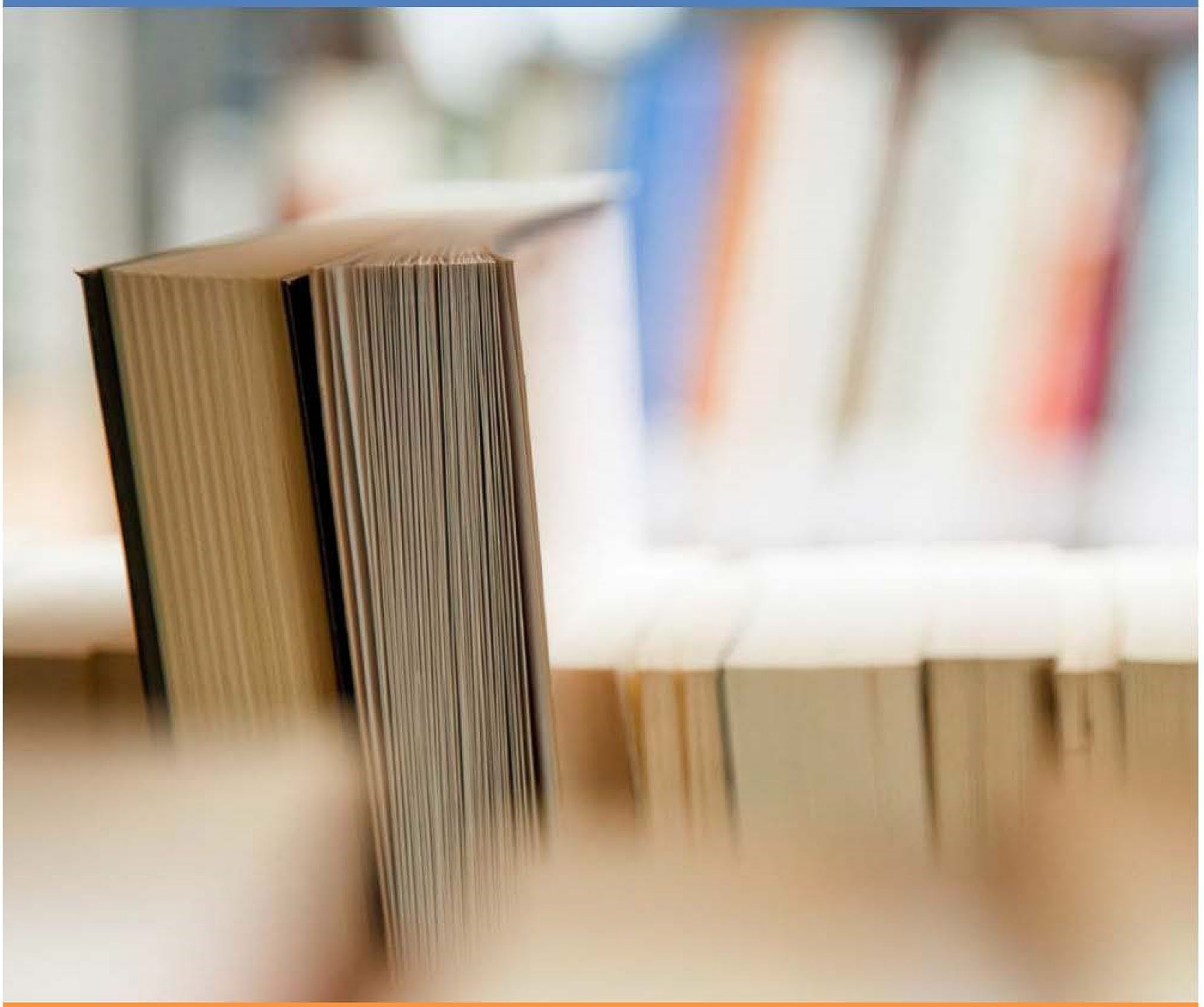
Orton Gillingham

"Join the journey in support of reading"

Teacher Manual



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CHAPTER 1: READING SCIENCE

IMPORTANT TERMS

Decoding vs. Encoding

- Decoding: The process of reading words.
- Encoding: The process of spelling words.

Phonological Awareness

Phonological awareness is the ability to recognize and manipulate language.

Print Concepts

- Print concepts are the skills related to understanding how written language functions.
- Understanding text direction and tracking, as well as recognizing letters vs. words and words vs. sentences are critical print concepts for students to master.

Automatic Word Recognition

- Automatic word recognition is the ability to recognize a word, without exerting effort to sound the word out. (This is how words become sight words.)
- The number of repetitions necessary to achieve automatic word recognition varies by the type of learner.
- See table below published by the NICHD:

Type of learner	Number of repetitions
Most Able	1 or 2
Average	4 to 14
Least Able	20 or more

Adapted from Howe, Kathryn (2004)

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READING DATA

For Many Children, Reading Is not Easy or Natural

- Language evolved more than 100,000 years ago. Speaking is a natural act.
- Alphabetic writing developed fewer than 5,000 years ago.
- Written text was not available to the masses until the introduction of the Gutenberg press in the 15th century.

Some Critical Points

- Poor readers do not catch up without intensive intervention.
  - After Fourth Grade, effective intervention is very costly.
  - Teacher/student ratios in successful groups vary from 1:1 to 1:4 (Torgeson et al., 2006).
- Children at risk fall behind very early in the process. Many can be identified in Kindergarten.
- Interventions are most effective when provided in the earliest grades.
  - Researchers have found that "when intervention is delayed, it takes four times as long to intervene in fourth grade as it does in late kindergarten because of brain development and because of the increase in content for students to learn as they grow older." (National Institute for Health and Human Development)
- Preventive programs include excellent classroom instruction, small-group teaching, and intensive intervention.

Reading Is a Process

- Simply put, reading is dependent upon skill development in three domains:
  - Automatic word recognition (fluent word-attack skills),
  - Language comprehension (making meaning out of text), and
  - Strategic knowledge (reading strategies and purpose).
- Each domain consists of several subskills, which must be mastered.

