



## Modules 3: Phonics

# Understanding Early Phonics Instruction

Early Literacy Department

School Leadership Series

October 2020



# Presenters



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# Virtual Norms



- Choose a Quiet Place, free from distractions.
- Stay muted until directed to unmute.
- Utilize the “Raise Hand” button, if you would like to contribute (be sure to lower your hand afterwards)
- Type questions and/or general comments into the chat box.
- NOTE referenced documents/attachments.
- Maintain RESPECT in speaking, writing, and appearance.



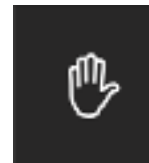
Discussion



Chat Box



Breakout  
Session



Raise Your  
Hand



Video



Poll



# Session Objectives

## Participants will-

- **Know:** The meaning of phonics and the importance of phonics instruction.
- **Understand:** How phonics instruction looks in action.
- **Do:** Support K -2 teachers with high-quality foundational skills instruction in phonics.





# AGENDA

- I. Definition of Phonics**
- II. Research**
- III. Standards and Subskills**
- IV. Standards in Action**
  - Example
  - Experience
- V. Instruction and Alignment**
- VI. Next Steps**



# Ice Breaker

On this sheep-scale,  
how do you feel today?







# Definition: What is phonics?



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# What is phonics?

Phonics is

- the relationship between **sounds** and **their spellings**
- basic skill necessary for **recognizing words** in the English alphabetic writing system
- one of several skills that good readers can employ to **read new or unknown words**.

