



M3 PHONICS SKILLS
AND KNOWLEDGE
Companion Document



“In order for children to be able to link their knowledge of spoken language to their knowledge of written language, they must master the alphabetic code, that is, the system of grapheme-phoneme correspondences that links the spellings of words to their pronunciations” (Ehri et. al, 2001, p. 394)

In addition, phonics promotes decoding (sounding out in reading) and encoding (sounding out in spelling); these processes then set the stage for orthographic mapping—which describes the brain process learners use to store words for retrieval later (Kilpatrick, 2015). Decoding and encoding actually prepare the brain regions involved in orthographic mapping and subsequent rapid, word recognition, and fluency (Gentry & Ouellette, 2019).

This companion document is one in a series of six companion documents complimenting the Building Blocks of Reading Continuum. The companion documents provide an overview of research pertaining to reading instruction and the building blocks of reading:

- Research and Reading Instruction
- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Reading Comprehension



Phonics and the Building Blocks of Reading



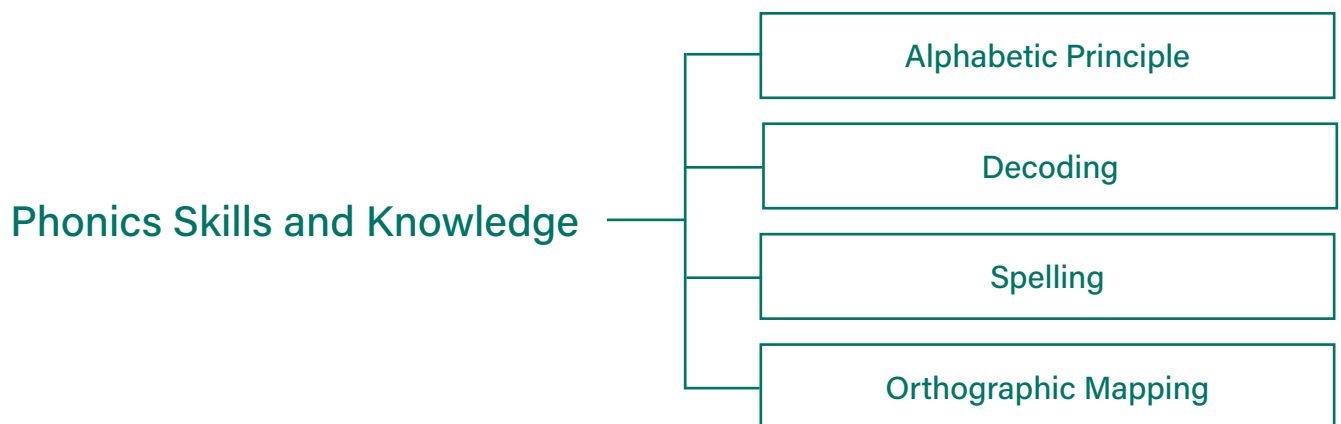
Phonics is sound/symbol knowledge. Phonics instruction refers to “a method of teaching reading that focuses on mapping letters to sounds and teaching learners to decode words by learning the high frequency combinations including chunking patterns for spelling” (Gentry & Ouellette, 2019, p. 52). Phonics involves knowing the connections between printed letters and speech sounds and is critical to literacy learning. This knowledge allows children to match print to oral language, which leads to proficient word reading, fluency, and comprehension (Gentry & Ouellette, 2019). In addition, phonics knowledge allows learners to explore the written language through writing as they learn to spell words, which also directly improves reading. According to the National Reading Panel (2000) report, “the goal of phonics instruction is to enable learners to acquire sufficient knowledge and use of the alphabetic code so that they can make ... progress in learning to read and comprehend written language” (p. [2]99).

Despite there being just 26 letters in the English language, there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds.

The association between letters (or groups of letters) and sounds is called grapheme-phoneme correspondence.

It is important to remember that developing phonics skills and knowledge is a necessary component of the Building Blocks of Reading Continuum. Phonics skills do not work in isolation and must be taught alongside vocabulary and phonological awareness at a rate developmentally appropriate for each learner. “As students gain knowledge of the alphabet and important phonological awareness, they become able to decode or sound out simple words. Over time, learners start to create brain-based spelling representations, their brain words, to make reading and writing more fluent and efficient” (Gentry & Ouellette, 2019, p. 3-4).

Phonics skills and knowledge consists of four major areas:





Alphabetic Principle

The alphabetic principle describes an understanding that each grapheme or letter (or in some cases a group of letters) associates to a sound or phoneme (grapheme-phoneme correspondence) and that letters represent sounds that form spoken words.

Decoding

Decoding is using knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce or read written words. Learners who understand how to recognize these letter-sound relationships can recognize familiar words quickly and sound out (or decode) words they have not seen before.

Spelling

Spelling and reading are intricately linked. Spelling involves using knowledge of letter-sound relationships to correctly recall and produce letters (or graphemes) according to the sounds (phonemes) in spoken language.

As learners acquire phonics skills and knowledge, and begin to write, educators can assess their sound/symbol and word knowledge from their writing. Richard Gentry and Gene P. Ouellette's three-step Spell-to-Read approach, "Hear-It, Say-It, Write-It," is an effective strategy to teach spelling and word reading. In their book, *Brain Words: How the Science of Reading Informs Teaching*, they place a renewed emphasis on the importance of spelling instruction and how it relates to both reading and writing.

Orthographic Mapping

Orthography refers to spelling and conventions in written language systems. Through orthographic mapping, learners use the oral language processing part of their brain to map (connect) the sounds of words they already know (the phonemes) to the letters in a word (the spellings). They then permanently store the connected sounds and letters of words (along with their meaning) as instantly recognizable words, described as “sight vocabulary,” “sight words,” or “brain words.”

What is a sight word? A sight word is any word a reader instantly recognizes and identifies without conscious effort *regardless of their spelling pattern* (Ehri, 2014; Rawlins & Ivernizzi, 2018; Weakland, 2019, as cited in Gentry & Ouellette, 2019, p. 26). Sight words or brain words are critical to reading and writing. Essentially, the goal is to make all words sight-words, but not through inefficient memorization. Brain words are best created through interactive exploration of print (e.g., decoding practice and guided spelling) that afford opportunity to connect spelling, sound, and meaning in the reading brain.



Gentry and Ouellette (2019) define brain words as the “stored representation of spelling patterns, syllables and words, linked by neural circuits to sound and meaning in your spoken language system.”

Different Approaches to Teaching Phonics



Educators may employ several different approaches when teaching phonics, three of which are synthetic phonics, analytic phonics, and analogy phonics.

Synthetic Phonics: Uses a part-to-whole approach beginning with letter-sound (grapheme-phoneme) relationships. For example, an educator might teach the letters and sounds /c/ /p/ /t/ /m/ /a/ and then have learners blend words such as *mat*, *map*, *cap*, and *camp*.

Analytic Phonics: Uses a whole-to-part approach beginning at the word level. For example, an educator might write the word *map*, read the word, and then teach each letter and sound.

Analogy Phonics: Uses parts of words already known to identify new words. For example, an educator might write and read the word *cat*, teach each letter and sound, and use word families (rimes) to help identify words that have similar parts (e.g., *pat*, *sat*, *rat*, etc.).

Dr. Timothy Shanahan (2018), literacy specialist, reminds educators to use the approach that “works for your students—which might require that you add some synthetic or analytic instruction, depending on how they are doing.” He also suggests that the right approach is sometimes “and” and not “either/or.”

Phonics is not the same as phonological awareness. Phonological awareness is an oral skill and involves sounds in spoken words, while phonics refers to the relationship between sounds and written symbols. Phonics deals with the representation of the sounds of language in written form. In fact, the New Brunswick documents use the term “sound/symbol knowledge” to describe phonics. Both phonics and phonological awareness are necessary to learn how to read and write.

Trehearne (2004) suggests that learners who are not yet phonologically aware can often learn some phonics skills but may have difficulty applying this knowledge as they sound out words for reading and spelling. They may be able to tell what sound goes with what letter (phonics) but cannot break the words apart or put them back together (phonological awareness).

A letter between slash marks, /c/, shows the phoneme or sound that the letter represents, and not the name of the letter.

Supporting Phonics Skill Development



As with other building block skill areas, learners must acquire a variety of prerequisite skills to prepare for phonics skill development. Prerequisite skills include: concepts of print, alphabet knowledge, and handwriting mechanics. (See Appendix A for a concepts of print screener.)

Concepts of Print

Concepts of print refer to how a text conveys a message; how a book works and how a text is organized; the idea of directionality; and mechanical features including spacing, punctuation, and other symbols.