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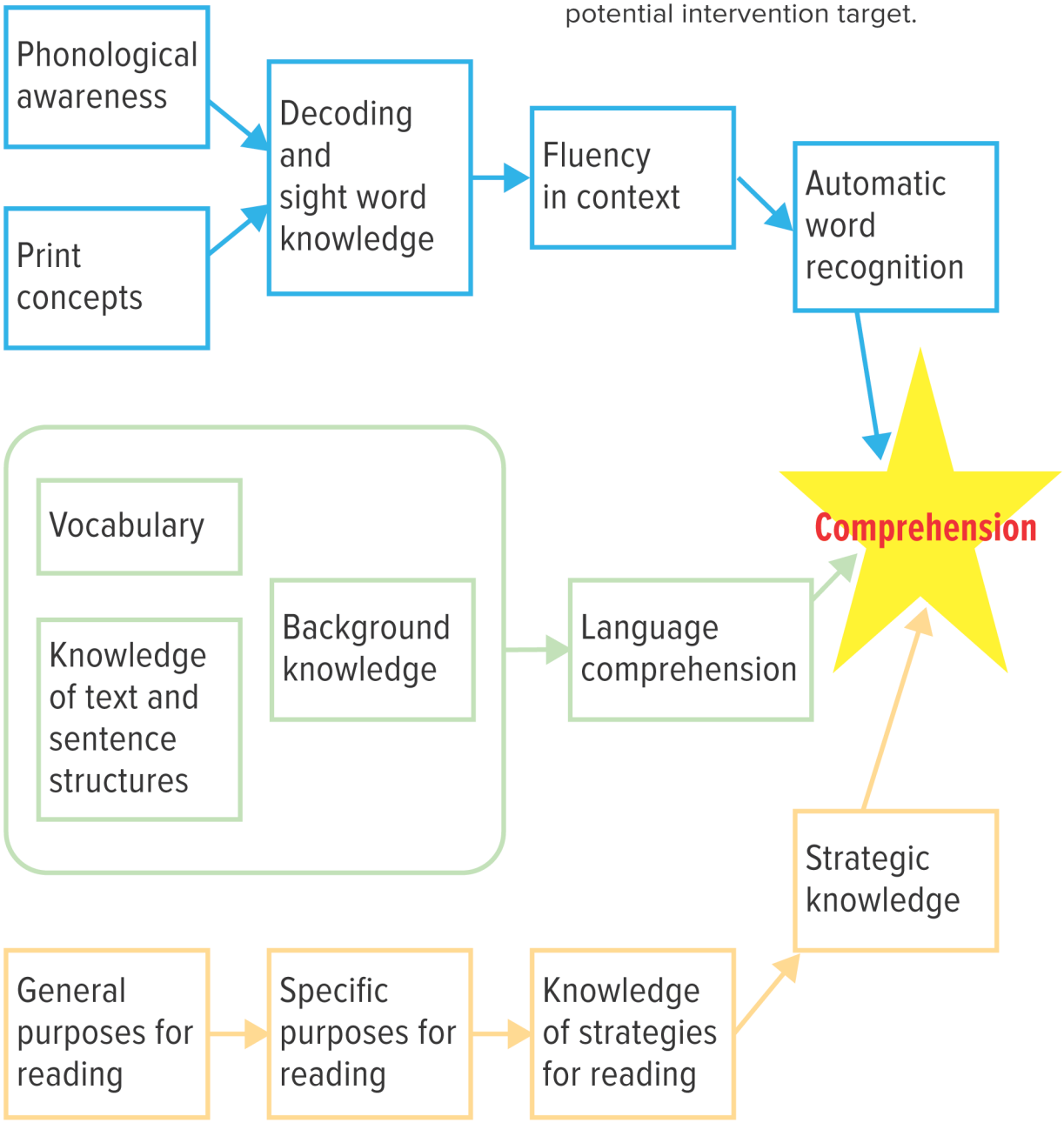
Cognitive Model

McKenna & Stahl (2009)

Question-driven process of assessment

Assess each box.

Assessment outcome leads to potential intervention target.



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DEVELOPMENT OF THE THREE COGNITIVE MODEL BRANCHES

How We Learn Automatic Word Recognition

- Word recognition is possible only after students develop three foundational skills.
  - Phonological awareness: recognition of words within sentences, counting syllables, etc.
  - Phonemic awareness: manipulating individual sounds by isolating, segmenting, blending, etc.
  - Print concepts: tracking text, words vs. letters, etc.
- Phonics instruction can occur when students have:
  - Phonemic awareness skills to isolate, segment, and blend individual sounds and
  - Automatic letter recognition.
- Decoding begins when students use phonics knowledge to connect the letters in the word to their corresponding sounds.
  - Students approximate the pronunciation of an unknown word.
  - This approximate pronunciation, combined with meaningful contextual clues (when relevant), enables readers to determine the correct pronunciation or correct word and adjust (thus the importance of oral language development).
- Fluency is built from automatic recognition of a word through repeated encounters.
  - Average students need 4 to 14 repetitions to achieve automaticity.
  - Struggling readers may need more than 20 repetitions to attain true automaticity.
- At the primary level, the Orton-Gillingham approach addresses this domain of reading.

How We Develop Language Comprehension

- Comprehending oral and written language relies on exposure to a wide range of topics.
- Adults can further develop language skills in children by modeling good speaking skills and engaging students in practicing those skills as they express themselves.
- Most children acquire language skills through conversations, being read to, and a range of experiences (field trips, vacations, hikes, etc.).
- At the advanced level, Orton-Gillingham instruction can support language development through teaching roots and affixes.

How We Develop Strategic Knowledge

- Core reading programs and comprehension resources often include instructions to develop reading skills (main idea) and strategies (making inferences, making connections, etc.).
- Reading aloud to students provides the most effective practice in determining main ideas, summarizing, or making inferences. (This gives students access to more complex text than they can read independently.)
- Research suggests that although this instruction can be beneficial, it often receives more than the necessary time and practice.

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CHAPTER 2: WHAT IS ORTON-GILLINGHAM (OG)?

The **Orton-Gillingham Approach** was originally intended for use with individuals who have difficulty with reading and writing associated with dyslexia. The content and instructional practices that characterize the approach are derived from two sources:

1. A body of time-tested knowledge and practice validated during the past 70 years.
2. Scientific evidence on:
    a. How individuals learn to read and write,
    b. Why a significant number have difficulty,
    c. How dyslexia makes achieving literacy skills more difficult, and
    d. Which instructional practices are most effective for teaching reading and writing.

HISTORY OF THE APPROACH

The **Orton-Gillingham Approach** takes its name from its founding, seminal contributors. **Samuel Torrey Orton (1879–1948)** was a neuropsychiatrist and pathologist. He was a pioneer in focusing attention on reading failure and related language processing difficulties. He brought together neuroscientific information and principles of remediation. As early as 1925, he had identified the syndrome of dyslexia as an educational problem. **Anna Gillingham (1878–1963)** was a gifted educator and psychologist with a superb mastery of language. As early as the 1930s, with Dr. Orton's encouragement, she compiled and published materials that provided the foundation for student instruction and teacher training in what became known as the **Orton-Gillingham Approach**.