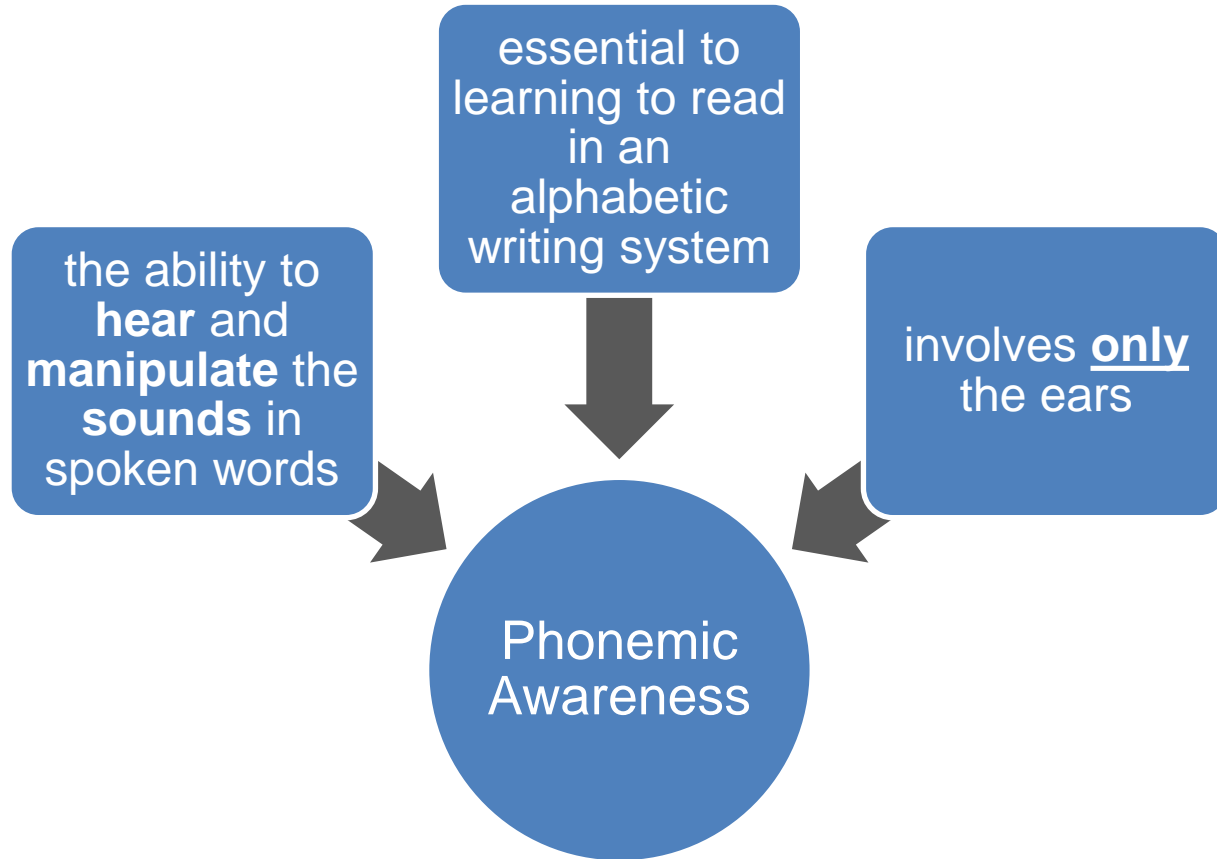




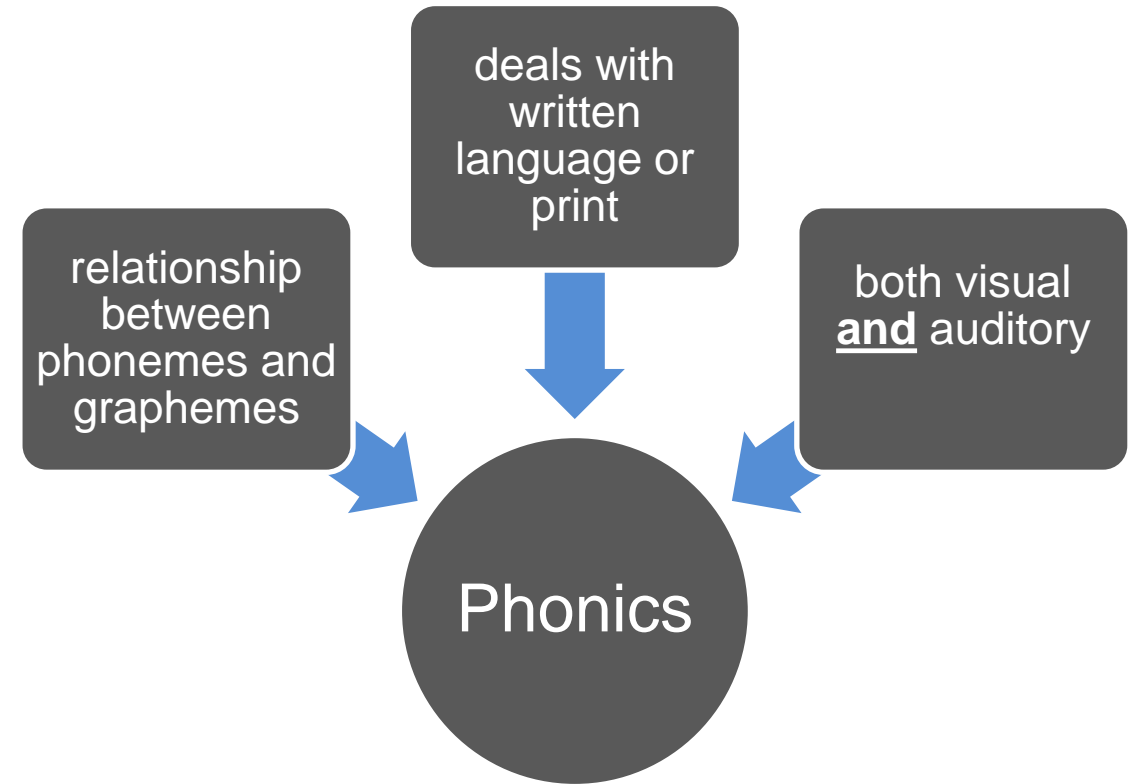


# Phonemic Awareness vs. Phonics

## Phonemic Awareness



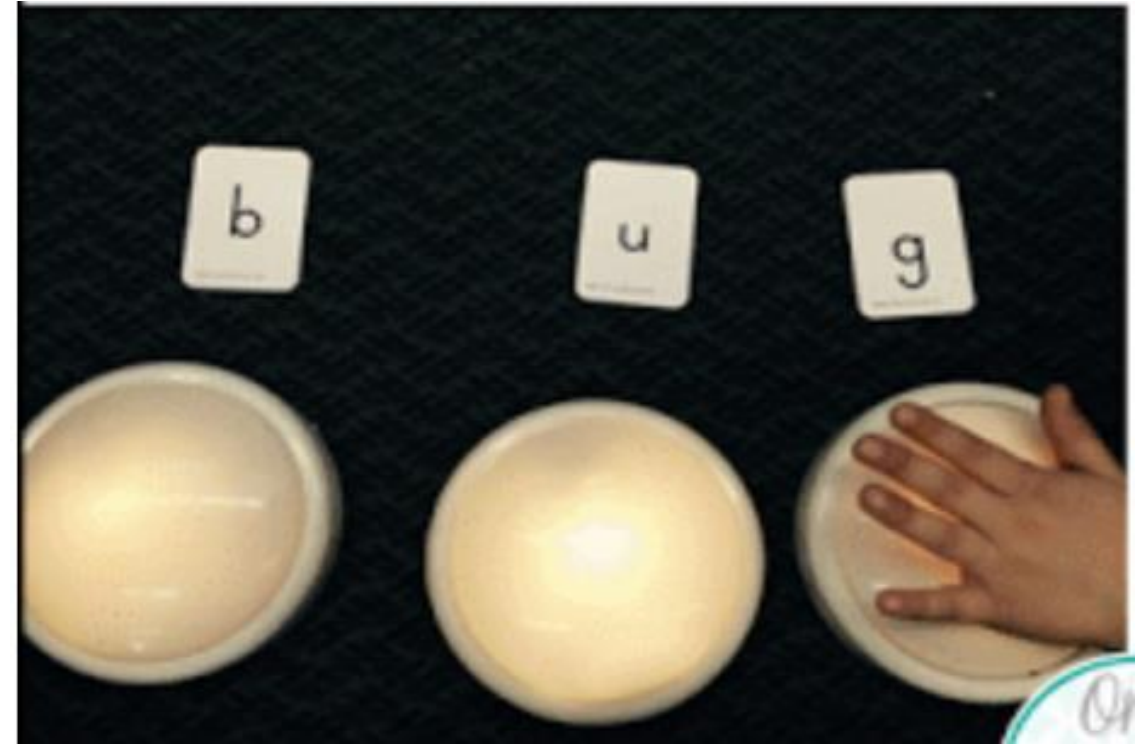
## Phonics



## Phonemic awareness



## Phonics





# Quick Check

*What is the difference between phonological awareness and phonics?*

Phonological Awareness	Phonics
<p>Sounds in words</p> <p>Tasks are purely oral</p>	<p>Relationship between sounds and written symbols</p> <p>Learning sound-spelling relationships associated with print</p>





# Understanding Phonics

## ***Phonemes***

- Phonemes are the smallest unit of speech sound used to build words
- Virgules are used to represent sounds /m/ /a/ /p/
- English has 44 sounds
- A single phoneme can be represented by multiple graphemes
- **We associate phonemes to graphemes when we teach phonics.**

## ***Graphemes***

- Graphemes are single letters or letter combinations that are used to represent phonemes
- English has **250** graphemes.
- We use graphemes when we teach phonics.

## ***Letters***

- Letters are written symbols used to represent phonemes
- English has 26 letters.
- We use letters when we teach phonics.



# Graphemes

Phonemes, graphemes, letters...oh my!

