Roadmap For Teaching A Phonics Rule or Pattern

Detour

Small group instruction and individual needs!!!

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

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

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

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.

So…What could that look like in the classroom?

Guide for Teaching a Spelling Rule or Pattern

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

- Show students a list of words that follow the spelling pattern the are too learn. (5 should be enough).
- Have the students discuss what rule or pattern they see or hear (turn and talk).
- Students share ideas and then the teacher shows them the pattern and/or rule.
- After the rule or pattern has been discovered and discussed, write an "I can…" statement with the students. Revisit this daily!!
  - I can read words correctly by knowing…

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

- Show more words with the spelling pattern to decode; include polysyllabic words for late 1st and 2nd-3rd.
- This step can be more challenging by showing non-examples or rule breakers so the students can compare and contrast them.
- Use explicit instruction as needed to model decoding words (I do, we do, you 2 do, you do).
- This is a great place to start a Word Sort, and some students should repeat this daily (see activity descriptions).
- Open Sorts and Blind sorts work best for students who need more of a challenge (see activity descriptions).
- 2nd and 3rd grade teachers can focus on decoding polysyllabic words with the 7 syllables and the 5 vowel/consonant cutting patterns to help with decoding.

Step 3: Guide students to read (decode) words in text that have the rule or pattern (adapted from A Fresh Look at Phonics by Wiley Blevins).

- This step is VERY important because it send the 'message' as to why the students are learning the skill/pattern you are teaching…so they can read!
- Use decodable text preferably, BUT not all students will need it.
- Create chart (circle map, t-chart, whatever is needed) big enough for class to work with (K-3rd) and the students can have one in their notebooks (2nd-3rd).

  - Add pattern words from Step 1 and 2 to start the chart, maybe before the lesson begins or as a discussion.
- Explicitly teach how to locate words that follow the spelling pattern as they read sentence by sentence and then add them to the class chart.

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

- *Phoneme-grapheme mapping* is giving each sound in a word a box to write it in (from Louisa Moats).
- Students can be given 1 inch graph paper (1/2 inch for older students) to use. Turn the paper sideways.
- The words that you choose for this should be preplanned, not made up during the lesson, to match the rule or pattern of focus.
- They should be **polysyllabic** in 2nd grade and some in late 1st (according to Wiley Blevins in A Fresh Look at Phonics).
- This activity makes students spell all the way through the word as they hear each sound.
- Words are given orally so DO NOT write the words on the board until you are giving feedback.
- The students create the letters for the sounds they hear. Whisper phones are recommended (commercial or PVC pipe kind).
- Vowel teams, diphthongs, diagraphs, ck, etc. get one box because they make one sound together.
- Consonant blends are separated since you want the students to blend the sounds when reading, but hear separate sounds when writing.
- So the word 'thick,' 'princess,' and 'celebrate' would look like this:

TH	I	CK						
P	R	I	N	C	E	S	S	
C	E	L	E	B	R	A	T	~~E~~

- Explicit Instruction should be used (I do a word, we do a word together, you 2 do-take turns through words, you do word on your own).
- Procedure:
  1. Say the word and uses it in a sentence and say the word again.
  2. Finger spells the word.
  3. Go through again and you add the appropriate letters to the sound boxes.

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

- Create meaningful sentences to use for this activity that contain words with the current spelling pattern, including polysyllabic words.
- **Video reference from Dr. Anita Archer**: http://explicitinstruction.org/video-elementary/elementary-video-5/

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

- ***** Any of the following assessments can be used as formative or summative. A formative assessment is used to guide your instruction and grouping. A summative assessment is given when you expect the skill to be mastered.**
- Start the year with Words Their Way spelling inventory, then give again throughout the school year (2-3 more times).
- Have students decode polysyllabic words with skill pattern (individual assessment or partner assessment). Check out this website for an assessment: http://www.literacyresourcesinc.com/resources/assessments/
- Dictate words with the skill or pattern using words that the students have not seen, like a Cold spelling text.
    - Say the word, students repeat, say a sentence with the word, and repeat the word.
    - If grading, think about only holding students accountable for the patterns in the words that they have learned thus far.
- Have the students do a quick write to analyze their spelling of current or past skills. A rubric could be created of what you expect them to spell right (sight words, past skills listed, current skill, etc.).
- Grade their "Try it" words (see on-going activity descriptions)
- Use a current fluency assessment to analyze mistakes in accuracy to see which rules or patterns did not 'stick.' Create a checklist for yourself to use when you analyze their work to help guide your instruction.