The **Orton-Gillingham Approach** is most often associated with one-on-one teacher-student instruction. Its use in small-group instruction is not uncommon. A successful adaptation of the approach has demonstrated its value for classroom instruction. Reading, spelling, and writing difficulties have been the dominant focus of the approach, although it also has been adapted for use in mathematics instruction.

The **Orton-Gillingham Approach** always focuses on individual students' learning needs. Students with dyslexia need to master the same basic knowledge about language and its relationship to our writing system as any who seek to become competent readers and writers. However, because of their dyslexia, they need more help than most people in sorting, recognizing, and organizing the raw materials of language for thinking and use. Language elements must be taught directly and systematically.

With the increasing amount of research on the critical components of effective reading instruction, the **Orton-Gillingham Approach** is now being used in classroom settings with a broader population of students.

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KEY CHARACTERISTICS

While the **Orton-Gillingham Approach** is commonly understood as a way to teach phonics, the following characteristics are what define the approach and make it unique from other phonics programs. It is most properly understood and practiced as an approach not a program.

- Systematic, Sequential, and Cumulative
  - Lesson activities are repetitive and procedural, allowing students to focus on content and not teacher directions.
  - Concepts move from simple to more complex, reviewing and building upon previously taught content.
  - Previously taught content is reviewed and practiced to ensure mastery.
  - The scope and sequence intentionally orders prerequisite skills and groups related concepts.
- Explicit/Direct Instruction
  - Concepts are explicitly taught.
  - Activities utilize a gradual release of support (I do, we do, you do) model.
- Multisensory, Simultaneous
  - Instruction utilizes visual, auditory, and tactile/kinesthetic pathways simultaneously to learn content.
  - Students utilize the pathways to support retention and retrieval of information.
- Diagnostic and Prescriptive/Personalized
  - Assessment data is gathered to determine specific skill strengths and areas of support.
  - At the individual or small-group level, lesson plans are tailored to students' needs.
  - In the whole-class setting, instruction takes on a more preventative and universal curriculum approach, rather than being diagnostic and prescriptive.
- Structured Language
  - Not just phonics, but teaches how our language works including:
    - Phonemic awareness,
    - Phonics—sound/symbol correspondence,
    - Six basic syllable types, and
    - Spelling patterns.
  - Advanced instruction includes morphology (roots, prefix, and suffixes).

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CHAPTER 3: LANGUAGE DEVELOPMENT

IMPORTANT TERMS

Expressive and Receptive

- Expressive language is language that is spoken or written.
- Receptive language is language that is heard or read.

	Expressive Language	**Receptive Language**
Oral	Speaking	Listening
Written	Writing/Encoding	Reading/Decoding

Decoding vs. Encoding

- The term code is commonly used to represent the relationship between spoken word and print.
- Decoding is the process of reading. De- means down/away/from, so decoding is the processing of taking sounds and meaning away from the code.
- Encoding is the process of spelling. En- means to put into, so encoding is the processing of putting sounds and meaning into code.

Phonology vs. Orthography

- Phonology is the study of sounds and their relationship to language.
- Orthography is the system of recording sounds (through conventional spellings) to represent language.
    - It is orthography that bridges oral language to written language.
- English is considered a morphophonemic language. That is English is based on both the relationship between sounds and spellings, as well as meanings.

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EARLY LANGUAGE DEVELOPMENT

We are hardwired to communicate. Language skills begin to develop at birth. Babies cry to communicate needs, smile and mimic facial expressions to engage socially and emotionally with caregivers.

10–20 Months of Age

- Children begin manipulating speech sounds and through echolalia (repeating speech sounds) learn to pronounce words.
- Expressive language may still be based primarily on pointing at objects and close approximations of words (ba for bottle) or body language (crossing arms, stomping feet to express anger).
- Receptive language is more advanced, and children demonstrate understanding commands (get down) and warnings (no, hot), although not yet able to express the same language themselves.

Toddler to Preschool Age

Stages of expressive language development increase in complexity to include:

- Combining two-words commands (more milk, mommy go),
- Forming more complete sentences (me want to go outside),
- Proper use of pronouns (that is her toy, my ear hurts), and
- Using suffixes and awareness of subject/verb agreement.
    - Examples: It *is* rain*ing* outside.
      The *cat* want*s* his food.

Later Development

- Awareness of syntax (conventional word order) and semantics (meaning) continues to progress through language exposure.
- Vocabulary breadth (range of topics) and depth (precise language) also continues to grow exponentially in primary grades, while tapering off in intermediate grades.

Summary of Research

- Studies show that students with poor oral language skills are at a much higher risk of reading failure.
- Children belonging to any of the following populations are considered at a greater risk of underdeveloped oral language skills:
    - Low socioeconomic levels,
    - English language learners,
    - Parents' with low levels of education, and
    - Frequent home/school/neighborhood mobility.

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EDUCATIONAL IMPACT OF ORAL LANGUAGE

The Impact of Poor Oral Language Skills

- Weak oral language skills often cause breakdown in the ability to decode.
- When decoding, many words require the reader to nuance their close approximations of words to match a known word. Weak oral language and limited vocabulary further complicate this process.
- For students with a small vocabulary, or limited knowledge of semantics and syntax, this process becomes work-intensive and fluency rates are diminished, resulting in poor comprehension.

Building a Strong Foundation

- Building a strong oral language foundation is critical for those students arriving to school with deficits in these skills.
- Students can learn the phonological, syntactic, and semantic components of our language through listening comprehension and speaking opportunities.
- Teachers can engage these processors through interactive read-alouds, providing opportunities for structured discourse among peers around both academic and non-academic subjects, and utilizing a thematic unit approach to instruction.
- More information on this thematic teaching can be found in the comprehension resources in the online module.

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FOUR-PART PROCESSING MODEL

Oral language development begins in the **Phonological Processor**.

- We are physiologically hard-wired to communicate.
- This process of learning language begins in infancy.
- We process the sounds of our language both from an:
  - Input perspective (to make meaning of language spoken to us) and
  - An output perspective (to communicate our thoughts to others).

The process of connecting oral language to print language is relatively new. This connection occurs in the **Orthographic Processor**.

- Orthographic processing also occurs from an input (reading) and output (writing) perspective.
- For this connection to occur, we must have a reliable bridge between the Phonological and Orthographic Processors.
- These connections are developed through:
  - Solid phonemic awareness (especially phoneme segmentation and blending) and
  - Alphabetic principle (phonics).

The **Meaning Processor** is engaged when we are able to connect the meanings of words to their phonology.