**/p/**

**p**

**/ā/**

**ai**

**/d/**

**d**

**/t/**

**t**

**t**

**/ă/**

**a**

**a**

**/k/**

**ck**

**x**

**/s/**

**s**





# ...Need more practice?

word	phonemes	graphemes	letters
dash			
stick			
botch			
wedge			
plight			





# Quick Check!

**Which statement is not true?**



- a. A letter can represent more than one sound.
- b. A sound can be represented by more than one phoneme.
- c. A grapheme can be represented with more than one letter.
- d. A phoneme can be represented with more than one grapheme

Respond in the chat box.

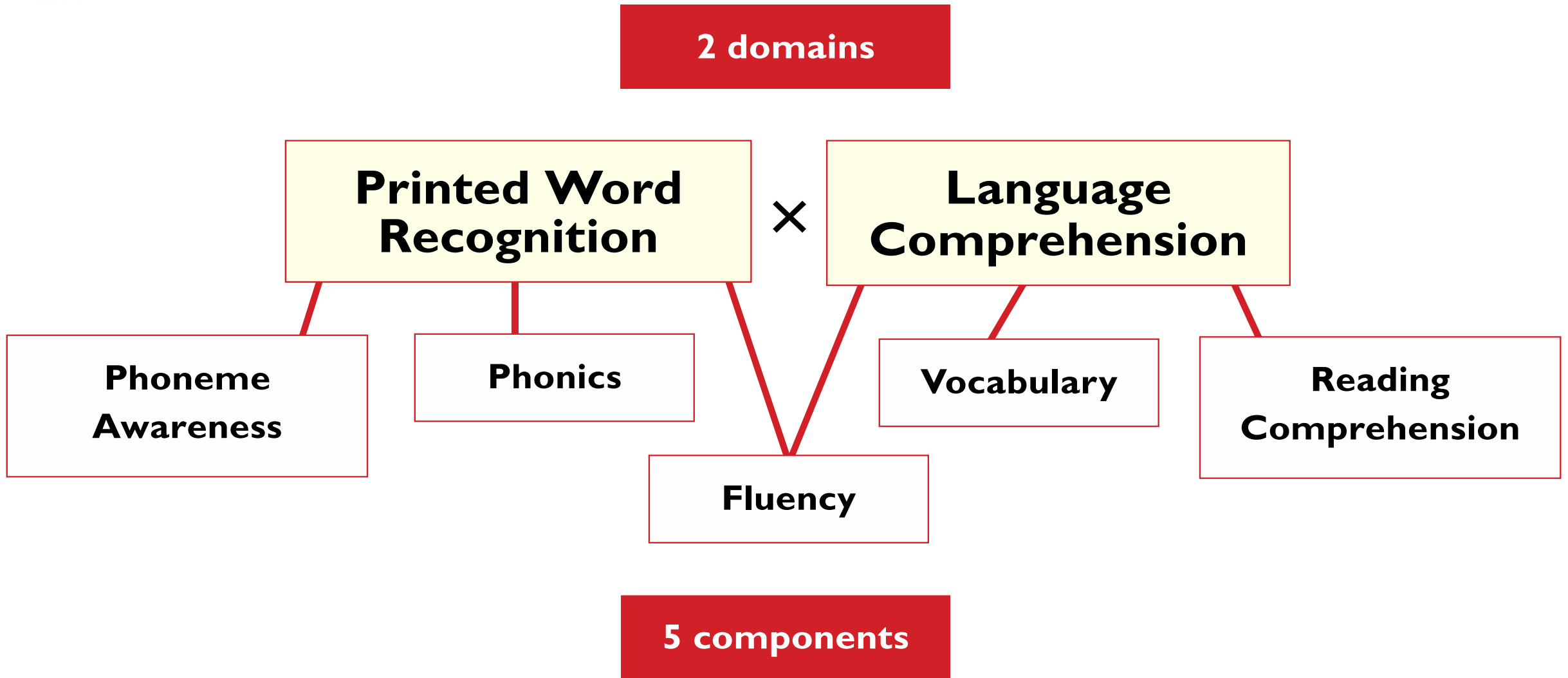


# RESEARCH: Why is phonics important?





# The Simple View of Reading (SVR)





# Facts and Stats

- Reading researchers and educators agree that phonics is important for readers as they learn how the sounds of language create words (Fountas & Pinnell, 2003)
- Phonics should be an engaging activity, not simply a process of learning rules and completing worksheets (DeVries, 2015)
- Fifty (50%) of teachers could benefit from additional training in linguistics, especially phonics (Moats, 2005)
- Camilli and Wolfe (2004) contend that direct phonics instruction may aid struggling young readers, "but only if embedded in a print-rich comprehensive literacy program and delivered in brief, individualized lessons

## Emoji Annotation

Read the Facts and Stats. **What do you think?**  
Respond in the chat box and include an emoji and one sentence commentary.



I wonder.....



This surprises me .....



I agree with this.....



This makes me feel.....





# Phonics instruction is important because...

1. *Young students do not learn to discriminate the sounds of a word \_\_\_\_\_.*
2. *Spelling in English is arbitrary and cannot simply be \_\_\_\_\_.*
3. *Strong phonetic knowledge releases student's mental capacity for higher order skills of \_\_\_\_\_ and \_\_\_\_\_.*





# Phonics instruction is important because...

1. Young students do not learn to discriminate the sounds of a word **automatically**.
2. Spelling in English is arbitrary and cannot simply be **“discovered”**.
3. Strong phonetic knowledge releases student’s mental capacity for higher order skills of **comprehension** and **composition**.