Concept of Text

- Understands that print conveys meaning

Concept of Book

- Knows how to handle a book
- Points to the first word to read

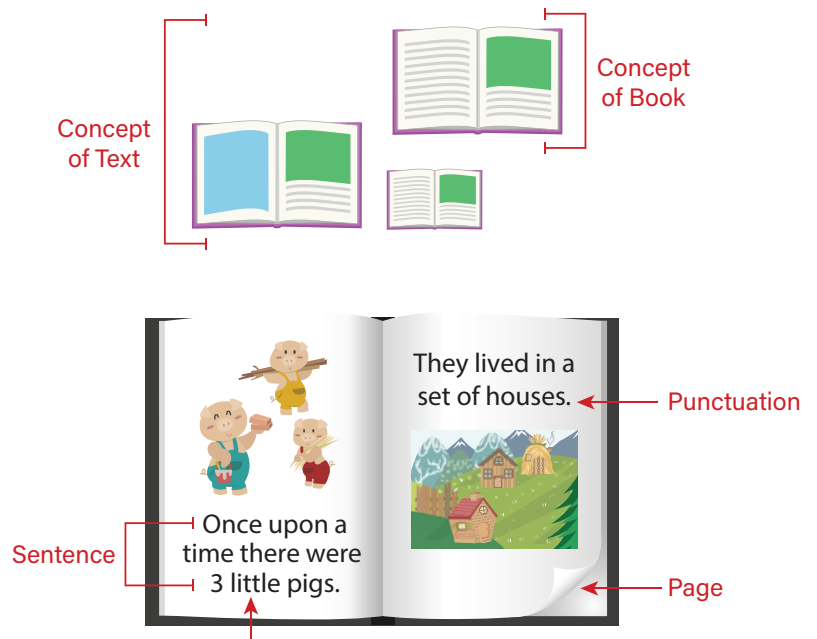
Directionality

- Reads books beginning at the front and finishing at the back of the book
- Reads words from left to right
- Reads left page before right
- Reads from top to bottom
- Identifies return sweep to left at the end of a line

Mechanics

- Understands that words contribute to meaning and spaces demarcate words
- Differentiates between alphabetic letters, numbers, and punctuation
- Understands the purpose of punctuation and capital letters
- Understands that most printed words are read the same way each time

Concepts of Print



Alphabet Knowledge

Alphabet knowledge is the knowledge of individual letters, sounds, and shapes, as well as knowing the difference between letters and words. A student with alphabet knowledge:

- knows the names of each letter of the alphabet.
- can order the alphabet in the correct sequence.
- recognizes upper- and lower-case letters.
- knows the difference between letters and words.

(Victoria State Government, 2020)

Alphabet Knowledge Activities

Children who possess alphabet knowledge are in a good position to transition through the phases of word reading. Employing activities that encourage this development supports all learners in a classroom. Activities may include the following:

- Reading alphabet stories
- Singing alphabet songs
- Playing with alphabet letters and puzzles
- Learning the letters and sounds in your name
- Creating your name with paint (finger paint and brushes)
- Dipping and painting alphabet letters
- Dipping one side of letter shapes into paint to stamp on paper
- Making names or letter shape masterpieces
- Playing with tactile letters
- Playing games like Alphabet Bingo and Alphabet Memory

Visual Discrimination

Visual discrimination is the ability to notice visual similarities and differences between objects, pictures, and symbols (e.g., letters and numbers).

When children have strong visual discrimination skills, they can identify the difference between letters such as *p* and *q* and numbers such as 6 and 9. However, it is not uncommon for children to initially confuse letters and numbers. This indicates that they need more time and practice with visual discriminations skills. Sorting and matching alphabet letters is a simple activity to encourage visual discrimination of letters.

Handwriting Mechanics

It is important to realize just how many muscles are required in the hand, wrist, and upper body for children to be able to print and that they need a variety of experiences to build this muscle strength.

Educators can plan activities that support the necessary muscle control for handwriting:

- Ball playing and push-and-pull games develop shoulder and upper body strength and stability so children can hold their arms steady when printing.
- Painting on an easel, rolling play-dough, or swinging on swings helps stabilize the wrist.
- Playing with the trigger of a spray bottle or hole puncher helps develop the arch of the palm which is important for pencil grip.
- Threading beads or macaroni on a string, using pegs, or pinching play-dough helps children with pincer grip.
- Drawing and creative printing also help develop muscle control.

Tactile Letters

Tactile letters are letters made of sandpaper, velvet, wool, or other tactile materials. Print letters onto cardboard, spread white glue on the letters, and attach tactile material. Have students feel the letters with their fingers and say the names of the letters out loud.

Smell-O Letters

Print letters onto cardboard. Spread white glue on the letters and sprinkle with fruit flavoured Jell-O.



If a learner experiences persistent difficulty, beyond what you would consider to be developmentally appropriate, you can request support from your school-based Education Support Services Team. For more information, review the Intervention Process Map.

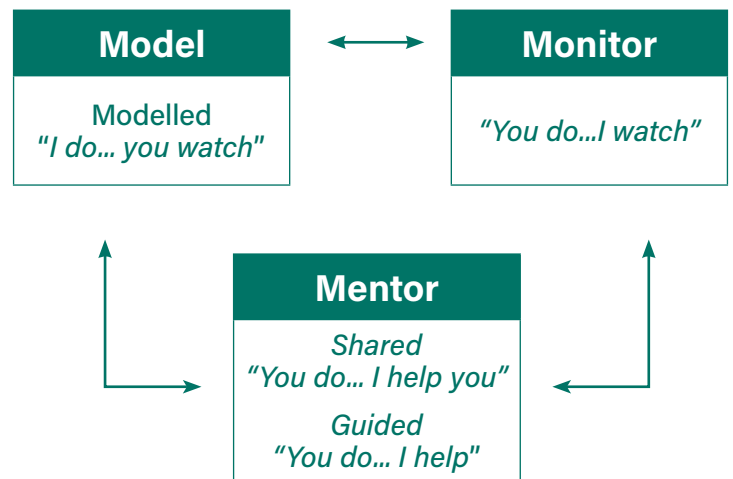
Phonics Skills and Knowledge in the Classroom



Phonics instruction needs to be explicit and intentional with a clear objective (Archer & Hughes, 2011). This entails direct teaching of letter sounds, decoding, and spelling. Effective instruction should be systematic and follow a deliberate progression, as outlined in the Building Blocks of Reading Continuum. In addition to explicitly teaching the foundational reading skills, learners must also be given opportunities to use oral language (in discussions, songs, rhymes, and play), to practice writing (using drawings/letters/approximations and temporary and conventional spelling), and to practice reading (through guided reading or independent reading for practice, interest, or exploration).

The following guidelines support effective teaching of phonics skills and knowledge:

- Use assessment information to identify phonics goals for all learners.
- Consider diversity of learners and adjust planning, teaching, and assessment as necessary.
- Group learners (whole and small group) based on phonics assessment information, while understanding that groupings should be flexible and will change as learners' needs change (based upon an effective phonics learning sequence).
- Teach and encourage practice of phonics skills using a gradual release of responsibility model (e.g., "I do, we do, you do").
- Integrate explicit teaching of phonics with phonemic awareness.
- Create opportunities for learners to practice and apply phonics knowledge and skills across all subject areas.
- Teach phonics in a stimulating and rich literacy environment that includes a variety of text forms, including the use of decodable texts for specific phonics skill practice.



As with the other Building Blocks of Reading skill areas, the scope and sequence of phonics outcomes can be found on the Building Blocks of Reading Continuum, organized by developmental phase progression.

Phases of Word Learning

Linea Ehri, an educational researcher, proposed the phases of word learning in 1995. This widely recognized theory helps us to understand the phases learners move through towards proficient reading. Each phase is characterized by a learner's understanding and use of the alphabetic system in their word reading. Phases range from pre-alphabetic, to partial alphabetic, to full alphabetic, to consolidated alphabetic, to skilled reader.

Next we will examine each of the developmental phases of word learning, phase outcomes, and suggested learning activities.

Pre-alphabetic to Partial Alphabetic Phase: Phonics



Teaching Goal:

To develop alphabetic knowledge to progress learners to the partial alphabetic phase

End Outcomes

- Identifies and prints own name
- Names some letters in a given word
- Begins to match upper-case and lower-case letters
- Begins to order alphabet in correct sequence
- Begins to associate some letters of the alphabet to the sounds they represent
- Begins to say one of the sounds for letters in a given word
- Represents some letter forms

Checklist of Teaching “Must Haves”

- Alphabet books
- Alphabet frieze (e.g., classroom display cards)
- Alphabet songs
- Alphabet puzzles
- Alphabet bingo game
- Alphabet picture cards
- Alphabet matching cards
- Tactile alphabet letters (e.g., plastic, cloth, and wood)
- Tactile materials for making letters (e.g., pasta, paint, play-dough, markers, sand, cornmeal, and blocks)
- Pocket chart
- Materials for printing

Activities to Encourage End of Phase Outcomes

Suggested learning activities for the pre-alphabetic to partial alphabetic phase are described below.

Outcome: Identifies and prints own name

Activity: Morning Sign-in

- Create a chart of names. Put each child's name on a clothes pin. Have the children clip the clothes pin with their name to their name on the chart.
 - Build names with magnetic plastic letters on a white board.
 - Attach name cards to a white board and have learners find and move their names to a location marked, "I am here today!"
 - Use name cards for taking attendance. Have learners take turns reading the cards. Begin conversations like, "How did you know that was Amanda's name? Yes, it starts with an A. Does anyone else's name start with an A?"
 - Have learners practice writing their own name and the names of others, with and without their name cards for reference.
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Outcome: Names some letters in a given word

Activity: Name Book

A *name book* is a book that includes the learners' names and other words that are important to the children. It can be made out of card stock or any other kind of sturdy paper. The goal is to take the individualized sheets and put them together as a classroom book that the children can look at and read.

