

# Roadmap to Reading: Explicit Phonics Instruction



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# Objectives:

- o You will learn ways to effectively help students acquire the knowledge to apply phonics and word analysis skills in decoding words to read and write.
  - o Nutshell: Make phonics patterns and rules stick so the students can read and write with fluency and meaning.
- o You will learn ways to use quality assessments to drive instruction.
- o You will look at the importance of the Reading Standards for Foundational Skills in early reading.

Kindergarten

1<sup>st</sup> Grade

# Student Needs

- o Look at the B.O.Y. data and discuss what the needs are of those students.

2<sup>nd</sup> Grade

# What was the point of that?!?

- o “The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.”

*-Louisiana State Standards*

...and...

- o It is not meant to be a week by week lesson, **BUT** a scope and sequence is necessary.

No test can show **HOW** students learn but rather what they know.

Need lots of explicit instruction



A little of both

Naturally pick up patterns

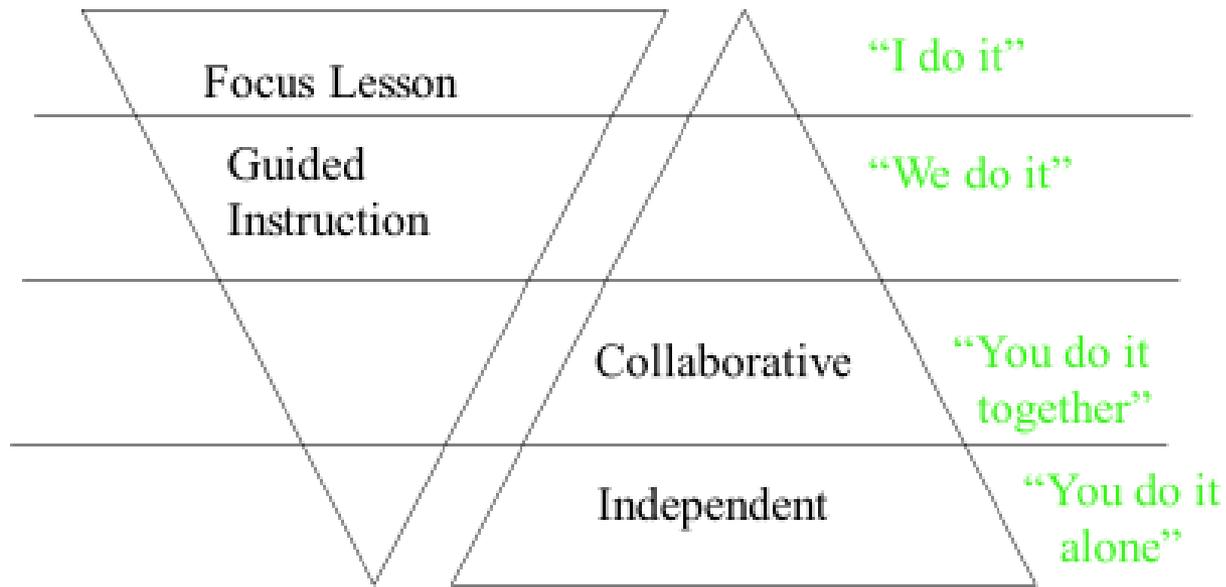
# Solution:

Explicit Instruction

for all

on what they need.

## TEACHER RESPONSIBILITY



## STUDENT RESPONSIBILITY

A Structure for Instruction that Works

*Gradual Release of Responsibility Instructional Framework*

Nancy Frey and Douglas Fisher

# Lost Standards: Reading Standards for Foundational Skills

- o What is expected in each grade?
- o How do the standards connect across grade levels?
- o What word occurs frequently in the standards?