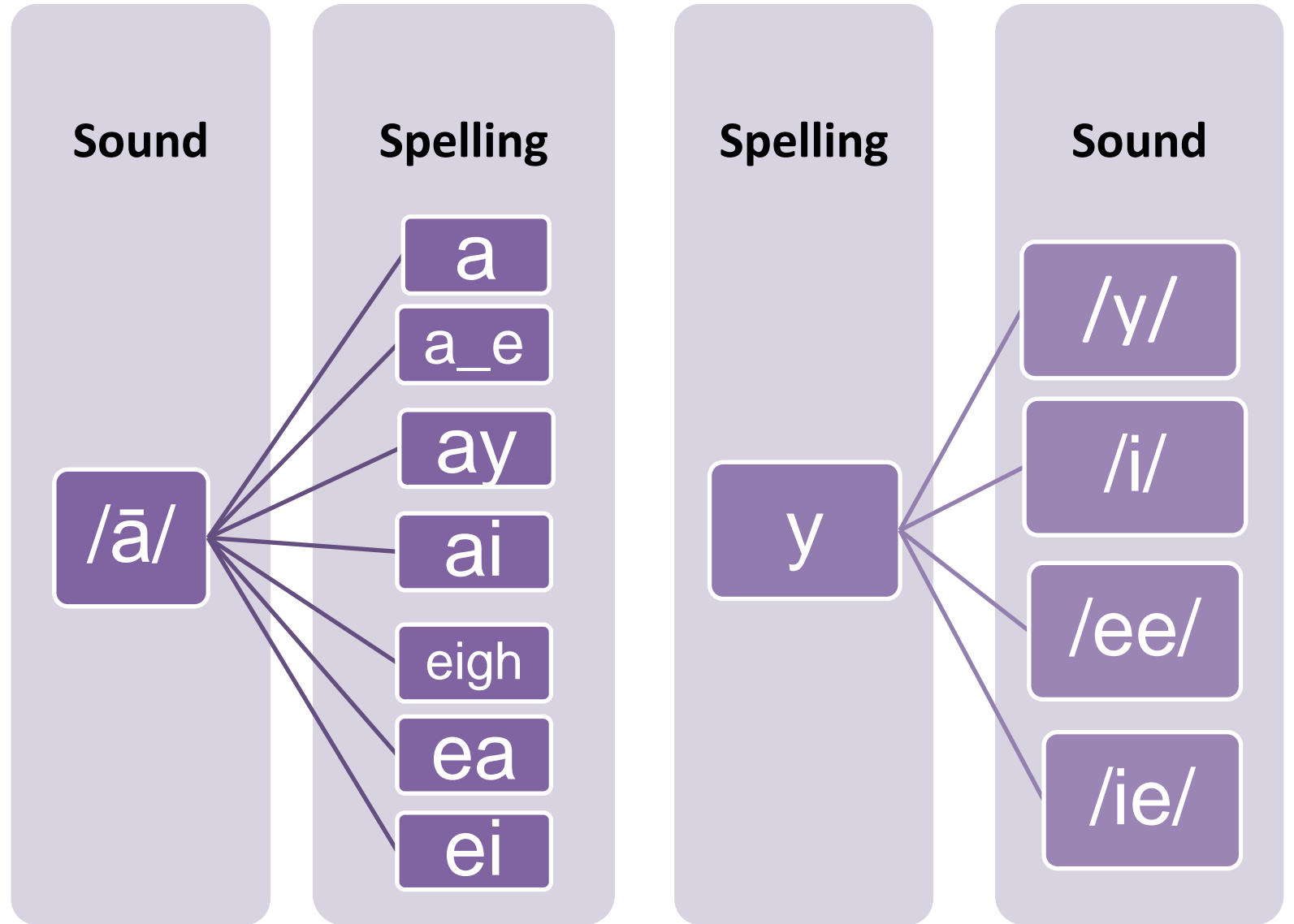


# Complexity of the English Language

What is this saying to you as an educator?