There are a variety of different ways to make a name book. It can include first names only, first and last names, and also words that are special to the child.

How to Make a Name Book

1. At the beginning of the year, give each learner a piece of card stock or other sturdy paper with their first name on it. You may also want to concentrate on their last names and give them a second sheet with their last name.
2. If the learner knows how to print their name, they can do that too. Give the children an opportunity to decorate their name page.
3. When the pages are ready, put the book together. Model how to read the book, e.g., names, labels, and pictures.

As the year progresses, the name book becomes even more personalized as learners add more words to their own page. Here they can identify some letters in their name, their friends' names, and the labels through the book.

Activity: Look at Environmental Print

Drawing children's attention to the environmental print on package labelling, street signs, and even their clothing is a good way to introduce alphabet letters.

- During a circle time, take note of the letters and words on children's clothing.
- Ask parents to help their child collect environmental print to share with classmates (e.g., favourite cereal box or a picture of their favourite restaurant).
- Create a classroom alphabet book of environmental print (e.g., a picture of a stop sign would go under the letter S).

Outcome: Begins to match upper-case and lower-case letters

Activity: Find my Lower-Case Partner

It's not uncommon for a child to come to school with a knowledge of upper-case letters. Generally, they are easier to learn because the shapes are more predominate in environmental print, like stop signs and the names of familiar stores or favourite food items. Provide opportunities for learners to touch, sort, match, and find lower-case letters to go with their upper-case partners.

Outcome: Begins to order the alphabet in correct sequence

Activity: Pocket Chart Letter Chums

Place alphabet cards randomly on the floor and ask learners to work together to put the cards in order in the pocket chart. It may help to have the alphabet chart close-by for reference.

Outcome: Begins to associate some letters of the alphabet to the sounds they represent

Activity: Sort Sounds

Provide opportunities for learners to identify and categorize the initial phonemes of found objects. Begin with objects that all have the same initial phoneme and work up to two or three. For example, ask the learners to find objects that begin with the letter *b* or *m*. Have them retrieve the objects and place them with their corresponding letter group.

Outcome: Begins to say sounds for letters in a given word

Previous activities can be expanded upon by modelling how sounds can be identified (and articulated) within words (e.g., /s/ sound in soup).

Outcome: Represents some letter forms

Activity: Tactile Writing Practice

Provide lots of tactile handwriting experiences before using pencils for printing. Learners can represent letters in many ways using the following materials:

- Play-dough
- Finger paint
- Pipe cleaners
- Blocks laid on the floor in the shape of a letter
- Tracing the letter shape in sand, cornmeal, or sensory bags

See Appendix B for activities that support letter identification and production outside.



Partial Alphabetic to Full Alphabetic Phase: Phonics



Teaching Goal:

To develop complete alphabetic knowledge and early decoding/encoding to progress learners to the full alphabetic phase.

End Outcomes

- Names all letters in a given word
- Matches upper-case and lower-case letters
- Orders the alphabet in correct sequence
- Prints all letters
- Attempts to spell words phonetically with most letters in the correct sequence
- Recognizes, says, and writes sounds/letters for initial and final sounds/letters in words

Checklist of Teaching “Must Haves”

- Alphabet books
- Alphabet frieze (i.e., classroom display cards)
- Alphabet songs
- Alphabet puzzles
- Alphabet bingo game
- Alphabet picture cards
- Alphabet matching cards
- Tactile alphabet letters (e.g., plastic, cloth, and wood)
- Tactile materials for making letters (e.g., pasta, paint, play-dough, markers, sand, cornmeal, and blocks)
- Pocket chart
- Materials for drawing pictures and printing words

Activities to Encourage End of Phase Outcomes

Please note that some activities in the pre-alphabetic to partial alphabetic phase are similar to activities in the partial alphabetic to full alphabetic phase. The activities in support of a learner's ability to name letters in a given word, match uppercase and lowercase letters, and order the alphabet in correct sequence, can be modified to meet phase outcomes in both phases.

Outcome: Names all letters in a given word

Activity: Name Sort

- If your name starts with a letter *g*, stand up.
- If you have an *e* in your name, put your hands on your head.
- Find a classmate with a letter in their name that is also in your name.

Outcome: Matches upper-case and lower-case letters

Activity: Matching Game

Create a matching game by asking learners to match one set of upper-case letters (e.g., magnetic or foam) with a different set of lower-case letters (e.g., flash cards or letters on a marker board).

Outcome: Orders the alphabet in correct sequence

Activity: Alphabet Lineup

Work in small groups of approximately four children. Give each child in a group a set of four alphabet cards that follow a pattern (e.g., Group 1: *a, b, c, d*; Group 2: *e, f, g, h*; Group 3: *i, j, k, l*, etc.). Ask the children to stand with their assigned letter in order of the alphabet.

Outcome: Prints all letters

Activity: Printing Practice

As children learn to identify the alphabet, they also need to learn how to print both the upper-case and lower-case letters. Children who don't know how to form the letters properly sometimes develop difficulty with printing because their writing hand tires quickly and concentration for the task at hand becomes lost.

Plan activities that support the necessary muscle control for handwriting, such as:

- ball playing and push-and-pull games to develop shoulder and upper body strength and stability so children can hold their arms steady when printing.
- painting on an easel, rolling play-dough, or swinging on swings to help stabilize the wrist.
- mark-making with crayons, chalk, and pencils.
- printing letters by tracing lines, dots, and copying.

Outcome: Attempts to spell words phonetically with most letters in the correct sequence

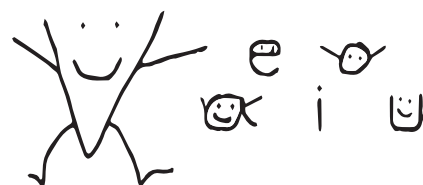
Activity: Sounds in Words


Provide lots of opportunity to explore sounds in words through stories, activities, and the morning message.

Activity for Short Vowels: Mother Vowel Story—A Draw and Tell Story


Materials: story, chart paper, and coloured markers

The story of Mother Vowel was developed by Sheryl K. Pruitt and Vickie Rhinehart, Parkaire Consultants Inc., 1988. The story assists learners with the retrieval of the abstract sounds of the short (baby) vowels. The educator cues the story with the appropriate hand signals as the story is read. The use of hand signals gives the learner not only an opportunity to show that they know the vowel sound but also extra time, if needed, to retrieve and produce the sound.




 Write the title, *Mother Vowel*, on the board or chart paper. Under the title, draw Mother Vowel as a large “V” with arms and legs.

TELL STORY: Mother Vowel and her five babies live on a farm. The babies’ names are “a,” “e,” “i,” “o,” and “u.” The babies are too young to talk so they only make sounds. Poor Mother Vowel does not always know what they want.

 Draw “a,” “e,” “i,” “o,” “u” with arms, legs and faces.

TELL STORY: One day Baby “a” was hungry and saw the apple tree.

 Draw Baby “a” with arms in the air.

TELL STORY: Pointing to the apple tree with her arm raised up in the air, Baby "a" began to say "aaaaaaa," as in the beginning of the sound of apple. Mother Vowel was thrilled to know that Baby "a" could raise her hand and say, "aaa" each time she wanted an apple. She reached up, picked an apple and gave it to Baby "a."



Ask children to reach their hands over their head as if to pick an apple and say the short vowel sound "a, a, a, a, a."

TELL STORY: Baby "e" loved scrambled eggs. Mother Vowel scrambled a whole dozen for him. She put them on the table and went to answer the phone.



Draw Baby "e" with arms out.

TELL STORY: While she was gone, Baby "e" climbed up to the table and ate ALL of the scrambled eggs. When Mother Vowel came back, Baby "e" was holding his hands on his stomach saying "e,e,e,e,e," as in the beginning of the sound of egg, like he had a stomach ache!

From that moment on, if anyone tried to serve Baby "e" eggs again, he would hold his stomach and say, "eeeeee."



Ask children to hold their stomach with both hands, lean over as if having a stomach ache, and say the short vowel sound for "e,e,e,e,e,e."

TELL STORY: Baby "i" was standing by the fence at the pig sty watching the pigs.



Draw Baby "i" with big eyes.

TELL STORY: All of a sudden, she slipped and fell head-first into the pig sty. She was covered in mud from head to toe. She ran straight to Mother Vowel and said, "i,i,i,i,i," while shaking her hands to get rid of the mud. As she said, "icky," the skin on her nose wrinkled up.

Whenever, Baby "i" saw the pigs again, she would shake her hands and say, "icky, icky, icky."



Ask children to shake their fingers as if to shake off the mud and say the short vowel sound "i,i,i,i."

TELL STORY: Mother Vowel called all her babies to come and see something new on the farm. Baby "o" crawled over and could not believe her eyes.



Draw Baby "o" with arms up.