- For this process to work seamlessly, the process needs to be fluid and reciprocal.
- A listener must be able to associate the speech sounds heard in the word *stable* to the meaning of the word (a small space inside a barn where horses live) quickly and easily.
- The same process needs to happen in reverse.
- For an idea to be communicated, a speaker must be able to retrieve the appropriate word and quickly produce the phonemes.
- This retrieval process (that occurs in both directions) depends upon an effective long-term and working-memory process.
- Otherwise we experience the “tip-of-the-tongue” phenomena as a speaker and a failed understanding as a listener.

The **Context Processor** supports the application of language for a specific purpose.

- If the word *stable* is not used in the context of horses or barns, but instead to describe the way a log is resting across a creek, the listener must utilize context to adjust meaning.
- This task engages high-level language processing because it involves a network of many foundational language skills to work collectively.
- This processor is not limited to correctly applying the appropriate meaning of multiple-meaning words, but also to attend to varied text structure and overall meaning-making skills.

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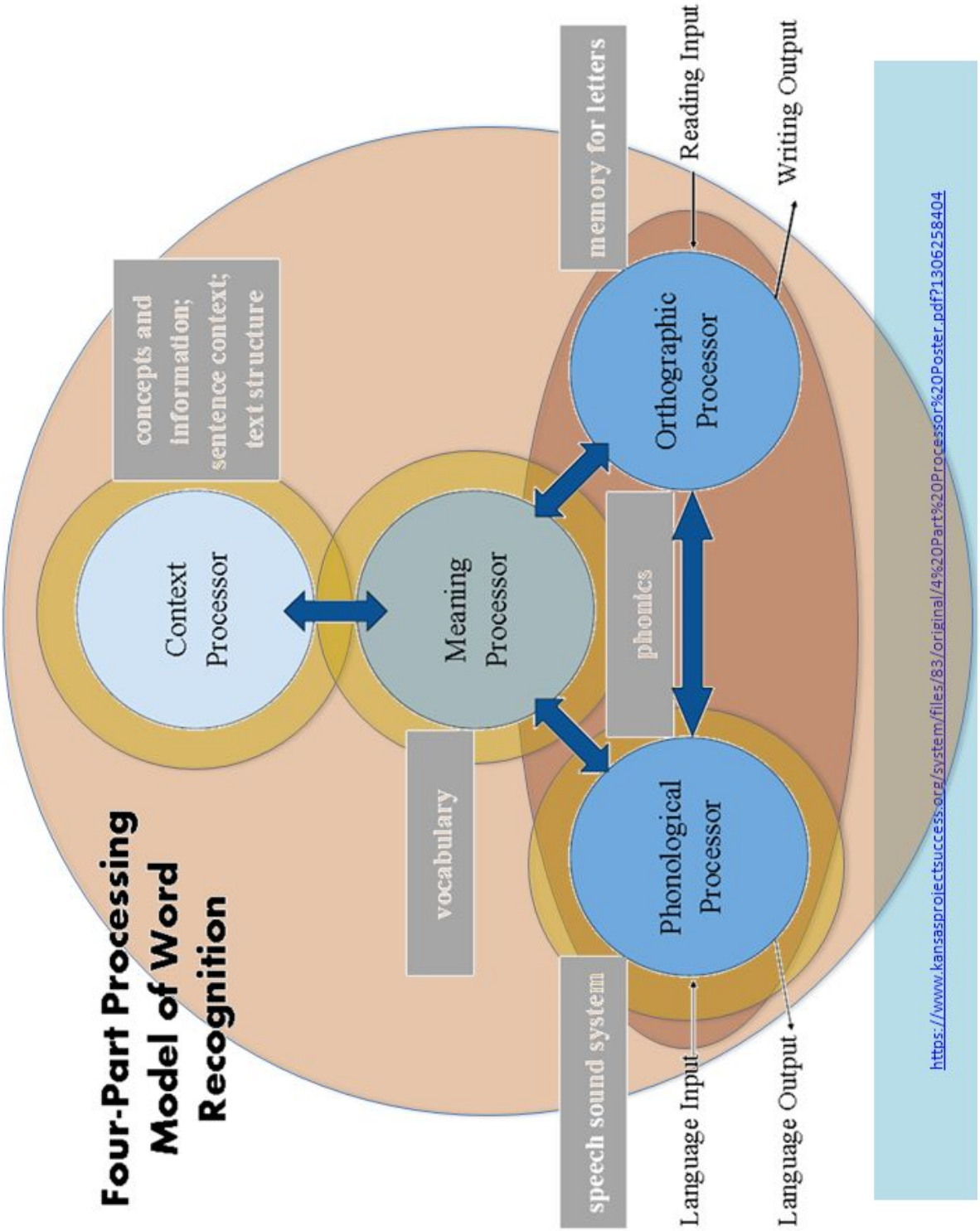
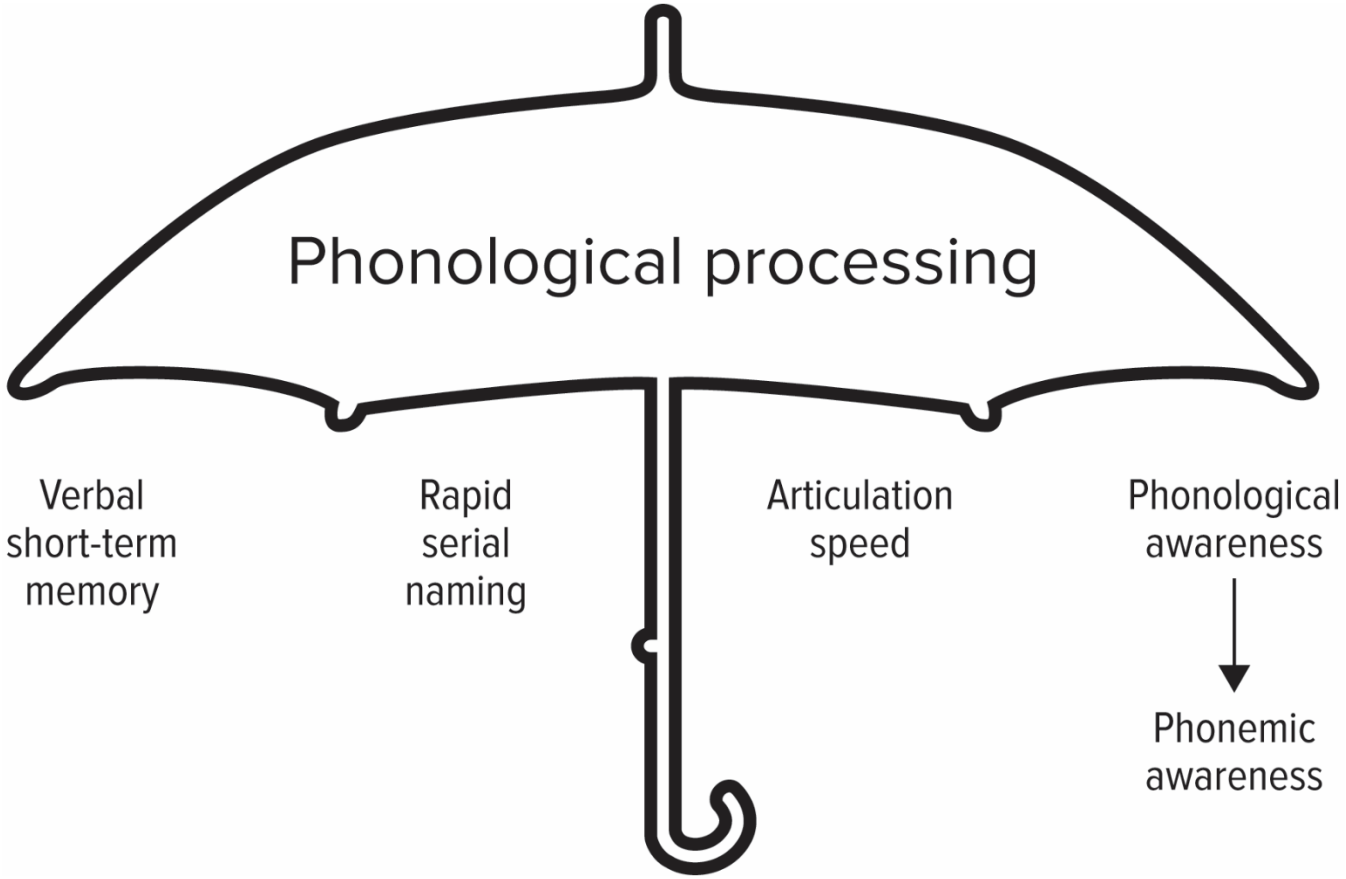
FOUR-PART PROCESSING MODEL OF WORD-RECOGNITION