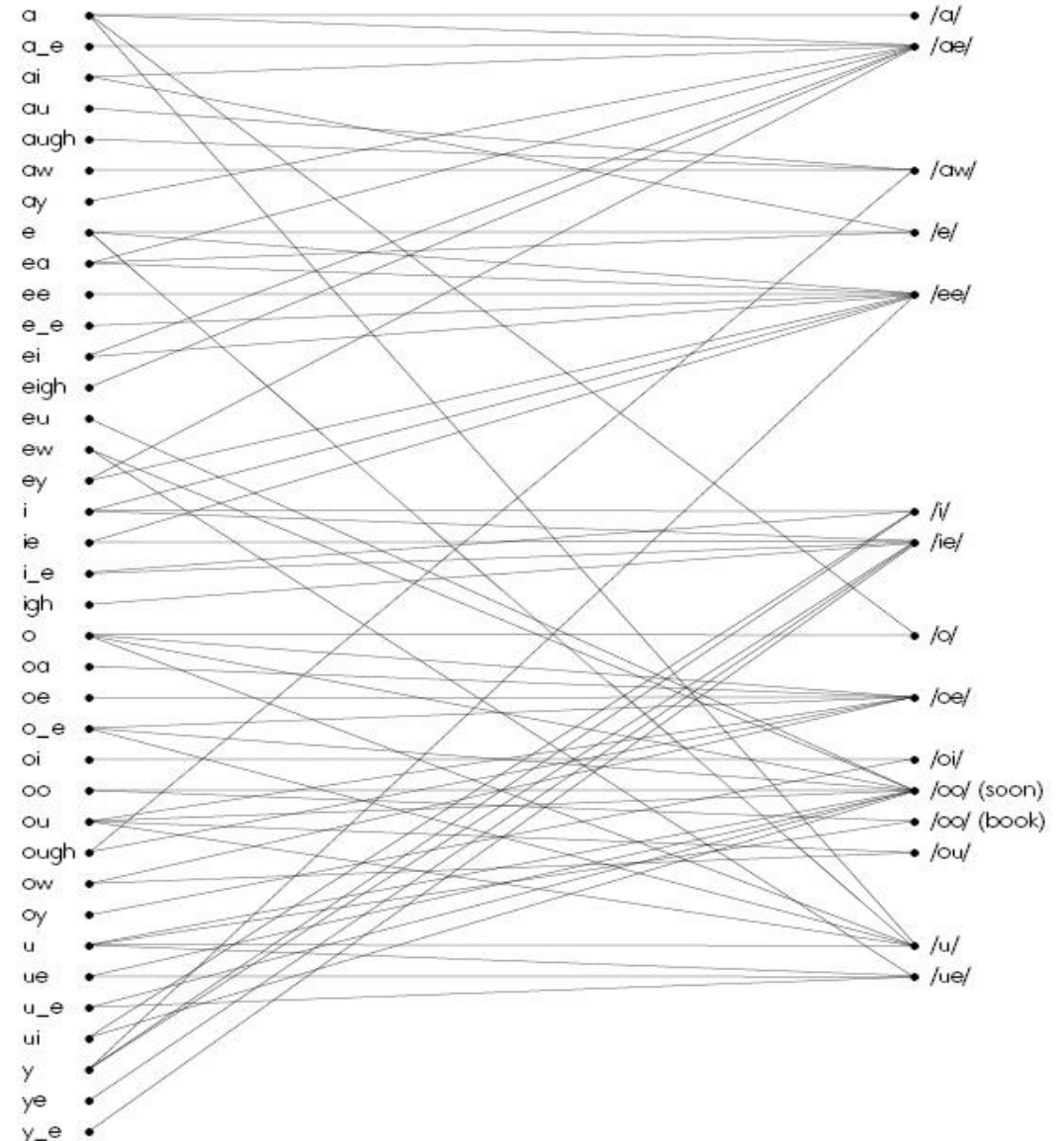
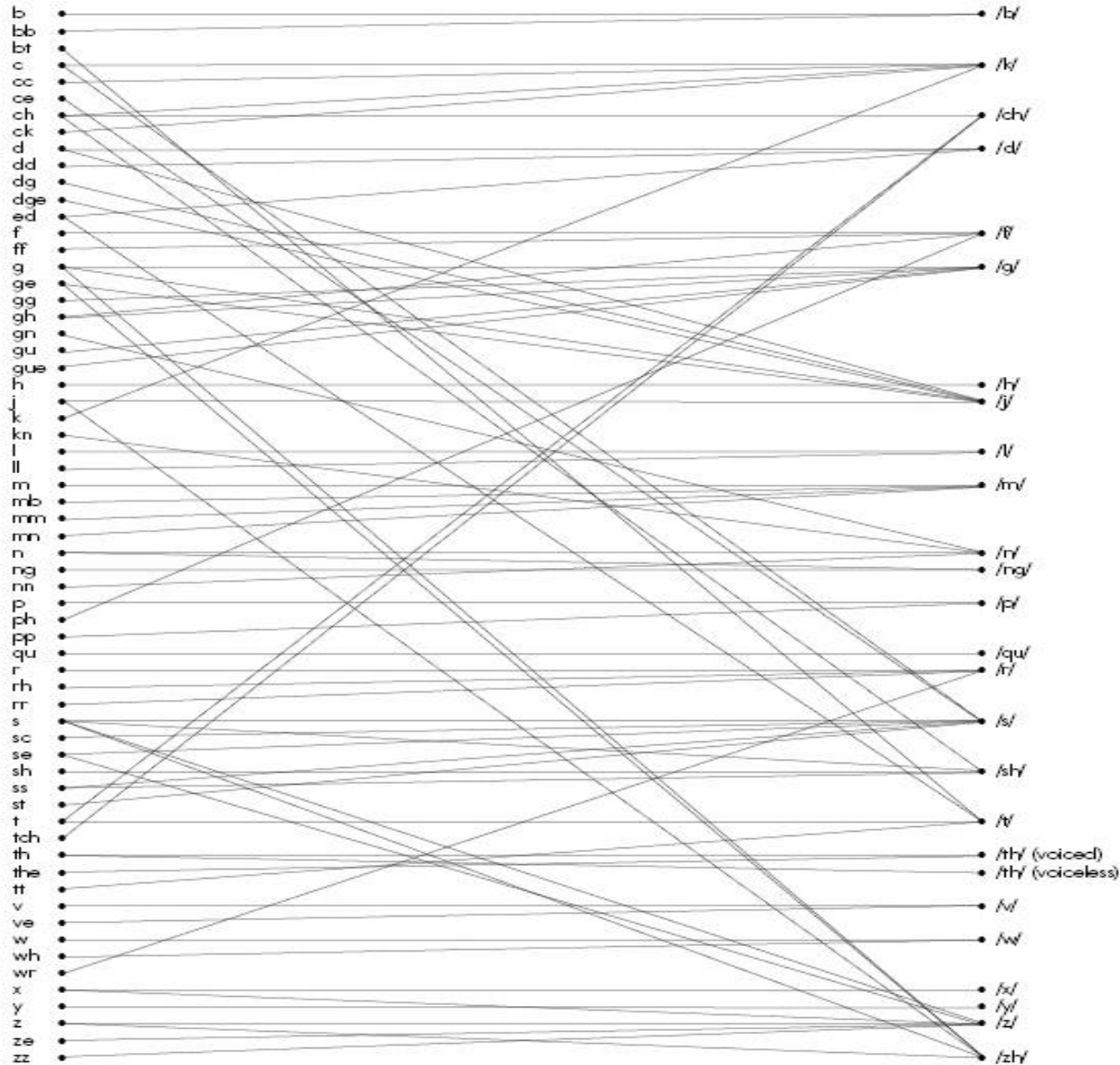
How many ways can you spell the long a sound?

How many ways can you spell words with the letter y for different y sounds?