TELL STORY: She looked up, and up, and up, and saw the biggest bird she had ever seen in her whole life. It was an ostrich! As Baby "o" looked up, her head went further and further back and she said, "aaaaaawwww," as in the beginning of ostrich.

From that day on, whenever she saw the ostrich, she would put her head back, look way up and say, "aaaaawwww." (Ask children to slowly put their heads all the way back as if looking way up and say the short vowel sound "aaaaawwww.")



Draw Baby "u" with a smile.

TELL STORY: Baby "u" crawled into the closet, found Mother Vowel's scissors in the sewing kit, and began to cut up her new umbrella. Mother Vowel saw what Baby "u" was doing, shook her finger at him and said, "uh, uh, uh."

From then on, each time Baby "u" saw his mothers' umbrella on rainy days, he would shake his finger and say, "uh, uh, uh."



Ask children to shake their fingers as if saying "naughty, naughty, naughty" while saying "uh, uh, uh."

Activity for Long Vowels: Apples and Bananas

Sing or recite the Apples and Bananas song by using the long vowel sound as the beginning sound for eat.

"Apples and Bananas"

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

I like to ate, ate, ate ay-pples and bay-nay-nays

I like to ate, ate, ate ay-pples and bay-nay-nays

I like to eat, eat, eat ee-pples and be-nee-nees

I like to eat, eat, eat ee-pples and be-nee-nees

And I like to ite, ite, ite i-pples and bi-ni-nis

I like to ite, ite, ite i-pples and bi-ni-nis

I like to ote, ote, ote, oh-pples and bo-no-nos

I like to ote, ote, ote, oh-pples and bo-no-nos

And I like to ute, ute, ute u-pples and bu-nu-nus

I like to ute, ute, ute u-pples and bu-nu-nus

Activity: Kid Writing

Adapted from *Kid Writing in the 21st Century* (Feldgus, E. et al., 2017).

1. The child draws a picture and tells their story or their information to the teacher. This is the planning stage: "Draw Your Story or Information."
2. The child writes the story or information using Kid Writing. The teacher helps the child stretch through words the child does not yet know how to spell: "I heard a lot of loud thunder and there was lightning" becomes *I hrd a lt v ld fundr and thr wz ltng*. The teacher stretches through with a moving target, making each consonant sound in turn louder and longer while keeping the sound in the context of the word.
3. The teacher underwrites the child's story in Adult Writing using conventional spelling so that the child has a model of correct spelling. The teacher gives three types of feedback:
 - Praises the child's conventional spellings: "You remembered how to write *and*!"
 - Praises the child's logical attempts to spell words phonetically: "You figured out the *h* sound at the beginning of the word *heard* and the *rd* sound at the end."
 - Teaches one or two new points: "The word *was* does sound like it has a *z* at the end but it's really an *s*; *thunder* really begins with a *th*."
4. The teacher teaches mini-lessons about writing to the class based on learners' work and needs:
 - "I noticed a lot of children are saying the word *thunder* with an *f* sound. Watch my mouth— it's really *th*."
 - "It's easy for me to read Tamika's writing because she remembered to leave spaces between her words."
 - The teacher always uses a whiteboard for emphasis of the key teaching points while teaching mini-lessons.
 - There should be mini-lessons based on the work of three children per day, with three teaching points per child.

Outcome: Recognizes, says, and writes sounds/letters for initial and final sounds/letters

Activity: Early Decoding

Introduce simple decodable text such as CV and CVC words. For example, play a matching game where learners are asked to identify initial and final sounds that match, e.g., cat/cap, rat/pat. (See Appendix C for a list of decodable book series.)



Full Alphabetic to Consolidated Alphabetic Phase: Phonics



Teaching Goal:

To develop decoding, spelling, and the start of more rapid word recognition to progress learners to the consolidated phase.

End Outcomes

- Blends initial consonants with common word families
- Segments sounds in consonant blends to spell and read new words
- Attempts to decode new words using letter/sound knowledge
- Reads and spells single syllable words: CVC, VC, CV, CCVC, CVCC
- Reads and spells words with:
 - all long vowels with marker E
 - two-letter initial and final consonant blends and digraphs
- Begins to read multisyllabic words
- Begins to use sound/symbol knowledge, word structures, familiar onset and rimes, and word chunks to decode and write new words (including high frequency words varying in spelling regularity)

Checklist of Teaching “Must Haves”

- Alphabet/vowel books
- Alphabet frieze (i.e., classroom display cards)
- Consonant blends chart
- Vowel games
- Digraph games
- Syllable games
- Word family charts
- Word family games
- Tactile alphabet letters (e.g., plastic)
- Sound boxes
- Pocket chart
- Materials for writing

Activities to Encourage End of Phase Outcomes

Suggested learning activities for the full alphabetic to consolidated alphabetic phase are described below.

Outcome: Blends initial consonants with common word families

Short Vowel Rimes / Word Families

Word families are also called rimes. Researchers Wylie and Durrell discovered 37 rimes that allow learners to read nearly 500 primary-level words. When teaching short vowel rimes or word families, consider using activities that use spelling boxes and enable children to practice word family reading.

(This is only a partial list. You can add more words at any time.)

-ack	-all	-an	-ank	-ash	-ap	-at	-ell	-est	-ick	-ill
pack	ball	pan	sank	rash	tap	sat	bell	pest	pick	pill
sack	call	man	tank	mash	rap	rat	tell	nest	lick	mill
tack	tall	ran	drank	dash	cap	cat	sell	rest	sick	fill
track	small	can	plank	splash	snap	splat	spell	test	trick	spill
-ip	-in	-ing	-ink	-ock	-op	-uck	-ug	-ump	-ip	-unk
lip	pin	sing	sink	lock	hop	duck	bug	lump	lip	dunk
sip	tin	ring	link	dock	mop	luck	tug	dump	sip	plunk
dip	spin	ping	pink	sock	pop	puck	mug	jump	dip	skunk
trip	chin	fling	stink	clock	stop	truck	snug	stump	trip	trunk

Outcome: Segments sounds in consonant blends to spell and read new words

S at the Start!

The "S at the Start!" graphic organizer supports learner understanding of consonant blends. Learners listen for the second sound in a consonant blend and match it with a letter. (See Appendix D.)



Outcome: Attempts to decode new words using letter/sound knowledge

Activity: Drive-Along Blending

Use a cardboard cut-out of a vehicle to support blending. Begin with the cut-out at the first letter and as the vehicle drives through the word, sound out each sound while modelling smooth blending.

Outcome: Reads and spells single syllable words: CVC, VC, CV, CCVC, CVCC

Activity: Let's Start Decoding One Syllable Words!

All VC, CVC, CCVC, and CVCC words have a short vowel sound. It takes time for young children to differentiate between short vowel sounds. The middle vowel in CVC words is particularly hard to hear. Take a look at the following table. Sounding out these words together may help your learners with the medial vowel sounds.

One Syllable Words	Sample Words
VC	at, up, it
CVC	cat, bet, sit, hot, cup
CCVC	clap, shed, ship, frog, spun
CVCC	back, melt, gift, mold, bump

Legend: V = vowel, C = consonant

Outcome: Reads and spells words with all long vowels with marker E and words with two-letter initial and final consonant blends and digraphs

Sample Blends and Words Containing Blends

Common consonant blends including "l": bl, cl, fl, gl, pl, sl

Common consonant blends including "r": br, cr, dr, fr, gr, pr, tr

Common consonant blends including "s": sc, sk, sl, sm, sn, sp, st, sw

bl	br	cl	cr	dr	fl	fr	gl	gr	pl
black	brat	clap	crab	drab	flag	fret	glad	grip	plan
bled	bret	clip	crib	drip	flip	frog	glum	grab	plant
blip	brim	clap		drop	flop	frill	glob	grill	plum
pr	sc	sk	sl	sm	sn	sp	st	sw	tr
pram	scab	skip	slap	small	snag	spin	stop	swam	trap
prop	scan	skin	sled	smell	snip	spot	stat	swat	trip
press	scam	skunk	slip		snug	spit	star	swim	trot
			slot						

Refer to the consonant blend graphic organizer called Consonant Cluster Linking Chart in Appendix E.

Sample Words Containing Final Consonant Blends

ft	ld	lt	mp	nd	nt	pt	sp	sk	st
soft	sold	melt	jump	sand	ant	slept	lisp	ask	fast
gift	cold	bolt	lamp	send	mint	kept	wasp	task	nest
raft	wild	salt	bump	band	tent		wisp	desk	last
lift	held	jolt	champ	wind	plant		clasp	mask	mist
drift		belt	stamp					whisk	blast

Consonant Digraphs and Sample Words

(Two consonant letters that represent one speech sound)

	sh	th	ch	wh	ck	ng	nk
Initial Position	ship	than	chop	what			
	shut	that	chin	when			
	shop	this	chat	where			
Final Position	fish	math	much		truck	wing	wink
	mash	with	lunch		sick	ring	sunk
	rush	bath	beach		sack	long	bank

Before children read and spell two-letter initial and final digraphs, they need to be familiar with the letters that make a digraph and the sound the two letters represent. A good way to familiarize learners with digraphs is through storybooks, games, your morning message, and poems.