**Step 1:** Introduce and illustrate the rule or pattern with examples words.

**Step 2:** Guide students to read (decode) words in isolation that have the rule or pattern.

**Step 3:** Guide students to read (decode) words in text that have the rule or pattern.



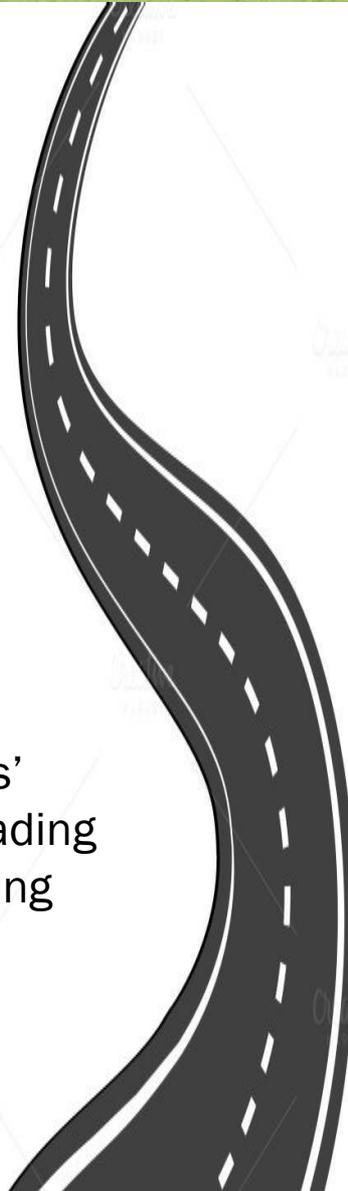
## **DETOUR**

- ! Small group
- ! instruction and
- ! individual needs!!!

**Step 4:** Guide students to spell (encode) words in isolation that follow the rule or pattern.

**Step 5:** (Optional) Guide students to spell (encode) words in sentences that follow the rule or pattern.

**Step 6:** Check students' understanding with reading (decoding) and/or writing (encoding) examples.



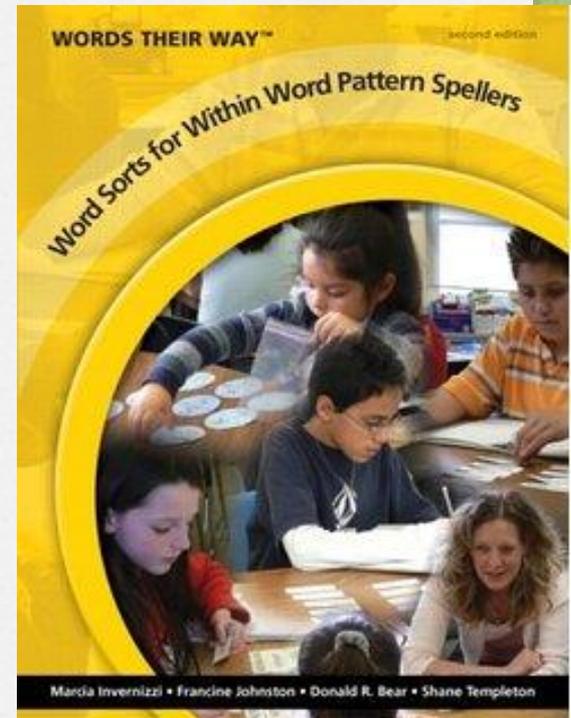
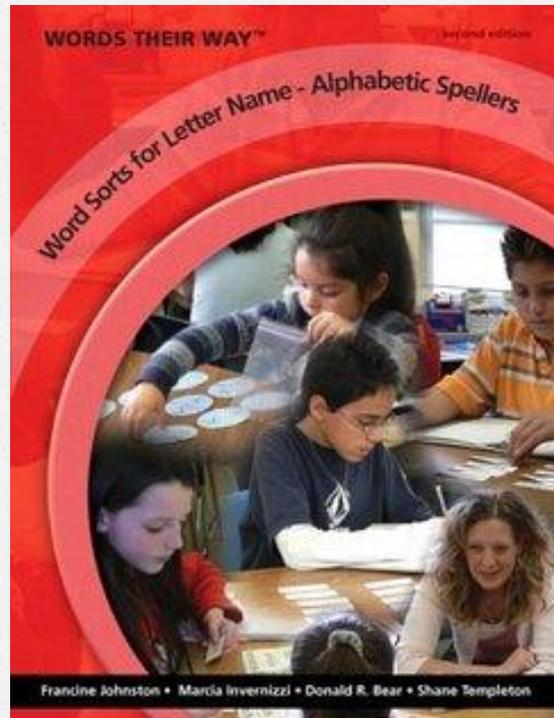
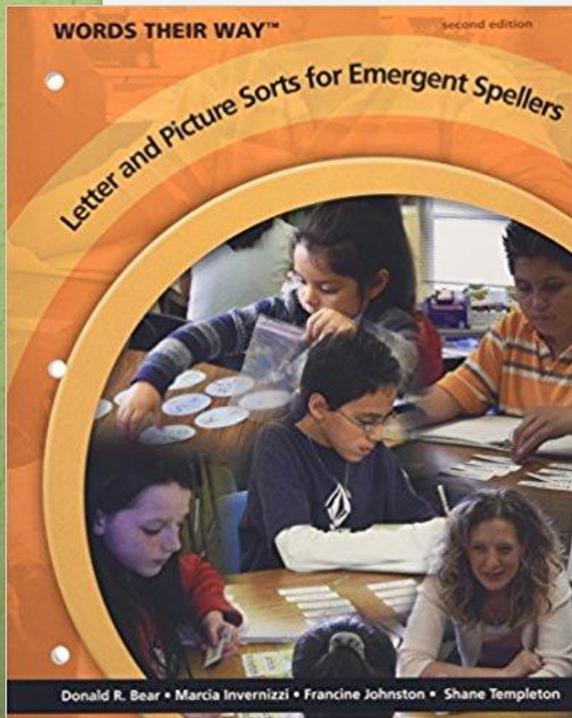
**DETOUR**