# The Code is Vast and Confusing





# Shout Out: What is the Picture?



hearth



head



hearse

*When an experienced reader sees a printed word, it's quite difficult not to read it. Reading is automatic. Thus, the printed word [head] conflicts with the word you are trying to retrieve.*

*-Willingham 2009, p. 84*






# Signs of Phonics Deficits

I have students who...	Example
Guess wildly when they approach unfamiliar words.	“caterpillar” for capillary
Guess from context	A skunk’s horrible <u>scent</u> makes larger animals choose something else to eat. “smell”
Cannot associate phonemes with graphemes accurately and fluently; Spell poorly	“sirrup” for syrup
Read nonsense syllables or words inaccurately	“tag” for tage
Tire easily, look away, are easily frustrated	“ugh!”
Say they do not like to read	“This is boring!”



# Quick Check!

## Which statements are true about students who need phonics?

- 
- A blue speech bubble icon with three horizontal lines inside, representing a chat box.
- a. Students who need phonics do not guess from context.
  - b. Students who need phonics spell poorly.
  - c. Students who need phonics say that they love to read.
  - d. Students who need phonics cannot associate phonemes and graphemes with accuracy and fluency.

Respond in the chat box.



# How do we teach phonics?





# Effective Phonics instruction is...

- **Explicit**—the plan of instruction provides teachers with precise directions for teaching letter-sound relationships, including:
  - Explaining and modeling
  - Giving guided practice
  - Watching student responses and giving corrective feedback
  - Planning extended practice
- **Systematic**—the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence from easier sounds to more difficult sounds. High utility sounds and letters are taught first, letters with similar shapes and sounds are separated.



# How do we teach Phonics?

**Hear it**



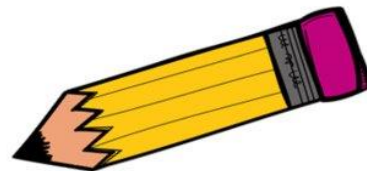
**Say it**



**Read it**



**Spell it**



## Hear it



If you hear **/ēē/** and  
you know it, clap your  
hands.





# Say it!

Hear it



Say it



Blend these sounds.

/f/ /ee/ /t/

Segment this word.

sleep

feet

/s/ /t/ /ee/ /p/



# Read it!

Hear it



Say it



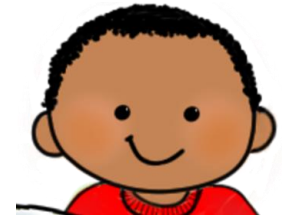
Read it



t



r



ee



Let's use what we know to read some words with **/ēē/** sound together.

**Hear it**



**Say it**



**Read it**



Let's read a new story.  
Look out for words with  
our new "ee" spelling.

# Spell it! (Write it!)

Hear it



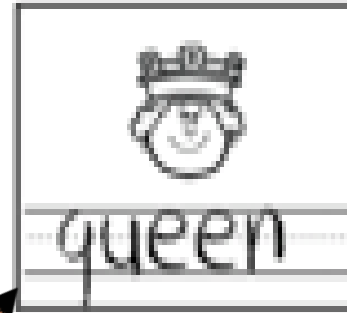
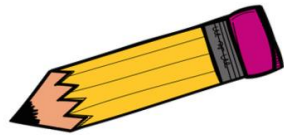
Say it



Read it



Spell it





# Quick Check!

Explicit phonics instruction provides teachers with precise directions for teaching letter-sound relationships, including all of the following except.

- a. Explaining and modeling
- b. Giving guided practice
- c. Watching student responses and giving corrective feedback
- d. Planning extended practice
- e. Providing letter formation instruction

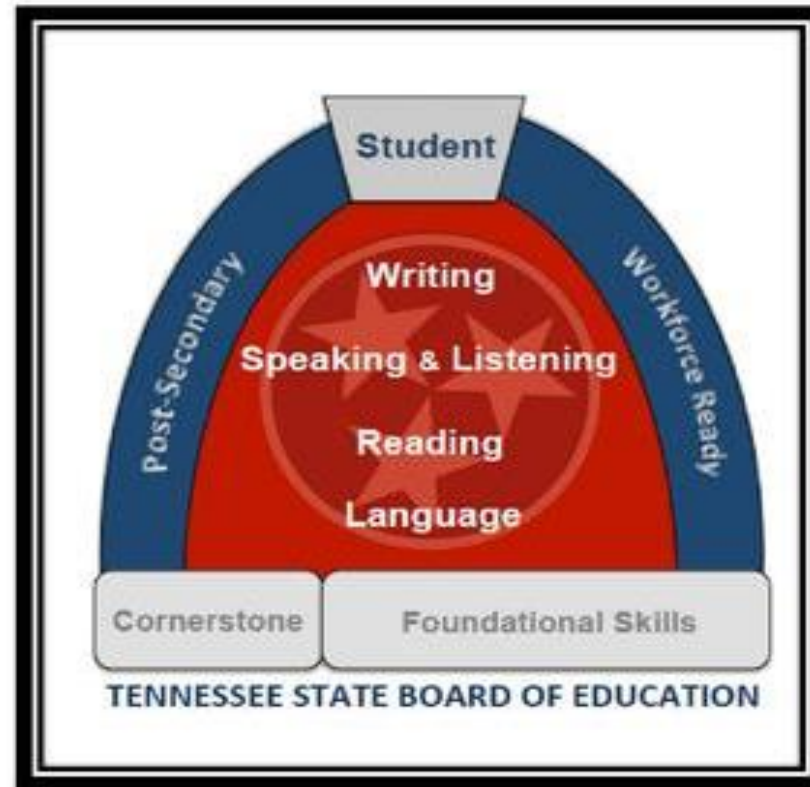
Respond in the chat box.