Here are a few examples:

“Crackers and Crumbs”

Crackers and crumbs
 crackers and crumbs
these are my fingers
these are my **thumbs**
these are my eyes
these are my ears
they’ll all grow big
 in **the** next ten years

Sonja Dunn
Crackers and Crumbs
 Pembroke Publisher, 1990

“Pizza Pie”

Bite, chew, **crunch** and **munch**
 Pizza pie is great for **lunch**
 Top it off with fruity **punch**
 Oh my **gosh** I ate a **bunch**

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“Over There”

Over **there**, **there** is a park,
 where I go to play.
 Over **where**?
 Over **there**.
 Over **where**?
 Behind **those** trees.
 I can’t see.
 Behind **those** trees,
there’s swings and **things**.
 And jungle gyms,
 and slides?
 Yes, and grass and
 playing fields
 and seesaws you can ride.



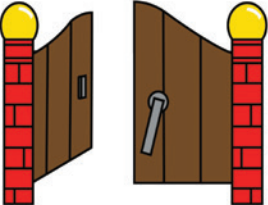




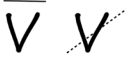
Sarah Hutt, *Fluency First!*
 Timothy Rasinski and Nancy Padak,
 McGraw Hill



Outcome: Begins to read multisyllabic words

Activity: Syllable Types

Focused instruction on the seven commonly used syllable types is a research-based practice used to help learners learn new words. Instruction on the seven syllable types “makes spelling easier to learn and easier to teach because it challenges the false notion that spelling patterns are always based on overwhelming minute details rather than the big patterns under broad categories” (Gentry & Ouellette, p. 118–119).

Seven Syllable Types

<p>Closed</p> 	<p>A syllable in which a single vowel is followed by a consonant. The vowel is usually short.</p>		<p>cat jazz rab/bit nap/kin</p>
<p>Open</p> 	<p>A syllable ending with a single vowel. The vowel is usually long.</p>		<p>me no to/tal ri/val</p>
<p>Vowel-Consonant-E (may also be known as Magic-E or Marker-E)</p> 	<p>A syllable with the long vowel-consonant-silent e pattern.</p>		<p>bake pine slide bone</p>
<p>Vowel Team</p> 	<p>A syllable with two or more vowels that act as a team to create one sound (e.g., ai, ea, ee, and oa) or two sounds (e.g., oy, oi, au, and aw).</p>		<p>oat meet boat boil toy</p>

<p>Vowel-R (may also be known as R-controlled)</p> 	<p>A syllable pattern in which the vowel is followed by the single letter r. The vowel sound is controlled by the r. These include ar, ir, er, ur, and or.</p>	<p>v r</p>	<p>car stir store per/form fur/ther</p>
<p>Diphthong</p> 	<p>A syllable containing two vowels in which a new vowel sound is formed by the combination of both vowel sounds.</p>	<p>o i</p>	<p>boil cloud look</p>
<p>Consonant-le</p>	<p>An unaccented final syllable containing a consonant and -le.</p>	<p>ə cle</p>	<p>bub/ble sta/ple cir/cle</p>

Syllable Types adapted from MAKE, TAKE & TEACH. (2021). <https://blog.maketaketeach.com/7-syllable-types-classroom-posters/>

Outcome: Begins to use sound/symbol knowledge, word structures, familiar onset and rimes, and word chunks to decode and write new words (including high frequency words varying in spelling regularity)

Activity: “Spell-to-Read”

1. **Hear-It:** Always start with a listening activity—no print! It is best to start with an auditory phonological awareness activity, which involves auditory analysis and phonological working memory. In this step, make sure the target words are understood—remember, vocabulary meaning is important to building brain words as well.
2. **Say-It:** Learners need to have the opportunity to articulate the word’s pronunciation. This involves speech production and introduces self-directed word analysis; learners are taught to stretch through the word to begin the process of analyzing the sounds within words.
3. **Write-It:** In this step, learners write the word and its sounds—as they heard it. Note, you have not shown them the actual printed word yet. This internal word analysis before actually seeing the word leads learners to convert what they hear into a child-generated spelling attempt. After that, guide them through the correct spelling to help them build an accurate brain-based representation.
4. **Read-It:** Now the learners read a correct model of the word just taught. This activates their reading brains with both decoding and sight word reading opportunities as learners apply phonics knowledge in decoding and build brain words for future encounters with the word in the process. This is where self-teaching can kick in and the routes to reading become intertwined.
5. **Use-It:** Once the words have been taught, use them in a host of literacy activities and approaches already present in your classroom. As children develop the reading circuits in their brains, they master words and achieve more efficient, rapid word recognition—for all word types.

(Gentry & Ouellette, 2019, p. 90–91)



Consolidated Alphabetic to Skilled Reader Phase: Phonics



Teaching Goal:

To develop proficient decoding, spelling, and more rapid word recognition to progress learners to the skilled reader phase

End Outcomes

- Understands that sounds can be represented in various ways when spelling words
- Uses sound/symbol knowledge, word structures, familiar onset and rimes, and word chunks to decode and write words (including high frequency words varying in spelling regularity)
- Reads and spells words with:
 - vowel diphthongs
 - r-influenced vowels
 - three-letter blends
 - other sounds for y
- Uses knowledge of syllables when reading/spelling multisyllabic words
- Reads and spells a variety of high frequency words

Checklist of Teaching “Must Haves”

- Alphabet/vowel books
- Alphabet frieze (i.e., classroom display cards)
- Consonant blends chart
- Vowel games
- Digraph games
- Syllable games
- Word family charts
- Word family games
- Tactile alphabet letters
- Sound boxes
- Pocket chart
- Materials for writing

Activities to Encourage End of Phase Outcomes

Suggested learning activities for the consolidated alphabetic to skilled reader phase are described below.

Outcome: Understands that sounds can be represented in various ways when spelling words

Two letters that can make different sounds are *c* and *g*. A good rule of thumb when teaching learners when a soft or hard sound is made has to do with the vowels that follow the *c* or *g*. Both letters make a soft sound when followed by the vowels *i*, *e*, *y*. They make a hard sound when followed by the vowels *a*, *o*, *u*.

Play the Soft and Hard “c” and “g” card game to practice reading words with soft or hard consonant *c* and *g* sounds. (See Appendix F.)

Activity: Soft and Hard Sounds for “c” Card Game

1. Hand out cards to learners. Begin with one card each, as learners familiarize themselves with the game. Once familiar, make additional copies of the cards so learners can have multiple cards at once.
2. Designate one learner to start. They read one of their cards.
3. The person with the matching card, reads a new card.
4. Cards are laid down as matches are found.
5. The person with the last card and no match says, “game done.”
6. As an extension to this activity, ask learners to create new cards with new words.

Activity: Soft and Hard Sounds for “g” Card Game

1. Hand out cards to learners. Begin with one card each, as learners familiarize themselves with the game. Once familiar, make additional copies of the cards so learners can have multiple cards at once.
2. Designate one learner to start. They read one of their cards.
3. The person with the matching card, reads a new card.
4. Cards are laid down as matches are found.
5. The person with the last card and no match says, “game done.”
6. As an extension to this activity, ask learners to create new cards with new words.

Activity: Introduce Digraphs and Diphthongs

Vowels can also make different sounds when placed in combination. Vowel digraphs are groups of two letters with at least one of which is a vowel that when placed together generate a single sound (e.g., /ee/, /ay/, /ow/, /oi/). Some are single sounds like /ea/ or /oe/. These are sometimes referred to as vowel teams.

Others like /au/ or /oi/ are called vowel diphthongs. A vowel diphthong begins as one vowel sound and moves or glides towards another (e.g., /oi/, /oy/).

See digraph and diphthong examples for each vowel below:

Long O	o, o-e, oa, oe, ow
Long A	a, a-e, ai, ay, ei, eigh
Long E	e, e-e, ea, ee, y, ie, ei
Long I	i, i-e, igh, y, ie
Long U	u, u-e, ue, ew

Use poems or simple stories to introduce vowel digraphs and diphthongs by having learners repeat them in a story or poem. Encourage learners to read independently, read together, and repeat line by line, listening and watching for vowel teams as they progress through the poem.

Here is an example of a poem that has words with digraphs, *ai* and *ea* (*ai* and *ea* are also diphthongs). Encourage learners to listen carefully and identify the difference between single vowel sounds and vowel teams.

"All Aboard"
 All aboard!
 Let's **sail** across the **sea**.
 Look! A big wave!
 Let's **sail** over it.
 Hold on tight.
 SLIPPY, SLAPPY, SLOP!
 Look! A storm!
 Let's **sail** through it.
 Cover up.
 PLIPPY, PLAPPY, PLOP!
 Look! A **rain**bow!
 Let's **sail** under it.
Reach up high.
 TIPPY, TAPPY, TOP!

by Fay Robinson

Fluency First! Grade 1

Timothy Rasinski and Nancy Padak

Outcome: Uses sound/symbol knowledge, word structures, familiar onset and rimes, and word chunks to decode and write words (including high frequency words varying in spelling regularity)

In the full-alphabetic to consolidated phase of word reading, learners are expected to blend initial consonants with common word families. In this phase, learners continue to develop this skill as they decode and write words including high frequency words with regular and irregular spelling patterns.