Activity Descriptions:

Word Hunt Step 2	• This mimics the "you 2 do" or "you do" part of Step 2. • Students begin with a whole text and then identify words with the specific spelling rule and pattern • Students add to chart (see step 2) throughout the day as they find words in their reading (in class reading, from homework reading, stations) • Talk about words at a given point in the day. As the students add words, the chart will build examples and non-examples since the students may write words that they think follow the pattern, but don't. This opens it up for deeper conversation. • Do a partner talk to justify which words they think belong on the chart and which do not as the words are being added. This could be part of a station so they are ready when the class comes together. This should be done in a safe (meaning that it is okay to be wrong) environment and they can take risks. • You can teach the students to do this with a partner so that they can do it during station time JUST AS LONG AS the whole class looks at it together as well.
Making Big Words Before Step 4	• Students actively manipulate letters to form words. • The teacher shows the students which letters they will use in the lesson and the students pull out those letters to get ready. • The teacher gives clues as to what words to make as students manipulate the letters. • Patricia Cunningham's book series *Making Words* give words to make in a lesson/ spelling pattern format that build on each other. • Tim Rasinski's *Word Ladders* series work well in 2nd and 3rd to bring in word meaning as well. • Smart boards could be used here to 'slide' and manipulate the letters.

Word Sorts Step 2 Step 4	**Closed Sort:** • Students are given words on cards (they can cut them out of a sheet of paper.) • They sort their cards based on the learned skill or pattern so provide headers. • Put in some words that are non-examples that get their own area of the sort. • The need to READ the words as they sort AND after they are done to see and hear the pattern. • The students can then put the cards in a secure location (zip lock bag, etc.) Then they can sort them another day or in a station. • *Words Their Way* by Bear, Invernizzi, Templeton, Johnston is a great resource for word sorts at all levels even letter sounds. **Open Sort: (harder)** • Students create their own categories for a set of words different than the categories set in the closed sort. Students are to find ways to group the words according to vowel patterns, word meaning, beginning sounds, etc. **Blind Sort: (hardest)** • The students are given the categories of the sort and then they think of or find words in text to add to the sort.
Expand a Word Step 4	• This is an additional activity that promotes vocabulary knowledge. • Students expand a skill word by adding prefixes and/or suffixes to a skill word. (Example: For the vowel team skill word 'heat' they could build preheat, reheat, unheated, heated, heating, and heater). • Students would need to be provided with prefixes and suffixes to try. Frequently Used Prefixes: un-, re-, dis-, pre- Frequently Used Suffixes: -ed, -ing, -ly, -s or –es, • They could look the word up in the dictionary to discover if it is a real word.

Differentiate Your Instruction:

- Most all of your students will be above or below level in phonics (like reading levels!) If the instruction is over their head they will not internalize it due to the missing pieces they have with a scope and sequence of instruction. Those that get it or show mastery in a certain skill can move up or on.
- Whole-class instruction can be ineffective to the bottom third of your class, confusing them even more.

- Give a diagnostic assessment a 3-4 times throughout the year to gage where your students are in the phonics knowledge (*Words Their Way* by Bear, Invernizzi, Templeton, Johnston has a great one).
- Try to have 3 to 4 groups (that might mean that some groups are large and others are really small). This will help with time and management.
- Base your groups on the needs of the students from what assessments reveal.
- This instruction can be meshed together with your current small group reading instruction and using station time as a reinforcer.
- Phoneme mapping (above) is a great intervention WITH the whisper phones (multisensory: seeing, hearing, using fingers, writing). You might need to use single syllable words then build to polysyllabic words.
- For Word Hunts (Step 2), read the passage to the students ONLY IF it is not decodable.

Possible Station Ideas:

- **Writing:** Any writing offers a great opportunity for the students to experiment with spelling and with other conventions. It might be enjoyable to write a journal entry using words with the spelling pattern or rule. The class/teacher can initiate and idea or ideas for book topics using the phonics rules (example: The Spoiled Boy Who Always Boils His Toys).
- **Word Sorts:** Have the students use the Word Sort from Step 2. They can continue into the following week as a review until they are exposed to another word sort. They must READ the words as they sort and again after they are done. (*Words Their Way* by Bear, Invernizzi, Templeton, Johnston is a great resource!) They can record the words in a notebook when they are finished.
- **Word Hunts** as mentioned in Step 3.
- **Poetry reading:** This is a great way to get the biggest band for your buck (phonics, fluency, vocabulary, comprehension). Choose poems in which the rhymes are connected to your current spelling rule or pattern or a previously learned pattern. The poems you select need to have enough substance so that the vocabulary and/or readability are challenging. The students will do multiple readings of the poems over many days to practice fluency. This will also help the students internalize the sound/pattern. More than one poem can be used at a time.

On-Going Activities:

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<tr><td>Try It!</td><td>

As the students write throughout the week in journals or whenever, have them use the Try It! below as part of your Word Study Instruction.
This could be a section in a notebook or folder.
AFTER writing is complete (rough draft) you or the students or both circle words that are misspelled (only 3 at a time to not overwhelm!)
They fill in a chart that looks like this:

<table>
<tr><td>Try it! (How did you spell it?)</td><td>How is it really spelled?</td><td>What part did you misspell? What pattern or rule does this word follow?</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

The student looks it up in the dictionary/computer or asks to get the correct spelling.
The last column is the most important and may need the teacher or a peer’s help.

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<tr><td>Word Study Notebook</td><td>

Ensure that each student has one of these to keep up their thinking, learned rules and patterns, poems they may have glued in, Try It’s from above, written out word sorts, etc.
You can have students use small post-it notes to mark each section.
They can use it throughout the year as a reference guide.

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