# STANDARDS: Which foundational literacy standards are addressed through phonics instruction?







# Foundational Literacy Standards

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

## Kindergarten - K.FL.PWR.3

- a. Demonstrate knowledge of **one-to-one letter sound correspondence** by producing the most frequent sound for each **consonant**.
- b. Associate the **long and short phonemes** with common spellings for the **five major vowels**.
- c. Read common **high-frequency words** by sight.
- d. Decode regularly spelled **CVC** words.
- e. Distinguish between similarly spelled words by **identifying the letters that differ**.



# Foundational Literacy Standards

**Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.**

## **Grade 1 - 1.FL.PWR.2**

- a. Know the sound-spelling correspondence for common **consonant digraphs**.
- b. **Decode** regularly spelled **one-syllable words**.
- c. Know the **final -e** and **common vowel team** conventions for representing **long vowel sounds**, including **r-controlled vowels**.
- d. Use knowledge that **every syllable must have a vowel sound** to determine the number of **syllables in a printed word**.
- e. **Decode two-syllable words** following basic patterns by **breaking the words into syllables**.
- f. Read words with **inflectional endings**.
- g. Recognize and read grade-appropriate **irregularly spelled words**.
- h. Read grade-level **decodable text** with purpose and understanding.



# Foundational Literacy Standards

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

## Grade 2 - 2.FL.PWR.3

- a. Distinguish **long and short vowels** when reading regularly spelled **one-syllable words**.
- b. Know spelling-sound correspondences for additional **common vowel teams**.
- c. Decode regularly spelled **two-syllable words** with long vowels.
- d. Decode words with **common prefixes** and **suffixes**.
- e. Identify words with **inconsistent but common** spelling-sound correspondences.
- f. Recognize and read grade-appropriate **irregularly spelled words**.
- g. Decode **grade-level texts** with purpose and understanding.



# Standards Progression



## Grade 3 - 3.FL.PWR.3

- a. Identify and define the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

## Grade 4 - 4.FL.PWR.3

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

## Grade 5 - 5.FL.PWR.3

- a. Use Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



# Quick Check!

**Phonics standards are only found in grades K -2.**

**True or False**

Respond in the chat box.





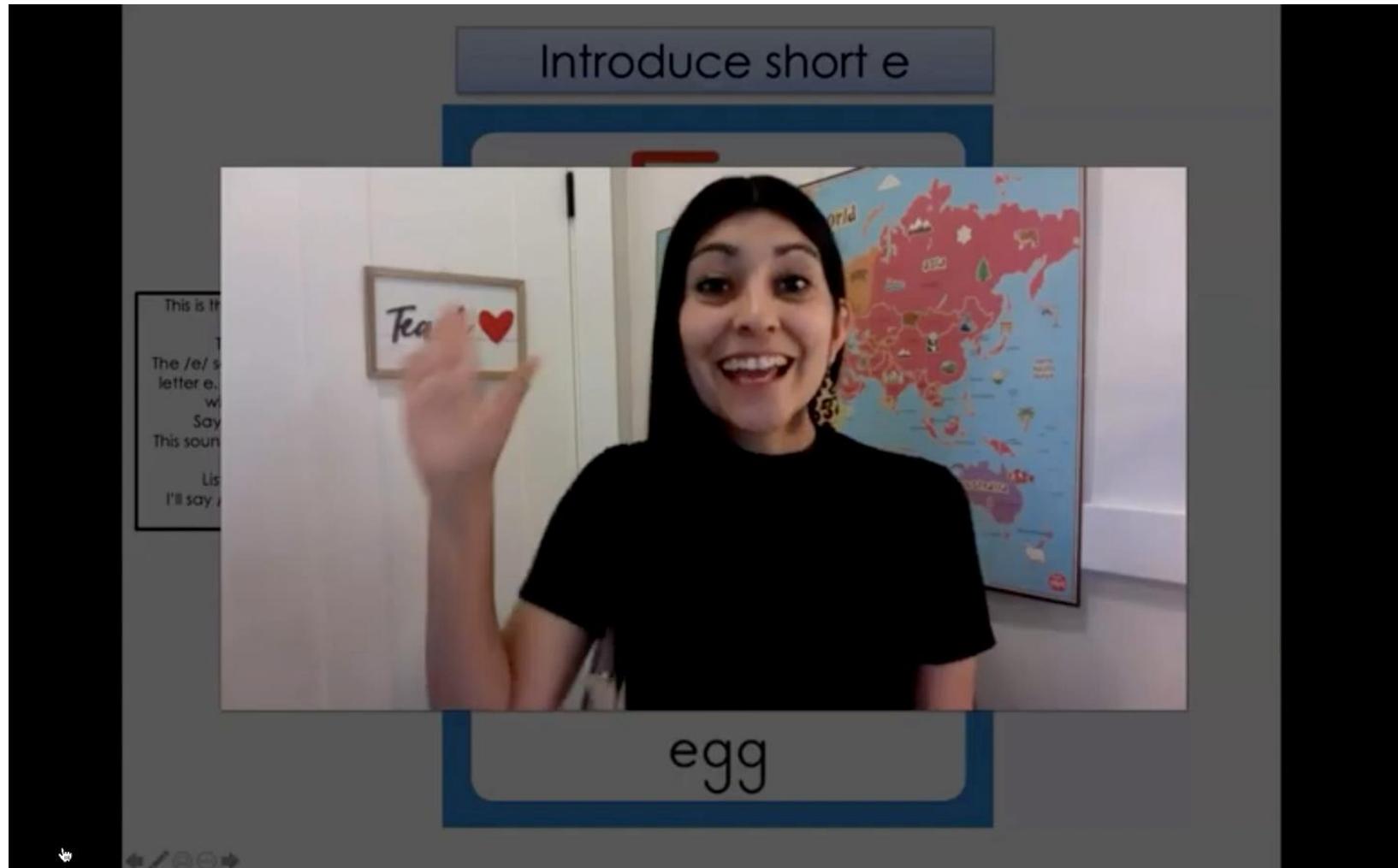
# STANDARD IN ACTION: What are the expectations for instruction in phonics?