Small group instruction and individual needs!!!

# Practice Step 1:

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
got	cap	bicycle
hot	cape	excited
not	rip	nice
dot	ripe	dance
spot	same	sentence

# Step 2: More Decoding



# Word Sort: Kindergarten

<b>-it</b>	<b>-ig</b>	spit	rig
hit	wig	dig	kit
pig	bit	sit	big

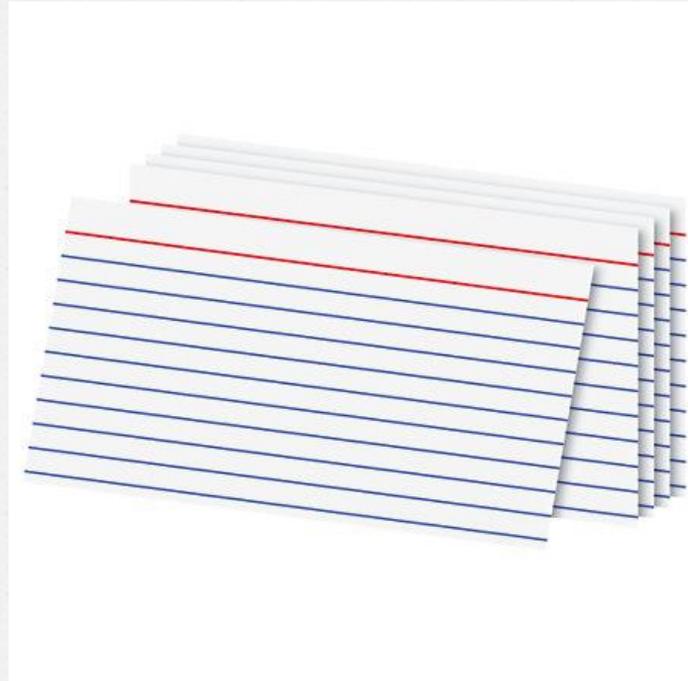
# Word Sort: 1<sup>st</sup> grade

er	ir	ur	
germ	blurt	here	third
twirl	work	burst	shirt
burn	their	perch	purse

Soft <i>c</i>	Hard <i>c</i>	Soft <i>g</i>	Hard <i>g</i>
cement	gentle	correct	
gather	circle	common	
gossip	gutter	golden	
central	contest	college	
giraffe	garage	century	
custom	cereal	genius	
cider	general	collect	
gingerbread	gymnast	cyclist	

# Practice Step 2: Word Sort

Quiz-Quiz-Trade



**Step 3:** Guide students to read (decode) words in text that have the rule or pattern.

- This step is VERY important!!!

## The Dog in the Mud

This is the dog.

The dog is in the mud.

The dog can stomp in the mud.

The mud is on the dog.

The dog must get a bath.

Sam can rub the mud off the dog.

The dog is mad at Sam.