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PHONOLOGICAL PROCESSING

Verbal Short-Term Memory

Verbal short-term memory is critical for:

- Producing a sound for all letters in a word and remembering the sounds long enough to blend them into words,
- Decoding words and remembering them long enough to put them into a sentence and extract meaning,
- Recalling the order of words in a sentence,
- Recalling the order or events in a story (heard not read), and
- Remembering multi-step directions.

Rapid Serial Naming

- Measures working memory and processing speed
- Often called Rapid Automatic Naming (RAN)
- The ability quickly to see and name:
  - Letters presented in rows
  - Objects in pictures
  - Sight words

Note: Children who do poorly naming letters and objects rapidly, also tend to struggle with quickly producing sounds for letters to decode text fluently.

Articulation Speed

- Slow articulation rate can corrupt the ability to remember phonemes.
- Students need to be able to:
  - Produce sounds quickly and
  - Produce sounds in the correct order—aminal vs. animal.

Phonological Awareness

- Word awareness, the ability to recognize or count individual words in a sentence.
- Syllable awareness, the ability to count the number of syllables.
- Phonemic awareness (PA), an oral language skill. You can do it with your eyes closed. It includes:
  - The ability to notice and manipulate the sound structure of spoken words and
  - Rhyming, blending, segmenting, and manipulating phonemes.

Correct production of sounds (phonemes) develops over time. Some children acquire the ability to produce sounds by simply mimicking the speech sounds of the people around them. Other children need explicit teaching of specific sounds.

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Some sounds, such as **/m/**, **/t/**, and most vowels, are easier to produce than others, and develop in most children very early. Other sounds, such as **/l/**, **/r/**, and **/zh/**, are not easily articulated until later (early elementary) and may need to be taught explicitly.

Phonemic Awareness

Speaking is a natural process; reading is not. The bridge connecting these two forms of communication hinges on a reader's ability to grasp the alphabetic principle. Letters connect to sounds that make up spoken words and words can be broken into sounds to record speech. **A solid PA foundation is a prerequisite for developing the alphabetic principle.**

An emerging reader must develop a sensitivity to the individual units of sounds in words and the internal structure of words. Sounds blend to form words, and words divide into individual sounds.

- For this reason, PA is a strong predictor of reading achievement in later grades.
- Identify children who lack PA. They will improve with direct instruction.
- Small (5-minute) daily increments of PA instruction work most effectively.

National Reading Panel

"The National Reading Panel examined 52 studies on the teaching of phonemic awareness in which researchers taught children to hear the separate sounds within words (NICHD, 2000). These studies clearly showed that phonemic awareness instruction could improve children's phonemic awareness. Moreover, phonemic awareness teaching was advantageous to children in the early stages of learning to read; such instruction led to higher achievement in early reading and spelling, and the impacts on reading were evident when measuring both word recognition and reading comprehension.

"The 52 studies examined by the panel considered the impact of phonemic awareness instruction on three types of learners: young children who were at risk of failure, young children who were progressing normally, and children who were older and learning disabled. Instruction led to higher phonemic awareness for all three groups, but the younger children benefited most. It appears that phonemic awareness is best taught in kindergarten and first grade. Although both normally progressing and at-risk children learned phonemic awareness from this teaching, the improvement was greater in the reading skills of the at-risk children."

Shanahan, T (2005). *The National Reading Panel Report: Practical Advice for Teachers*, 8. Naperville, IL: Learning Point Associates.

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PHONEMIC AWARENESS (PA)

🕮 Definitions

Phonemic awareness (PA)

PA is an oral language skill. You can do it with your eyes closed. It includes:

- The ability to notice and manipulate the sound structure of spoken words and
- Rhyming, blending, segmenting, and manipulating phonemes.

