flip book with students. **You Do:** Have students read their flip books individually.	5 min.
Word Work	**Word-Building Words:** *fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash* Have students use whiteboards and dry-erase markers to write target words. **I Do:** Use a think-aloud to model segmenting and writing the word *fish*. **We Do:** Write *ship*, *ash*, and *shot* with students. (You can have students underline the digraph.) **You Do:** Have students complete words from the word list as time allows.	5 min.
Dictation	The fresh fish Ash will crash She will shut The red shell	3 min.
Text Application	1. Identify target words in Story 2. 2. Read Story 2.	10 min.

Skill: Digraph *sh*; Instructional Day: 4

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Say a words. Then delete a sound and eat a cracker that represents that sound. **Word List:** *stop-top, plot-lot, spot-pot, fork-for, lost-loss, bold-bowl*	2 min.
Phonological Awareness and Articulation of Skill	**Phonemic Awareness:** Have students hold up fingers as they segment words (one finger for each phoneme) to determine the number of phonemes. **Articulation:** (not done unless indicated by student need) **If skill is secure, spend this time in text application.**	3 min.
Letter-Sound Correspondence	**Letter-Sound Correspondence:** (not done unless indicated by student need) **Word List**: *ash, clash, mush, flesh, shell, shun, shag, cash, ship* **If skill is secure, spend this time in text application.**	2 min.
Word-Reading and Blending Routines	**Word-Reading List:** *fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash* Sort words with /sh/. **I Do:** Model sorting the words. **We Do:** Sort two of the words with students. **You Do:** Have students sort all of the words independently.	5 min.
Word Work	**Word-Building Words:** *shin, mesh, gash, rush, flash, fresh, mush, flush* Have students write new words. **I Do:** Model writing the word *mesh*. Think aloud while using segmenting and blending routines. **We Do:** Write two words with students. **You Do:** Have students complete the rest of the words independently. Provide a visual model for self-assessment.	5 min.
Dictation	gash on her shin ship can crash that can slash he will blush	3 min.
Text Application	Read Story 2.	10 min.

Skill: Digraph *sh*; Instructional Day: 5

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Popcorn words—have students take turns popping up in their seats and reading words. **Word List:** *she, look, little, saw, how, for, her, girl, there, that, would, said*	2 min.
Phonological Awareness and Articulation of Skill	**Phonemic Awareness:** Use as needed. See previous lessons. **Articulation:** These activities are not usually done on the fifth day of instruction. Add if needed by your students. **If skill is secure, spend this time in text application.**	3 min.
Letter-Sound Correspondence	**Letter-Sound Correspondence:** Write *sh* words and words without *sh* on sheets of paper with bees drawn on them. Have students slap words that have the /sh/ sound with plastic fly swatters. **Word List:** *sh* words—*shop, ship, mesh, shag, shun, hash, rash*; other words: *with, math, path, chip, chop, rich, such, much, that* **If skill is secure, spend this time in text application.**	2 min.
Word-Reading and Blending Routines	**Word-Reading List:** Open word sorts—*ship, shot, shut, shag, shop, shin, shell, shun, crush, mush, blush, plush, crash, bash, lash, sash* **I Do:** Think aloud to model sorting words into /sh/ beginning or ending sounds or words without the /sh/ sound. **We Do:** Let students choose one word to do with the group. Integrate blending and segmenting routines. **You Do:** Give students words with *sh* in the beginning or end and words with no *sh*. Have students sort the words into beginning, ending, and words that do not fit (no *sh*).	5 min.
Word Work	**Word-Building Words:** *shin, crash, shock, flash, gash, rush, stash, fresh,clash* Write new words. **I Do:** Model briefly with the word *shin*. Think aloud, segment, and blend. **We Do:** Practice with the word *crash*. **You Do:** Have students write the words.	5 min.
Dictation	They will flush the fish and shut the lid. Ash will stash her cash. He likes to eat fresh fish. She has a rash on her flesh. Her lash fell on her sash at the big bash.	3 min.
Text Application	1. Read Story 3. 2. Formative assessment: The goal is for students to read targeted skill words with 95 percent accuracy.	10 min.

Target Words for Digraph *sh* Stories

Story 1	Story 2		Story 3
Skill-specific new words (10–14)	Skill-specific new words (5–7)	Skill-specific words from Story 1 (5–7)	Skill-specific new words (10–14)
Ash	gash	Ash	Shep
fish	shin	fish	Trish
ship	crash	ship	trash
shot	rush	mesh	wish
fresh	shock	fresh	dish
mesh			shed
shell			brush
shop			flash
cash			shelf

Explicit Instruction for Phonics Intervention

Instructional Focus: Digraph *sh*

Story Number: 1

The Red Shell

Ash got her stash of cash. She went to the shop to get a mesh net. The net will help Ash get a fresh fish.

Ash got on a ship to find the fresh fish. When Ash went out on her ship, four fresh fish shot into her mesh net. One fish had a red shell in his fin. Ash held the fish with the shell. She got the shell away from the fish and put it with her stash of cash.

Explicit Instruction for Phonics Intervention

Instructional Focus: Digraph *sh*

Story Number: 2

The Crash

Ash went on a ship to look for fresh fish. She saw four fresh fish swim into her mesh net. She did not see the big rock. Crash! The little ship hit the big rock. Ash shot back from the crash. She got up and saw a gash on her shin. Ash was in shock! How did her ship crash into the big rock? Ash was in a rush to get fresh fish in her mesh net and she did not see the big rock. Ash will not rush and crash when she looks for fish again.

Explicit Instruction for Phonics Intervention

Instructional Focus: Digraph *sh*

Story Number: 3

Shep's Wish

The dog Shep wished for a good dish to eat. Trish left in a flash. Trish got a brush. "A brush?" said Shep, "I want a dish!"

Shep made a dash to the shed. Is there a dish in the shed? "No!" said Shep. Is there a dish on the shelf? "No!" said Shep. "I know," said Shep, "I can find a dish in the trash!"

As Shep went to the trash, Trish said, "No, Shep! Do not eat the trash. Let me brush you." Now Shep wished for a good dish to eat and wished that Trish would hush.

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

Taking a Closer Look

Skill: Digraph *sh*

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

Explicit, Systematic Instruction
Modeling
Scaffolded Practice
Progress Monitoring

Taking a Closer Look: Teacher's Edition

Skill: Digraph *sh*

Examine your teacher's edition and complete the chart. Specifically state how the teacher's edition addresses each element.

Explicit, Systematic Instruction
Modeling
Scaffolded Practice
Progress Monitoring

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