## Soft C

cymbal

December

circulation

recycle

## Hard C

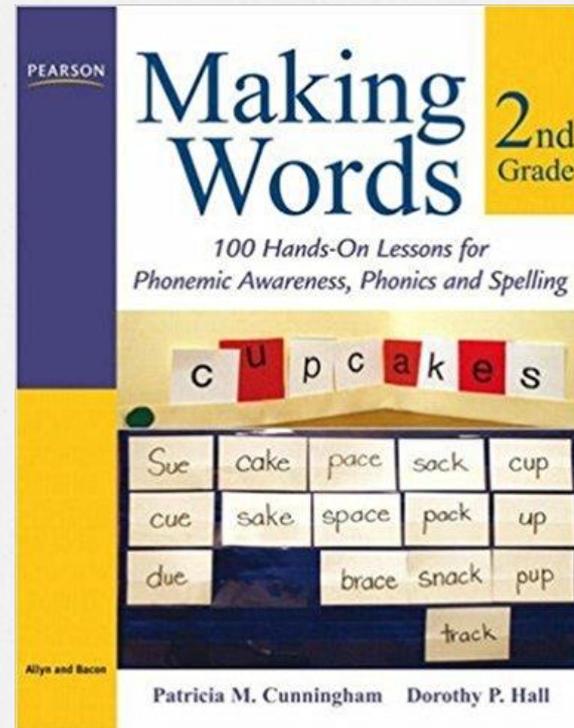
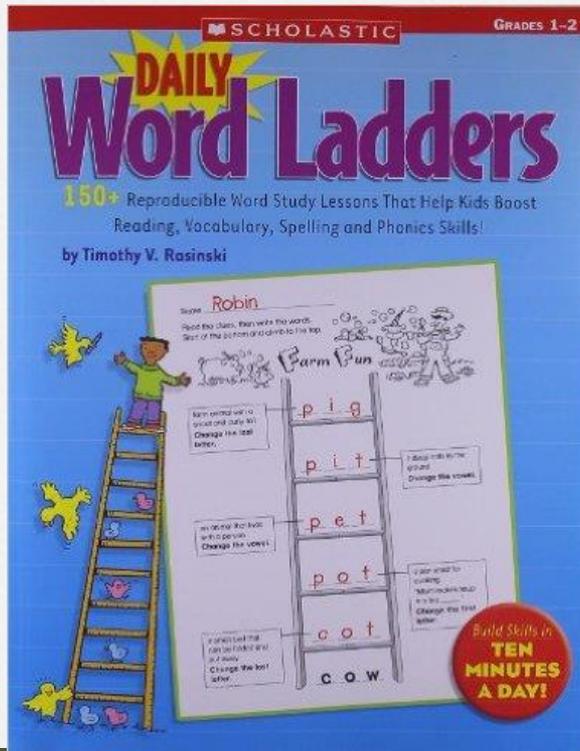
curly

helicopter

soccer

bacon

# Making Words and Word Ladders



# Elkonin Boxes

The image illustrates the Elkonin Boxes method for teaching phonics. It features a grid with a fish illustration in the top-left cell and the phonetic breakdown "/f/ /i/ /sh/ . Fish." in the top-right cell. Below the grid, a hand is shown with fingers pointing to the boxes: the thumb and index finger are in the first two boxes (representing /f/ and /i/), and the middle finger is in the third box (representing /sh/). A red dot is placed on the grid to the right of the boxes, with a blue arrow pointing from it to the third box.

“/f/ /i/ /sh/ . Fish.”



# Hmmmm!!!!

1. nis
2. kang
3. bang
4. city
5. cod
6. presas
7. saludrat
8. excited
9. karat
10. bisiko

1. nice
2. cage
3. dance
4. city
5. code
6. princess
7. celebrate
8. excited
9. carrot
10. bicycle

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# Assessments are NOT just for Fridays!!!