Onset and Rime vs. Rhyme

- Onset: consonant(s) before the vowel
- Rime: vowel and remaining consonants
- Rhyme: words whose rimes make the same sound

b at **spl** ash

b **at** spl **ash**

b**at** c**at** fl**at**

l**ight** k**ite**

Phoneme

- The smallest unit of speech sound
- 44 exist in the English language
- **/ī/**, **/ē/**, **/ch/** are all phonemes

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The 44[1] Phonemes		
Phoneme (speech sound)	**Graphemes[4] (letters or groups of letters representing the *most common* spellings for the individual phonemes)**	**Examples**
Consonants		
/b/	b	**b**ig
/d/	d, dd, ed	**d**og, a**dd**, fill**ed**
/f/	f, ff, ph, gh	**f**ish, o**ff**, **ph**one, lau**gh**
/g/	g, gg, gh, gue	go, egg, ghost, vague
/h/	h	**h**ot
/j/	j, g(e,i,y), dge	**j**et, bar**ge**, ju**dge**
/k/	c, k, ck, ch, que	**c**at, **k**itten, du**ck**, s**ch**ool, anti**que**
/l/	l, ll	**l**eg, be**ll**
/m/	m, mb, mn	**m**ad, la**mb,** colu**mn**
/n/	n, kn, gn	**n**o, **kn**ee, **gn**ome
/p/	p	**p**ie
/r/	r, wr, rh	**r**un, **wr**ite, **rh**ino
/s/	s, ss, c(e,i,y), sc	**s**un, dre**ss**, i**ce**, **sc**ience
/t/	t, ed	**t**op, stopp**ed**
/v/	v	**v**et
/w/[2]	w	**w**et
/y/	y, i	**y**es, on**i**on
/z/	z, zz, s, x	**z**ip, fi**zz**, i**s**, plea**se**, **X**erox
Consonant Digraphs		
/th/ (not voiced)	th	**th**umb
/th/ (voiced)	th	**th**is
/ng/	ng, n	si**ng**, si**n**k
/sh/	sh, si, ch, ti, ci	**sh**ip, mis**si**on, **ch**ef, mo**ti**on, spe**ci**al
/ch/	ch, tch	**ch**ip, ma**tch**
/zh/	ge, s, si	gara**ge**, mea**s**ure, divi**si**on
/wh/[2] (with breath)	wh	**wh**at

[1] The sounds recognized by the IPA (International Phonetic Alphabet) are generally consistent. The sounds selected and words used as examples differ between authors (possibly driven by dialect).

[2] Most American English speakers pronounce wh without breath; thus, making the /w/ sound.

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The 44[1] Phonemes		
Phoneme (speech sound)	**Graphemes[2] (letters or groups of letters representing the *most common* spellings for the individual phonemes)**	**Examples**
Short-Vowel Sounds		
/ă/	a, au	h**a**t, l**au**gh
/ĕ/	e, ea	b**e**d, br**ea**d
/ĭ/	I	**i**f
/ŏ/ô/[3]	o, a, au, aw, augh, ough	h**o**t, w**a**nt, h**au**l, dr**aw**, d**augh**ter, b**ough**t
/ŭ/	u, o	**u**p, t**o**n
Long-Vowel Sounds		
/ā/	a, a_e, ay, ai, ey, ei, eigh	b**a**con, l**a**t**e**, d**ay**, tr**ai**n, th**ey**, v**ei**n, **eigh**
/ē/	e, e_e, ea, ee, ey, ie, ei, y	m**e**, th**e**s**e**, b**ea**t, f**ee**t, k**ey**, ch**ie**f, rec**ei**ve, bab**y**
/ī/	i, i_e, igh, y, ie, y_e	**I**, r**i**d**e**, l**igh**t, fl**y**, p**ie,** st**y**l**e**
/ō/	o, o_e, oa, ou, ow, oe	n**o**, n**o**t**e**, b**oa**t, s**ou**l, r**ow,** t**oe**
/ū/	u, u_e, ew, ue	h**u**man, **u**s**e**, f**ew,** c**ue**
Other Vowel Sounds		
/o͝o/	oo, u	b**oo**k, p**u**t
/o͞o/	oo, u, u_e, ew, ou, ue, ui	m**oo**n, tr**u**th, r**ul**e**,** st**ew,** s**ou**p, bl**ue,** fr**ui**t
Vowel Diphthongs		
/ow/	ow, ou	c**ow**, **ou**t
/oy/	oi, oy	c**oi**n, t**oy**
Vowels Sounds Influenced by *r*		
/a(r)/	ar	c**ar**
/ā(r)/	air, ear, are	**air**, b**ear**, c**are**
/i(r)/	irr, ere, eer	m**irr**or, h**ere**, ch**eer**
/o(r)/	or, ore, oor	f**or**, c**ore**, d**oor**
/u(r)/	ur, ir, er, ear, or, ar	b**ur**n, f**ir**st, f**er**n, h**ear**d, work, doll**ar**

Source: Orchestrating Success in Reading by Dawn Reithaug (2002).
http://www.boardman.k12.oh.us/userfiles/363/Phonological%20Awareness/44Phonemes.pdf

[3] There are dialect differences in the pronunciation of /ŏ/ sound and the /ô/ sound (often thought of as /au/ as in August). For many it is difficult to differentiate between these two sounds.

[4] This list does not include all possible graphemes for a given phoneme.

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PA SEQUENCE

Traditionally, PA is taught only to primary students. Research supports instruction in PA skills for older students with significant gaps in PA. When working with these students, determine where each child's difficulty presents itself and move forward from there rather than beginning at the lowest level of a PA skill section.

The PA skills on the following pages are sequenced in order of difficulty from easiest to most difficult. This is not an exhaustive list of PA skills, but it includes those considered foundational for reading and spelling development.

Phoneme Identification
Students may have difficulty identifying phonemes that are produced in similar ways, such as /d/ and /t/ or /m/ and /n/. See the *English Phoneme Chart* in the Phoneme Grapheme section of this manual (page 28) to identify easily confused phonemes.

- Recognize the common sound in a series of words.
  - Which sound is the same in can, car, and cap? **/k/**

- Identify a word with a sound that differs from other words in a series.
  - Which word begins with a different sound than the rest?
  - hat, hop, help, man, house **/man/**, **/m/**

- Recognize specific sounds.
  - Clap when you hear a word with the sound **/s/**: **sun, boy, class**

Note: Phoneme identification is easiest when working with strong consonant sounds first (/s/, /m/, /k/, etc.), and most difficult when working with vowels.

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Phoneme Isolation

Sound-symbol correspondence relies on the ability to isolate phonemes. Students cannot know that the letter "t" says /t/, or that /t/ is spelled with a letter "t," until they can extract individual sounds. This skill first develops by identifying initial sound, progresses to final sound, and, ultimately, to medial sound identification.

- Recognize the **initial** sound in a word.
  - What is the first sound in **cup**? **/k/**

- Recognize the **final** sound in a word.
  - What is the last sound in **lip**? **/p/**

- Recognize the **medial** sound in a word.
  - What is the middle sound in **gum**? **/ŭ/**

Once students develop isolation skills, they progress to matching sounds and symbols (phonics) to decode and encode words accurately.