## Wonders Phonics Lesson Online Learning

While viewing the video, make a note of the teacher actions and the student actions?

A screenshot of an online learning interface. At the top, a blue box contains the text "Introduce short e". Below this is a video window showing a female teacher with dark hair and a black shirt, smiling and waving her right hand. In the background of the video, there is a framed sign that says "Tea" with a red heart next to it, and a world map. Below the video window, a blue box contains the word "egg". On the left side of the interface, there is a list of text: "This is the", "The /e/ s", "letter e.", "w", "Say", "This soun", "Lis", "I'll say". At the bottom left, there are small navigation icons.

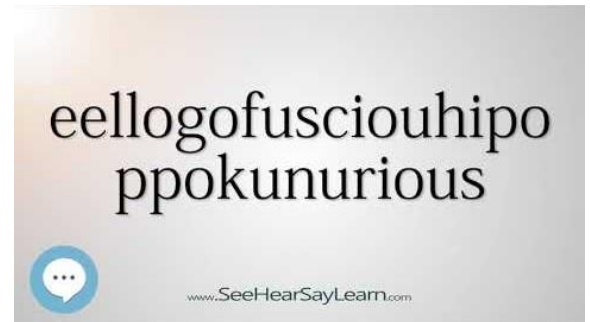


# Phonics Experience: Let's Decode!

Read each word as it appears on the list.



- chryselephantine
- floccinaucinihilipilification
- Eellogofusciouhipoppokunurious





# Share Your Thoughts

What knowledge and skills did you use or need in order to be able to read the words?

- chryselephantine
- floccinaucinihilipilification
- Eellogofusciouhipoppokunurious





# How is phonics instruction addressed in the Wonders Curriculum?





# Explicit Systematic Instruction

Word Work instruction expands foundational skills to enable children to become proficient readers.

## Where is phonics explicitly taught in the Wonders curriculum ?

### Daily Review

Review prior sound-spellings to build fluency.

### Explicit Minilessons

Use daily instruction in both whole and small groups to model, practice, and apply key foundational skills. Provide corrective feedback. ELL support is provided in all lessons.


### Check for Success

After each day's lessons, check that children are on track and ready to move forward. Follow up with:

### Differentiated Instruction


To strengthen skills, provide targeted review and reteaching lessons to meet children's specific needs.

#### Approaching Level

- Includes Tier 2 

#### On Level

#### Beyond Level

- Includes Gifted and Talented 

ELL

### Independent Practice

Children who have the key skills can work independently or with partners.



Workstation Activity Cards



Digital Activities



Word-Building Cards online



Decodable Readers



Practice Book





# Wonders Alignment



## When might I see phonics instruction?

### Whole Group Instruction

#### Word Work

- **Phonics/Spelling/Handwriting**

#### Weekly Text Set

- **Decodable Reader (2nd Grade)**
- **Shared Read**
- **Literature Big Book**
- **Interactive Read Aloud**
- **Literature Anthology**

#### Building Writing Skills

- **Reading/Writing Companion**
- **Practice Book**
- **Response Board**

### Small Group Instruction

#### Text-Based Lessons

- **Leveled Readers**
- **Decodable Readers**

#### Skills-Focused Lessons

- **Response Boards**
- **Differentiated Lessons**

#### Literacy Workstations

- **Workstation Task Cards**
- **Digital Activities**





# **BACK IN THE BUILDING:** What are my next steps for supporting instruction in phonics?





# Key Look Fors

In addition to **Instructional Practices 1 and 2**, the following should be “looked for” during informal observations:

- Direct instruction of skill/sound-spelling pattern
- Teacher providing group practice with scaffolded support while gradually and purposely releasing the responsibility to students.
- Teacher modeling interactive lessons:
  - How to blend taught sounds/combinations to read
  - Apply what is learned about sounds to spell words
  - Keep eyes on the letters in order to “sound out”
  - Apply phonics knowledge to read decodable text





# Share your thoughts?

## A Word Desert

Students who fail to decode with accuracy and automaticity are essentially living in a different environment. They are able to access less text, leading to:

- Smaller vocabulary
- Less world knowledge
- Less motivation
- Less confidence
- Forever trying to hide reading struggles and avoid reading





# Session Objectives

## **Leaders will**

- Know that phonics is an essential skills that underly a student's ability to learn to read and spell.
- Understand how phonics instruction look in action.
- Be able to support effective implementation of instruction in phonics.



# Mark Your Calendar!

Module	Date	Time	PLZ Code
Module 4: Word Recognition	October 7, 2020 October 21, 2020	4:00 – 6:00	24246
Module 5: Word Composition	November 10, 2020 November 30, 2020	4:00 – 6:00	24246
Module 6: Fluency	January 12, 2021 January 13, 2021	4:00 – 6:00	24246
Module 7: Sentence Composition & Vocabulary Acquisition	February 4, 2021 February 23, 20201	4:00 – 6:00	24246



# PLC Coaches and Instructional Facilitators

Module	Date	Time	PLZ Code
Module 4: Phonics & Module 5 Word Recognition	October 8, 2020	4:00 – 6:00	24329
Module 6: Word Composition	November 16, 2020	4:00 – 6:00	24329
Module 7: Fluency	December 10, 2020	4:00 – 6:00	24329
Module 8: Sentence Composition	January 21, 2021	4:00 – 6:00	24329
Module 9: Vocabulary Acquisition	February 8, 2021	4:00 – 6:00	24329





# Attendance Survey



<http://bit.ly/SCSLSSurvey>



# Questions





# Need Assistance?

## **Early Literacy Office**

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# Contact Us



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