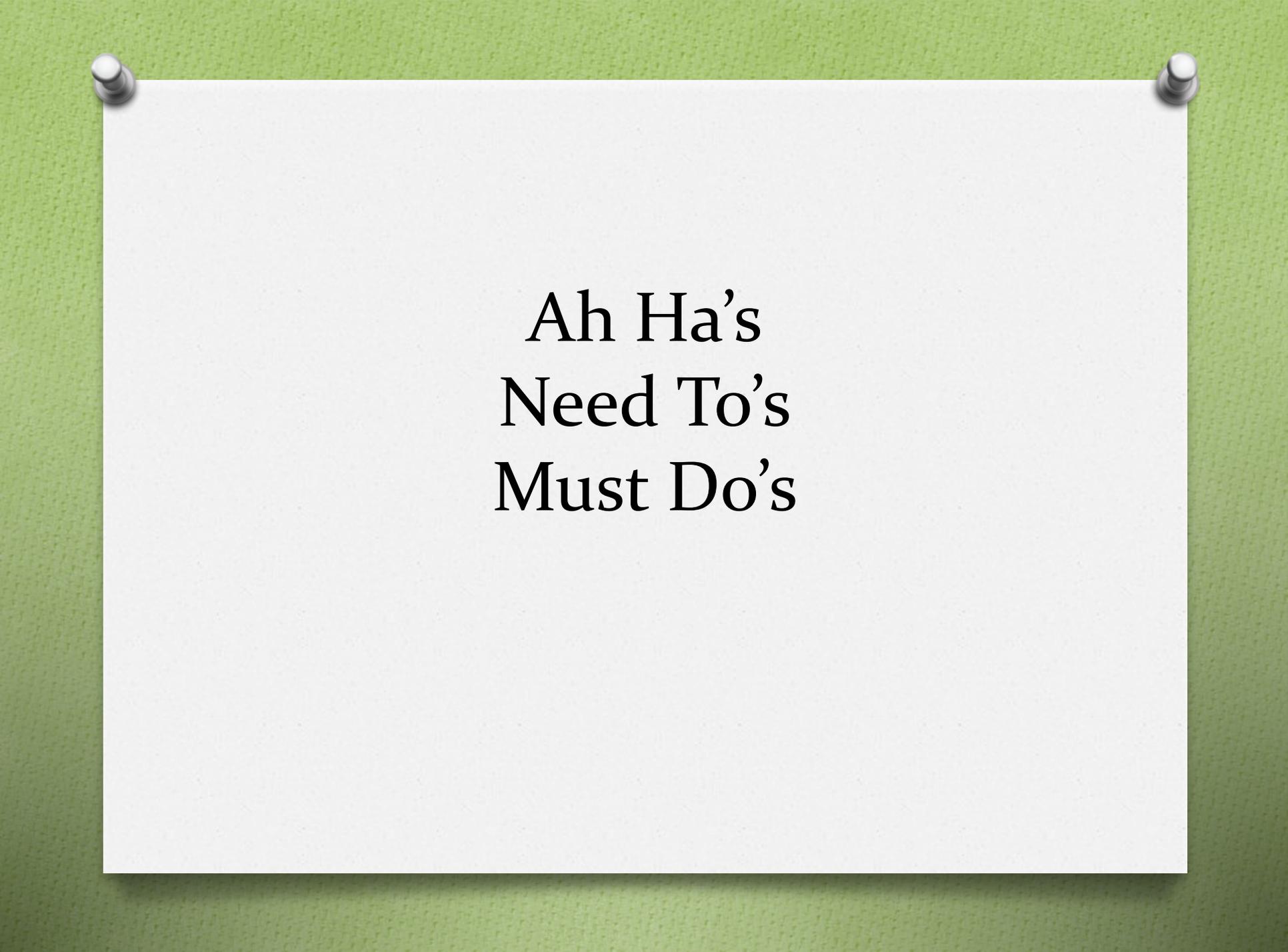
Formative assessments are used to guide your instruction and grouping.	Summative assessment is given when you expect the skill to be mastered.
Fluency	Informal Phonics Inventory (decoding)
Quick writes	List to orally read or write specific to a skill/pattern taught
Spelling Inventory-encoding ( <u>Words Their Way</u> )	High Frequency Word Checklist
Try It! notebook	

# Try It!!!

How did you spell it?	How is it really spelled?	What part(s) are different?
fne	Funny	Short u, 2 syllables, y is the long e sound
bat	bait	ai says long a
xplor	explore	Short e with the x and magic e at the end???

# What now? (Next Steps)

1. Plan ahead to give an assessment at the beginning of the year.
2. Have a tentative scope and sequence of skills and patterns based on the standards.
3. Use explicit Instruction.
4. Group students according to their needs.



Ah Ha's  
Need To's  
Must Do's

# Final Thoughts

- o Know your standards
- o Know your students
- o Know their needs
- o Break away from the way you were taught!!

# Resources

- o The speech and language teacher at your school!!!
- o A Fresh Look at Phonics: Common Causes of Failure and 7 Ingredients for Success by Wiley Blevins (2017)
- o Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Donald R. Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston (2015)
- o *How Spelling Supports Reading* by Louisa Moats from the American Educator, Winter 2005/06
- o *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade* from What Works Clearinghouse (2016)
- o No More Phonics and Spelling Worksheets in the *Not This But That* series by Jennifer L. Palmer and Marcia Invernizzi (2015)