Phoneme Blending (Guess My Word)

Training the ear to recognize that sounds are blended into words or syllables is an important pre-reading skill. Recognizing that the sounds /b/ŭ/g/ (when spoken as segmented units) can be blended into the word bug is a critical step before decoding printed words. The following exercises ready students' ears for reading, helping them practice the concept of blending before they acquire basic phonics skills.

- Blend two words to form compound words.
  - Guess my word **cup … cake**. **cupcake**

- Blend syllables to form words.
  - Guess my word **/băs/…/kət/**. **basket**

- Blend the onset and rime to form one-syllable words.
  - Guess my word **/s/…/ŏck/**. **sock**

- Blend individual phonemes to form one-syllable words.
  - Guess my word **/h/…/ē/**. **he**
  - Guess my word **/j/…/ŏ/…/g**/. **jog**
  - Guess my word **/b/…/l/…/a/.../s/…/t/.** **blast**

The above oral activities strengthen students' ability to manipulate speech. Because these activities do not involve print, students can practice words that far exceed their phonics skills.

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Phoneme Segmentation

Building on the importance of phoneme isolation, the ultimate goal is to break words into individual phonemes (phoneme segmentation). Phoneme segmentation means breaking words into sounds, not into letters. For example, although the word bath contains four letters, it has three sounds: /b/ /ă/ /th/. Figuring out how to spell unfamiliar words requires the ability to break words into individual sounds.

- Divide a compound word into two words.
  - What are the two parts in the word **cowboy**? **cow boy**

- Segment two-syllable words into syllables.
  - What are the two parts in **cabin**? **/kăb/ /ĭn/**

- Segment the rime in a series of words.
  - What part is the same in **fun**, **bun**, **sun**, and **run**? **/ŭn/**

- Segment one-syllable words into individual sounds.
  - What are the sounds in **boat**? **/b/ /ō/ /t/**
  - What are the sounds in **skip**? **/s/ /k/ /ĭ/ /p/**

Note:

- Task difficulty increases with the number of phonemes to blend or segment.
- Segmenting blends is a difficult skill for many students.

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PA ACTIVITIES IN LESSON PLANS

The MARF lesson plans approach PA instruction as follows:

- Kindergarten Lessons: 5–7 minutes of daily instruction on
  - Phoneme identification, lessons 1–30
  - Phoneme isolation
    - Isolate final and begining sounds—Auditory Drill, lessons 26–105
    - Isolate medial sounds—oral PA activites, lessons 84–195
  - Phoneme blending—all year, progressing through all stages
    - Introduced to students as "Guess My Word."
    - **Note**: This is a critical skill. If students cannot successfully blend the word when you provide the sounds, they will not successfully blend when they provide the sounds.
  - Phoneme segmentation—all year, progressing through all stages
- First grade Lessons: 5–7 minutes of daily instruction on
  - Phoneme identification—lessons 1–14
  - Phoneme isolation—Auditory Drill with position, lessons 1–39
  - Phoneme blending—lessons 1–59, optional thereafter
    - Introduced to students as "Guess My Word."
    - **Note**: This is a critical skill. If students cannot successfully blend the word when you provide the sounds, they will not successfully blend when they provide the sounds.
  - Phoneme segmentation—all year
- Second grade lessons:
  - Phoneme blending and segmentation addressed through blending drill and spelling activities
- Beyond second grade, assess PA and instruct accordingly

Additional resources for phonemic awareness activities:

- Michael Haggerty—preschool, kindergarten, first grade, and ELL activities for phonemic and phonological awareness
- David Kilpatrick—phonemic awareness remediation for older students and orthographic mapping
- Florida Center for Reading Research

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CLIP THE SCHWA

- The most common vowel sound in the English language
- Represented by the symbol ə in the dictionary
- A lazy vowel sound in an unaccented (or unstressed) syllable
  - About /ə.bout/, lesson /lĕs/sən/, contract (verb) /kən/trăct/
  - The ə symbol is used to represent the schwa sound
- It is challenging to avoid inserting a schwa after some consonants. We need to be careful to clip the schwa so we produce clean, accurate sounds.

  - Say **/b/**, not **/bu/**. Say **/v/**, not **/vu/**.
  - Practice contrasting both until you can hear the difference between a clean **/b/** and the letter sound with a schwa **/bu/**.
  - Consider the sound the letter makes at the end of the word **/căb/**.
  - Placing the schwa after the letter sound makes it difficult to recognize the word during blending.
- Guess my word.
  - /su/pu/ŭ/nu/ /bu/lu/ă/ku/ /tu/ru/ŭ/ku/

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PHONEMIC AWARENESS DRILLS

PARTNER PRACTICE A

Phonological Awareness (Discrimination) sun-hat, cup-cup, dog-cat, girl-boy	**Discrimination:** ➢ *Teacher says a word pair.* ➢ *If the words in the pair are the same, students hold their thumbs up.* ➢ *If the words are different, students hold their thumbs down.*
Phonemic Awareness (Identification) *Target Sound /ă/* apple, fog, hide, at, run, ask, desk, me, girl, app	**Phoneme Identification**: ➢ *Teacher identifies a targeted sound (Example: /s/ or /m/).* ➢ *Teacher says a word.* ➢ *If the word contains the targeted sound, students respond (thumbs up, holding up the letter card, clapping, etc.) to indicate that they recognized the target sound.*
Phonemic Awareness (Isolation) *Target Initial Position* jog, pick, like, on, boy, hide	**Phoneme Isolation**: ➢ *Teacher identifies a targeted position (initial, final, or medial).* ➢ *Teacher says a word.* ➢ *Students isolate the targeted sound and produce the sound.* ➢ *Example: Teacher says beginning sound in cup and students respond /k/.*
Phonological Awareness (Rhymes) bark-dark, rope-rod, time-dime, poke-joke, red-deed, van-man, big-boy, up-cup	**Recognizing Rhyming Words:** ➢ *Teacher pronounces word pairs.* ➢ *If the words rhyme, students demonstrate by thumbs up, if they don't rhyme, thumbs down (or other desired response).*
Phonemic Awareness (Blending) *Onset and Rime* /w/in, /ch/in/, /th/ink/, /c/oat/	**Phoneme Blending:** ➢ *Teacher says the onset and rime of a word.* ➢ *Students blend them together to produce the whole word.* ➢ *Example: Teachers says /b/us/ and students respond /bus/.*
Phonemic Awareness (Blending) *Sound by Sound* /h/a/t/, /m/e/ss/, /w/i/sh/, b/a/tch/	**Phoneme Blending**: ➢ *Teacher says the individual sounds in a word.* ➢ *Students blend the sounds together to produce the whole word.* ➢ *Example: Teacher says /b/u/s/ and students respond /bus/.*
Phonemic Awareness (Segmentation) cap, log, miss, stop	**Phoneme Segmentation**: ➢ *Teacher says a word.* ➢ *Students break the word into individual sounds, pulling blends apart.* ➢ *Example: Teacher says /bus/ and students respond /b/u/s/.*