Activity: Practice Decoding Short and Long Vowel Rimes

Wylie and Durrell included both short and long vowel rimes on their list of 37 rimes that allow learners to read nearly 500 primary-level words. Listed below are examples (not an exhaustive list) of short vowel rimes/word families, long vowel rimes/word families, and variation rimes/word families.

*Note the list provided in the full alphabetic to consolidated alphabetic phase only provided short vowel rimes.

Short Vowel Rimes / Word Families										
-ack	-all	-an	-ank	-ash	-ap	-at	-ell	-est	-ick	-ill
pack	ball	pan	sank	rash	tap	sat	bell	pest	pick	pill
sack	call	man	tank	mash	rap	rat	tell	nest	lick	mill
tack	tall	ran	drank	dash	cap	cat	sell	rest	sick	fill
track	small	can	plank	splash	snap	splat	spell	test	trick	spill
-ip	-in	-ing	-ink	-ock	-op	-uck	-ug	-ump	-unk	
lip	pin	sing	sink	lock	hop	duck	bug	lump	dunk	
sip	tin	ring	link	dock	mop	luck	tug	dump	plunk	
dip	spin	ping	pink	sock	pop	puck	mug	jump	skunk	
trip	chin	fling	stink	clock	stop	truck	snug	stump	trunk	

Long Vowel Rimes / Word Families										
-ain	-ake	-ale	-ay	-ame	-ate	-eat	-ice	-ide	-ine	-oke
rain	cake	pale	may	came	date	seat	mice	tide	vine	poke
plain	make	tale	say	same	gate	neat	nice	ride	mine	joke
train	take	scale	ray	lame	plate	treat	dice	wide	pine	stoke
stain	lake	whale	play	blame		wheat	price	slide	shine	smoke

Outcome: Reads and spells words with vowel diphthongs, R-influenced vowels, three letter blends, and other sounds for “y”

Activity: Diphthongs, R-influenced Vowels, Three Letter Blends, and “Y”

Use poems, repetitive text, or familiar songs to introduce diphthongs (gliding vowel teams), r-influenced vowels (vowels that pull towards the *r*), three letter blends (*spl*, *str*, etc.), and other sounds for *y* (long *e*, short and long *i*, and /*y*/).

For example, have learners sing or recite “**Row, row, row**, your boat, gently **down** the **stream!**”

Together as a group, identify how many gliding vowel teams, vowels pulled by *r*, three letter blends, and *y* sounds there are in the first line. Try to identify them orally first, then examine the written text together. Start with the first line and move on to the whole song.

Examples of diphthongs, r-influenced vowels, three letter blends, and sounds for *y* can be found in the tables on the next page. Share these examples with learners to support reading and spelling.

Digraphs are groups of two letters that generate a single sound (e.g., /*ee*/, /*ay*/, /*ow*/, /*oi*/, /*ph*/). Some digraphs are also diphthongs. A *diphthong* begins as one sound and moves or glides towards another (e.g., /*oi*/, /*oy*/).

Vowel Diphthong Chart (not an exhaustive list)

au/aw		oi/oy		ow/ou	
au	aw	oi	oy	ow	ou
haul	saw	oil	toy	cow	ouch
sauce	jaw	boil	boy	now	house
pause	raw	soil	enjoy	brown	loud
author	paw	coin	ahoy	clown	cloud
launch	straw	noise	annoy	flower	mouth

R-Influenced Vowel Chart

R-Influenced vowels are vowels followed by the letter "r," which changes the vowel sound.

ar	er	ir	or	ur
car	her	girl	for	fur
jar	water	bird	corn	hurt
star	after	dirt	fork	nurse
card	letter	stir	horse	purple
hard	winter	shirt	sport	turtle

3-Letter "S" Blends

scr	spl	spr	squ	str
scrub	splat	spring	squish	string
scram	split	spray	squirm	strips
screech	splash	sprint	squid	street
scrape	splinter	spread	square	stretch
scratch	splendid	sprout	squirrel	stream

Different Sounds for "y"	
yak	/y/
gym	short <i>i</i> sound
why	long <i>i</i> sound
baby	long <i>e</i> sound

Outcome: Uses knowledge of syllables when reading/spelling multisyllabic words

Activity: Syllabification and Spelling Rules

Syllabication is a strategy that gives learners a tool to break down unfamiliar multisyllabic words.

Key points for teaching syllables include the following:

- Provide lots of oral activities in phonological awareness segmenting and blending syllables in words. (See the Phonological Awareness Companion Document for ideas).
- Start with one syllable CVC words and move to two syllable words.
- Teach common word families so that children begin to see the pattern. If they can decode the sounds *ug*, they can read *bug*, *rug*, and *snug*.
- Explain that each syllable has one vowel.
- Use your morning message as a way to read multisyllabic words.

See Appendix G for a detailed list of spelling rules, including: Rabbit Rule, C or K Rule, FLOSS Rule, 1-1-1 Doubling Rule, C or CK Rule, TCH Rule, and DGE Rule.

Outcome: Reads and spells a variety of high frequency words

Activity: "Spell-to-Read"

A word is considered to be regular "if it follows expected letter-sound correspondence rules ... and irregular if it violates these expectations" (Gentry & Ouellette, 2019, p. 97). For example, *cat* is considered regular because the short vowel pronunciation is expected in a closed syllable (CVC or CVCC); however, *pint* is considered irregular because a long vowel is pronounced when a short vowel is expected.

Brain words are best created through interactive explorations of print that affords opportunity to connect spelling, sound and meaning in the reading brain. This includes words of both regular and irregular spelling patterns and can be accomplished through decoding and through guided spelling. (See Appendix H for Fry's high frequency word lists.)



Assessment of Phonics Skills and Knowledge



Assessment is critical to the learning cycle. The process of gathering information about a child's learning informs instructional programming and practice.

In addition to monitoring the Building Blocks of Reading Continuum phase outcomes, educators can analyze learner writing samples to assess sound/symbol knowledge to inform instruction. Educators can learn a great deal about a learner's reading ability by observing how they write. Observing a learner's written word reveals their alphabet knowledge, phonological awareness ability, acquired phonics skills, and orthographic mapping experiences. It helps to inform instruction—what a child needs to move forward. Gentry and Ouellette (2019) suggest that spelling and word reading are “essentially two sides of the same coin” (p. 66).

Phase observation is the practice of monitoring a child's progress through five research-based word reading and developmental spelling phases: (1) pre-alphabetic, (2) partial alphabetic, (3) full alphabetic, and (4) consolidated/automatic alphabetic and (5) conventional spelling. Phase observation indicates, at a particular time in early development, how children are using their knowledge of the alphabet and sounds and how they are making oral language connections to read words or write using invented spellings.

(Gentry & Ouellette, 2019, p. 64)

Early on, learners try to sound out each word in reading and spelling, but as words become stored in the Word Form Area of the brain, this becomes a much easier process. Learners use of invented spelling can help an educator “assess how essential components of reading are coming along; you can see evidence of alphabet knowledge, phonological awareness, phonics, and eventually even capacity for brain words. That is to say, as children progress you can see a number of words and spelling patterns they've already stored in the Word Form Area of their brains that they can retrieve automatically and spell correctly” (Gentry & Ouellette, 2019, p. 65).

Phases of Developmental Spelling



According to Gentry and Ouellette (2019) spelling and word reading should develop in parallel, as the skills necessary for both spelling and word reading are intertwined. Gentry's phases of developmental spelling align nicely with Ehri's phases of reading acquisition, despite having been developed independently (Gentry & Ouellette, 2019). "Understanding the closely aligned phases of both Ehri and Gentry can help teachers detect problems and target instruction" (Gentry & Ouellette, 2019, p. 23).

The details of Gentry's phases of spelling are described in detail below and have been adapted from Richard Gentry and Gene Ouellette's *Brain Words: How the Science of Reading Informs Teaching*. Within each phase description, you will find suggested checkpoints. Checkpoints have been established to ensure learners are demonstrating the skills required for decoding and encoding proficiency and should be considered in combination with educator professional judgement. Checkpoints are not intended to be stand-alone assessments but rather used formatively to identify a learner's need of more targeted instruction in any skill area. (Images are reproduced from the book with permission.)

Pre-alphabetic Spelling

The writer:

- has limited letter knowledge.
- uses letters but does not know they represent sounds.
- appears to use letters at random.

"If-then" developmental scoring: if the spelling looks like random letters with no sound-to-letter matching, then it is considered pre-alphabetic spelling.



If a learner demonstrates these phase characteristics beyond the first half of kindergarten, it is recommended to target instruction to transition the child to the next phase.

Partial Alphabetic Spelling:

The writer:

- begins to see how the alphabet works.
- begins to use the alphabet to spell.
- matches some letters to sounds in their spoken language.
- may use abbreviated letter-sound mapping (e.g., omit letters, including vowels).
- is unable to use full phonemic segmentation ability with letters to sounds.



"If-then" developmental scoring: if the spelling has any letters that map to the sounds in the word but is not a full mapping, then it is considered partial alphabetic spelling.



If a learner demonstrates these phase characteristics beyond the end of kindergarten, it is recommended to target instruction to transition the child to the next phase.

