



Phonics: The Building Blocks of Early Reading

Video Note Taking Guide

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Workshop Outcomes



- Develop a deeper understanding of the concepts of the English spelling system
- Become familiar with using explicit, systematic instruction
- Understand the developmental progression in which orthographic knowledge is acquired

Framework for Reading



• Framework for Reading •

| DECODING | | | | | COMPREHENSION | | | | |
|-----------------------------|-------------------|---------|-------------|-------------------|--------------------------|------------|-------------------------|--------------------------|---------------------|
| Word Recognition Strategies | | | Fluency | Academic Language | Comprehension Strategies | | | | |
| Concepts of Print | Phoneme Awareness | Phonics | Sight Words | Automaticity | Background Knowledge | Vocabulary | Syntax & Text Structure | Comprehension Monitoring | (Re)organizing Text |

• John Shesol/ Developmental Studies Center •

What is Phonics?



- It is the pairing of a sound with the letter or letters (graphemes) that represent that sound
- This pairing is also called sound/symbol correspondence

Why Teach Phonics?



- Phonics helps all learners
- Good readers spell better with phonics instruction
- Many children, even good readers, read more effectively with explicit, systematic phonics instruction
- Phonetic knowledge is especially important for beginning readers, poor readers, or "at risk" students

What Kind of Phonics



- **Systematic, not random:**
 - Preplanned skill sequence
 - Progresses from easier sounds to more difficult sounds
 - High-utility sounds and letters taught first
 - Letters with similar shapes and sounds are separated
 - Vowels separated in sequence of alphabetic instruction

What Kind of Phonics?



■ **Explicit:**

- The teacher explains and models
- Gives guided practice
- Watches student responses and gives corrective feedback
- Plans extended practice on skills as needed by individuals

Elements of Phonics Lesson



- **Sound (Phonemic awareness)**
- **Letter-sound association (often uses a card)**
- **Blending/Word building**
- **Reading decodable text**
- **Application in other context**

Direct Instruction of Sounds and Symbols



- **Teach — How to**
 - Link to prior knowledge
 - Purpose and importance of the learning
 - Teacher models the learning
- **Practice — Let's do**
 - Highly structured practice
 - Guided practice
- **Apply — (after many repetitions) You do**
 - Use the new learning to decode words

Note the Difference



■ Explicit Instruction

- After a lesson in which students isolate words that begin with the /k/ sound, the teacher links the sound to the letter by showing students the letter, telling them it stands for the /k/ sound, and using c to practice making words that begin with /k/.

■ Implicit Instruction

- After reading a story about animals, teacher asks students "what sound does cow begin with? Do you see any other animals whose names begin with that sound? What letter says /k/? Can you write the letter c?"

Blending Words



■ Sound-by-sound

■ Whole word

■ Syllable-by-Syllable

Practice



■ Cat trip trunk boy

■ Hot drag drink down

What about syllables?



■ 2 types of syllables

- Open-ends with a vowel
 - Vowel is usually long
- Closed-ends with a consonant
 - Vowel is usually short
- Exceptions:
 - Syllables that end with silent e *bugle*
 - Syllables that end with le *little*
 - Syllables with r-controlled vowels *cargo*
 - Syllables with 2 vowels *beach*
 - SCHWA

Try these:



- Humor
- Eager
- Phoneme
- Few
- Combine
- Furniture
- Table

Reflect: Decoding Longer Words



- How are the strategies for decoding longer words similar to those for decoding a single syllable word?

Advanced Decoding



Teach groups of letters commonly occurring in English

- Syllables
- Roots
- Prefixes
- Suffixes

Read this word:

pneumonoultraciroscopicsilicovolcano



Read this word:

pneumonoultramicroscopicsilicovolcanconosis

Easier

Pneumono/ultra/micro/scopic/silico/volcano/con/osis





Pneumono: related to the lung
ultra: beyond, exceeding
micro: very small
scopic: related to sight
(ultramicroscopic: exceedingly small to the sight)
silico: related to hard stone
volcano: related to volcanic dust
con: dust (from Greek: *Konis*)
iosis: disease

What About English Learners?



- While instruction in English is a critical component of a program for English learners, it must be accompanied by direct, explicit, systematic instruction in letter/sound relationships
- Additional instruction in language structure before and after regular instruction is essential for English learners to access the core curriculum

What About English Learners?



- Teachers must be aware of the differences between English and a child's primary language in order to help teach English phonics and pronunciation
 - i.e., although many letters have similar sounds in English and Spanish, some do not. Students must sometimes unlearn the sound in the primary language when reading in English

In Summary...



Phonics is important

- Research has found that the ability to apply knowledge of letter-sound correspondences to identify words is fundamental to independent word recognition
- Good readers rely on the letters in the word, rather than context or pictures

In Summary...



Phonics is important to reading fluency

- The automaticity with which a child decodes is fostered by the ease with which the child recognizes and connects sounds and letters
- Students learn sounds and letters best when teachers use explicit, systematic instruction involving teacher modeling and extensive practice before independent application

In Summary...



Automatic Word Recognition is fostered by:

- student's ability to break up and read longer words accurately
- instruction in spelling patterns, rules, exceptions, and Greek and Latin roots
- Students learn sounds and letters best when teachers use explicit, systematic instruction involving teacher modeling and extensive practice before independent application

In Summary...



English learners need:

- teachers to understand the basic differences between the first and second language
- explicit, systematic instruction in phonology
- preteaching and reteaching of language structures in order to reinforce the skills and strategies taught in phonology lessons