Full Alphabetic Spelling ("a letter for a sound" spelling):

The writer:

- almost always spells words with a letter for each sound.
- represents all of the phonemes in a word, though spellings may be unconventional.
- often finger spells to determine the sounds in a word that they write.
- can spell but it may be slow and deliberate (e.g., can often hear a child say the sound and then print the letter).
- may use incorrect spellings for short vowels (e.g., *bet* for *bit* and *hit* for *hot*).

tuth fare
wm nit I wsh mi
Bed and the tuth
Fare cam.

Exceptions to "a letter for a sound":

- Will sometimes use one letter to represent two sounds:
 - syllabic *r*'s carry the vowel sound (e.g., *brd* for *bird* and *prd* for *purred*)
 - syllabic sonorants allow *l* and *m* to carry the vowel sound (e.g., *tabl* for *table*, *posm* for *possum*)
- Will sometimes leave out a letter:
 - will leave out *m* or *n* (e.g., *stap* for *stamp* and *bop* or *bup* for *bump*)

"If-then" developmental scoring: if the spelling includes one letter for each sound or one letter that carries two sounds, then it is considered full alphabetic spelling.



If a learner demonstrates these phase characteristics beyond the first half of Grade 1, it is recommended to target instruction to transition the child to the next phase.

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Appendix A:

Concepts About Books and Print–Observation Checklist

These documents have been shared by Anglophone School District East.



Anglophone East School District
A Better Future... Through Quality Education

CONCEPTS OF PRINT

Procedure:

1. The assessment area should be quiet and free of any distractions. Generally, a small table where the teacher can sit beside the child is sufficient.
2. Preview the prompts for the Concepts of Print assessment. Mark locations in the book where you will ask specific questions. (Note: Using Post-IT notes labelled with question numbers will make the task easier. This will make it possible to move smoothly through the book, reading the text, and asking appropriate questions when the opportunity arises.
3. The Concepts of Print checklist gives the teacher's words for each section of the assessment. Begin by giving the text to the student. Be sure to hold the text by the spine of the book so you will avoid guiding the student in the use of the book.
4. If the child struggles with the tasks on the Concepts of Print assessment, discontinue and finish reading the book to the child. Make the experience a positive one.

Note: Sometimes children become confused about book, print and reading concepts as they are learning. Reassessing some children on the entire Concepts of Print assessment may be warranted. Especially, if a child is making slower progress than you would expect. However, it is not necessary to re-administer the entire Concepts of Print assessment to every child. For some children it is sufficient to re-administer only the sections on which the child has difficulty.



CONCEPTS OF PRINT

Rationale

This assessment helps teachers understand what individual children know specifically about book concepts, directionality, concepts of letters and words, as well as concepts of punctuation. Teachers' observations will be crucial and critical factors to inform their decisions about who and when to assess.

Definition

Concepts of Print is the knowledge of print awareness and book handling skills.

Assessment Guidelines

Materials:

Select an emergent level book that has the features listed in the checklist. The book should be developmentally appropriate and reflect the child's interest and literacy experiences.

The book should contain examples of the following features:

- Print and illustration on a single page or two consecutive pages
- Multiple lines of text on a single page
- A variety of punctuation marks (periods, question marks, exclamation marks, quotation marks, and commas)



CONCEPTS OF PRINT CHECKLIST

The Concepts of Print Checklist should begin during the first nine weeks of school and should be updated throughout second and third terms as students' capacities increase. It is not necessary to re-assess the portions of the assessment that the student has previously mastered.

Student Name: _____

Item	1 st	2 nd	3 rd	Comments
1. Front and back of book <ul style="list-style-type: none">▪ "Show me the front of the book."▪ "Show me the back of the book." (2)				
2. Print tells the story concept <ul style="list-style-type: none">▪ "Show me where I should start reading?" (1)				
3. Directional rules <ul style="list-style-type: none">▪ "I want to point to the print as I read. Show me how my finger should move on the page as I read. Where do I go after that?" (1)				
4. Voice print pairing <ul style="list-style-type: none">▪ First modelled by teacher,▪ "Now you point to the words as I read them." (1)				
5. First and last <ul style="list-style-type: none">▪ "Show me the first part of the story and the last part of the story on this page." (2)				
6. Top/bottom picture <ul style="list-style-type: none">▪ "Show me the top of the picture."▪ "Show me the bottom." (2)				
7. Punctuation <ul style="list-style-type: none">▪ Point to: period, exclamation and question mark.▪ "What is this for? Do you know what it is called?" (2)				
8. Capital and lowercase letters <ul style="list-style-type: none">▪ Using the text of a book say, "Show me a capital letter. Show me a lowercase letter." (3)				
9. Letter concepts <ul style="list-style-type: none">▪ "Show me just one letter. Do you know the name of that letter? Show me another letter. What sound does that letter make?" (2)				
10. Word concepts <ul style="list-style-type: none">▪ "Show me just one word. Show me two words." (2)				



Appendix B:

Phonics Outside!

Try these six simple outdoor phonics activities.

1. Have children use their bodies to make letter shapes: their hands, arms and even lying on the ground.
2. Play I-Spy. Put some letter cards in a paper bag. Draw out the letter cards one at a time and say, "I spy with my little eye something that starts with the letter *T*. It makes a /t/ sound. Look around, what is it?" (Answer: Tree)

Take these letters along to represent some common playground items (t, s, b, g, f, a...)

- tree
- grass
- swing set
- sidewalk
- sun
- bug /bee/ ant
- bird
- flower

3. Make letter shapes out of natural materials (i.e., leaves, twigs, pinecones, sand, etc.).
4. Practice printing alphabet letters in order with chalk on playground pavement.
5. Put some water in a spray bottle and practice squirting the letter shapes (disappearing letters).
6. Play alphabet letter scavenger hunt:
 - Hide colourful letter shapes outside in the grass and bushes. Use a confined space that is easy to monitor.
 - Put the same letter shapes in a bag.
 - Have children work in groups of two or three.
 - One child pulls a letter shape from the bag and the group works together to find and match the letter shape.

Appendix C:

Decodable Book Sources

For Young Readers (Grades K-2)


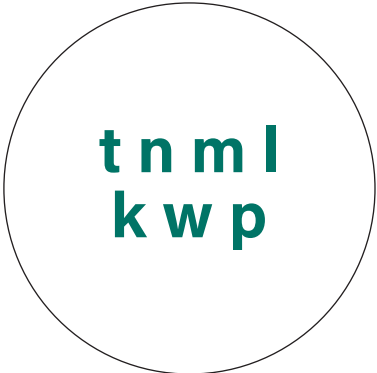
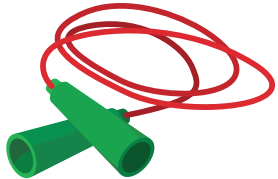





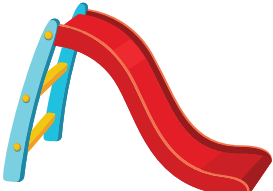


Sourced from The Reading League (2021). <https://www.thereadingleague.org/>

- BOB Books
- Dog on a Log Books
- Dr. Maggie's Phonic Readers
- EPS Phonics Plus Readers
- Flyleaf Emergent Readers
- Half Pint Readers
- High Noon Dandelion Launchers
- InitialLit Readers from MultiLit (AUS)
- Jolly Phonics (USA)
- Junior Learning Decodable Readers
- Little Learners Love Literacy (AUS)
- Miss Rhonda's Readers
- Primary Phonics Storybook Sets
- Pocket Rockets (AUS)
- Sondag System 1 & 2 Readers
- SPELL-Links Reading Library (digital)
- The Superkids Library
- Voyager Sopris Power Readers
- Youkan Reading Decodable Books

Appendix D: S at the Start!

But what's next?










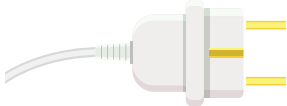


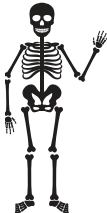
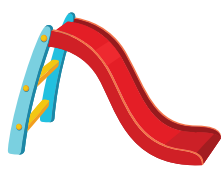







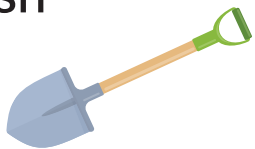
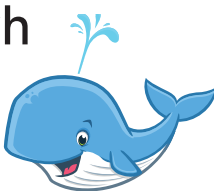

Listen for the second sound as you say these words—the sound straight after the s. Match this sound with a letter from the circle and then write the letter in the space provided.

<p>e.g., snail</p> <p>sn</p> 			<p>S _</p> 
<p>S _</p> 	<p>S _</p> 	<p>S _</p> 	<p>S _</p> 
<p>S _</p> 	<p>S _</p> 	<p>S _</p> 	<p>S _</p> 

Adapted from Love, E. & Reilly, S. (1996). *A Sound Way: Phonics Activities for Early Literacy*.

Appendix E: Consonant Blends

Consonant Cluster Linking Chart

				bl  block
br  bridge	cl  cloud	cr  crib	dr  drum	
fl  flag	fr  frog	gl  glasses	gr  grapes	
pl  plug	pr  pretzle	sc  scarf	sk  skeleton	
sl  slide	sm  smoke	sn  snake	sp  spoon	
st  stamp	sw  swing	tr  truck	tw 20 twenty	
ch  chair	sh  shovel	wh  whale	th  thumb	

Adapted from Pinnell, G. & Fountas, I. (2009). *Leveled Literacy Intervention*.

Appendix F:

Soft and Hard c and g Card Games

Soft and Hard Sounds for "c" Card Game			
I have <i>camel</i> .	I have <i>celery</i> .	I have <i>cat</i> .	I have <i>city</i> .
Who has <i>celery</i> ?	Who has <i>cat</i> ?	Who has <i>city</i> ?	Who has <i>cup</i> ?
I have <i>cup</i> .	I have <i>circle</i> .	I have <i>car</i> .	I have <i>mice</i> .
Who has <i>circle</i> ?	Who has <i>car</i> ?	Who has <i>mice</i> ?	Who has <i>cake</i> ?
I have <i>cake</i> .	I have <i>cent</i> .	I have <i>cute</i> .	I have <i>nice</i> .
Who has <i>cent</i> ?	Who has <i>cute</i> ?	Who has <i>nice</i> ?	Who has <i>cold</i> ?
I have <i>cold</i> .	I have <i>icy</i> .	I have <i>coat</i> .	I have <i>race</i> .
Who has <i>icy</i> ?	Who has <i>coat</i> ?	Who has <i>race</i> ?	Who has <i>cow</i> ?

Soft and Hard Sounds for "g" Card Game			
I have <i>go</i> .	I have <i>gym</i> .	I have <i>goat</i> .	I have <i>giant</i> .
Who has <i>gym</i> ?	Who has <i>goat</i> ?	Who has <i>giant</i> ?	Who has <i>gum</i> ?
I have <i>gum</i> .	I have <i>giraffe</i> .	I have <i>game</i> .	I have <i>gem</i> .
Who has <i>giraffe</i> ?	Who has <i>game</i> ?	Who has <i>gem</i> ?	Who has <i>log</i> ?
I have <i>log</i> .	I have <i>orange</i> .	I have <i>good</i> .	I have <i>age</i> .
Who has <i>orange</i> ?	Who has <i>good</i> ?	Who has <i>age</i> ?	Who has <i>rag</i> ?
I have <i>rag</i> .	I have <i>cage</i> .	I have <i>glass</i> .	I have <i>bridge</i> .
Who has <i>cage</i> ?	Who has <i>glass</i> ?	Who has <i>bridge</i> ?	Who has <i>gold</i> ?

Appendix G:

Spelling Rules

Rabbit Rule

1. To apply the rabbit rule, the word must meet the following requirements:
 - a. Has two syllables
 - b. The vowel sound in the first syllable is short
 - c. There is only one consonant sound between the first vowel and the second vowel
2. Double the middle consonant to “close” the first syllable. If you did not add this additional letter, the first syllable would be “open” (end in a single vowel) and the vowel would be long and say its name.

- rabbit
- letter
- muffin
- ladder
- better
- rubber
- banner
- tennis
- shudder
- fossil
- supper
- rubbish
- traffic

Students practice when to double the middle consonant when spelling two-syllable words by using their hands or a paper cut-out to make rabbit ears.

C or K Spelling Rule

Both *c* and *k* can make the same sound at the beginning of a word. How will your students know which letter to use?

- *C* comes before *a*, *o*, and *u*
- *K* comes before *i*, *e*, and *y*

Sammy Loves Fried Zebras rule (also known as the FLOSS rule)

F, L, S and *Z* are doubled at the end of a one syllable word with a short vowel.

- fluff
- puff
- cliff
- hill
- doll
- sell
- miss
- less
- boss
- jazz
- fuzz

This rule doesn't apply to vowel teams (e.g., *pail, toad*), two syllable words (e.g., *playful*), words that end in a blend (e.g., *post, shelf*) or if the *s* sounds like /z/.

1-1-1 Doubling Rule

In a **1** syllable word that has **1** vowel and **1** final consonant after the vowel, double the final consonant when adding a vowel suffix.

Plan	+	ing	=	Planning
1 syllable 1 short vowel 1 ending consonant		1 vowel suffix		

- run + ing = running
- stop + ing = stopping
- flip + ed = flipped
- knit + ed = knitted
- clip + ing = clipping
- hem + ing = hemming
- snap + ed = snapped

Note: *X* and *W* are never doubled.

C or CK

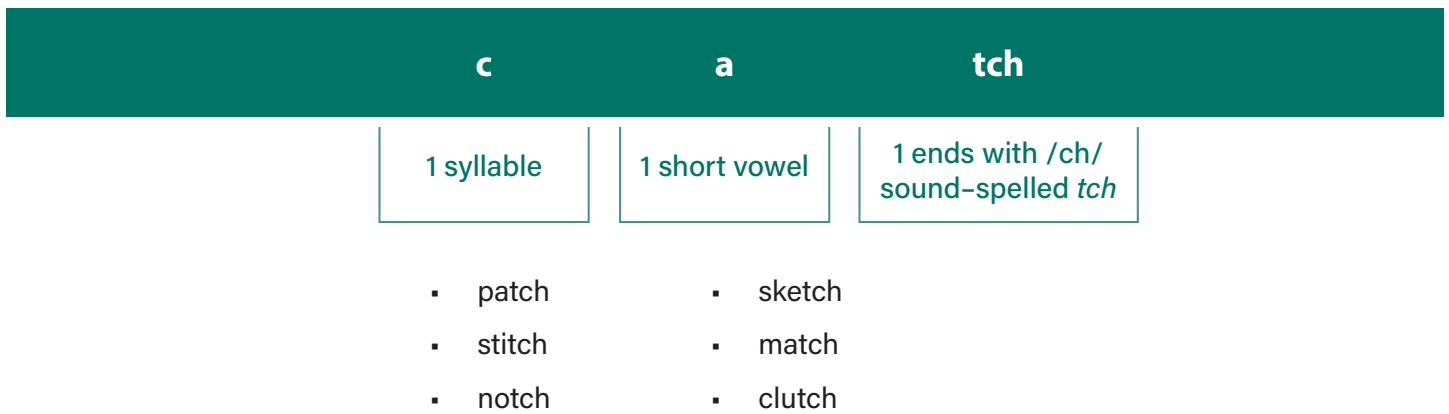
This rule doesn't apply if there is another consonant before the /k/ sound (e.g., task, mask).

- snack
- truck
- sock
- quick
- neck
- smack
- snack
- dock
- luck
- truck

This is also known as the *Soldier Rule* because these words contain a silent letter that stands to protect the short vowel in the middle from the big ending sound. For example, the *c* in *ck* is the soldier and stands silent protecting the short vowel from the *k* at the end (e.g., back, sick, pack, lock, and buck).

TCH Rule

If a 1 syllable word with a short vowel ends with a /ch/ sound, it is spelled *tch*.



This rule doesn't apply to vowel teams (e.g., peach, poach), if there is another consonant before the /ch/ (e.g., lunch, brunch) or if there is an r-controlled vowel (e.g., torch).

This is also known as the *Soldier Rule* because these words contain a silent letter that stands to protect the short vowel in the middle from the big ending sound. For example, the *t* in *tch* is the soldier and stands silent protecting the short vowel from *ch* at the end (e.g., match and pitch).

DGE Rule

If a 1 syllable word with a short vowel ends with a /j/ sound, it is spelled *dge*.

b	u	dge
1 syllable	1 short vowel	1 ends with /j/ sound-spelled <i>dge</i>
<ul style="list-style-type: none">▪ lodge▪ fridge▪ edge	<ul style="list-style-type: none">▪ wedge▪ ridge▪ pledge	

This rule doesn't apply to words ending in an *e* (e.g., huge, stage) or if there is an *r*-controlled vowel (e.g., large, barge).

This is also known as the *Soldier Rule* because these words contain a silent letter that stands to protect the short vowel in the middle from the big ending sound. For example, the *d* in *dge* is the soldier and stands silent protecting the short vowel from the *ge* at the end (e.g., lodge and bridge).

Appendix H:

Fry's Word List

Dr. Edward Fry developed this expanded list in the 1950s (and updated it in 1980), based on the most common words to appear in reading materials used in Grades 3–9. Although these are often referred to as “sight words” (i.e., popcorn words) and students have memorized them in the past, students must be able to decode them. Many of these words are readily decodable and phonetically regular. Memorization is not sufficient.

Remember that a “sight word” is any word a reader instantly recognizes and identifies without conscious effort *regardless of their spelling pattern*. This list is simply a list of some of the most common words in the English language. The words are presented below in alphabetical order.

First One Hundred			
List 1	List 2	List 3	List 4
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
I	were	so	been
the	we	some	called
was	when	her	who
for	your	would	oil
on	can	make	sit
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down

they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Second One Hundred

List 5	List 6	List 7	List 8
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	what	road	found
just	show	need	study
name	also	land	learn
good	around	different	should
sentence	form	home	Canada
man	three	us	world
think	small	move	high
say	set	try	