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PARTNER PRACTICE B

Phonological Awareness (Discrimination) up-ham, man-bag, rug-bib, like-like	**Discrimination:** ➢ *Teacher says a word pair.* ➢ *If the words in the pair are the same, students hold their thumbs up.* ➢ *If the words are different, students hold their thumbs down.*
Phonemic Awareness (Identification) *Target Sound /ă/* lip, tag, top, man, take, tool, hot, not bug, two	**Phoneme Identification**: ➢ *Teacher identifies a targeted sound (Example: /s/ or /m/).* ➢ *Teacher says a word.* ➢ *If the word contains the targeted sound, students respond (thumbs up, holding up the letter card, clapping, etc.) to indicate that they recognized the target sound.*
Phonemic Awareness (Isolation) *Target Final Position* cap, mix, sock, wash, gum, bag	**Phoneme Isolation**: ➢ *Teacher identifies a targeted position (initial, final, or medial).* ➢ *Teacher says a word.* ➢ *Students isolate the targeted sound and produce the sound.* ➢ *Example: Teacher says beginning sound in cup and students respond /k/.*
Phonological Awareness (Rhymes) bell-fell, bear-care, tan-can, mop-mock, nice-rice, vet-wet, black-blue, luck-truck	**Recognizing Rhyming Words:** ➢ *Teacher pronounces word pairs.* ➢ *If the words rhyme, students demonstrate by thumbs up, if they don't rhyme, thumbs down (or other desired response).*
Phonemic Awareness (Blending) *Onset and Rime* /j/ump/, /m/arch/, /sw/ing/, /r/est/	**Phoneme Blending:** ➢ *Teacher says the onset and rime of a word.* ➢ *Students blend them together to produce the whole word.* ➢ *Example: Teachers says /b/us/ and students respond /bus/.*
Phonemic Awareness (Blending) *Sound by Sound* /d/o/g/, /t/i/me/, /kn/o/ck/, p/or/ch/	**Phoneme Blending**: ➢ *Teacher says the individual sounds in a word.* ➢ *Students blend the sounds together to produce the whole word.* ➢ *Example: Teacher says /b/u/s/ and students respond /bus/.*
Phonemic Awareness (Segmentation) make, us, try, snap	**Phoneme Segmentation**: ➢ *Teacher says a word.* ➢ *Students break the word into individual sounds, pulling blends apart.* ➢ *Example: Teacher says /bus/ and students respond /b/u/s/.*

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PA ACTIVITIES NOT INCLUDED IN MARF LESSON PLANS

The following more advanced PA activities require the more challenging working memory task of remembering and completing several steps.

Phoneme Deletion:

- State the part of a word that remains when you delete a word from a compound word.
  - Say **cowboy**. Say it again without **cow**. **/boy/**

- State the part of a word that remains when you delete a syllable from a word.
  - Say **candy**. Say it again without **can**. **/dē/**

- State the part of a word that remains when you delete a phoneme from a word.
  - Say **rake**. Say it again without the **/r/**. **/āk/**

Phoneme Addition:

- Add a phoneme to an existing word, creating a new word.
  - Say **at**. Say it again and add **/s/** to the beginning. **/săt/**

Phoneme Substitution:

- Substitute one phoneme for another to make a new word.
  - Say **mat**. Say it again but change **/m/** to **/r/**. **/răt/**

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CHAPTER 5: SPEECH SOUNDS

SPEECH PRODUCTION

Modeling sound production and using a mirror to show how sounds are made and where they are formed in the mouth, can help teach how to form sounds correctly.

Speech sounds typically are classified according to how they are produced. These classifications include stops, fricatives, nasals, affricates, glides, and liquids.

Stops

- These short sounds are produced when a quick release of air passes through the lips, teeth, or throat.
- Try saying the following sounds, being careful not to add a schwa afterwards: **/p/**, **/t/**, **/k/**.
  - Do you feel the quick burst of air?
  - If you find it difficult to produce these sounds (such as **/b/**) without a schwa, think of a word that contains the sound in the final position (tub) and try to isolate the final sound.

Fricatives

These continuous sounds can be held and produced as long as you have enough air.

- Try saying the following sounds: **/s/**, **/f/**, **/sh/**.
- Now contrast them with these sounds: **/ch/**, **/w/**.
- Feel the difference?

Nasals

- These sounds also can be continuous.
- These sounds are produced by releasing air through the nose, either with the mouth closed (**/m/**) or open (**/n/** and **/ng/**).

Affricates

- These sounds are made using two different methods: stops and fricatives.
- Affricate sounds begin as stops (using a burst of air) and shift into a more continuous sound.
  - Try saying **/j/** and **/ch/**.
  - Do you feel the burst of air at the onset of the sound, followed by the shift to a subtler exhalation?
  - Do you feel your mouth shift positions as you produce these sounds?

Liquids

- The tongue contacts the roof of the mouth, and air passes around the tongue.
- Lips and teeth are apart. The sound is made in the mouth.

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- Liquid sounds are difficult to produce because they do not use teeth or lips to support visual cues for formation.
- Instead, these sounds require the speaker to feel where the tongue should be placed and control the air flow.
    - Try saying **/l/** and **/r/**.
    - Where is your tongue?
    - Can you feel how difficult it is to pronounce each sound without adding a vowel sound?

Glides

- These sounds are produced like liquids, through unobstructed air passing by the tongue.
- Unlike liquids, glides do not require the tongue to come in contact with the mouth.
- Instead, the position of the tongue must be controlled to allow air to pass.
    - Try saying **/y/** and **/w/**.
    - Do you feel air passing freely past your tongue?

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ENGLISH CONSONANT PHONEME CHART

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Back on Roof of Mouth	Back of Throat	Glottis
Stops Unvoiced Voiced	 /p/ /b/			 /t/ /d/		 /k/ /g/	
Nasals	/m/			/n/		/ng/	
Fricatives Unvoiced Voiced		 /f/ /v/	 /th/ /th/	 /s/ /z/	 /sh/ /zh/		 /h/
Affricates Unvoiced Voiced					 /ch/ /j/		
Glides Unvoiced Voiced					/y/	 /wh/ /w/	
Liquids				/l/	/r/		

Source: Moats, L.C. (2009). LETRS Module 2: The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness. Longmont, CO: Sopris West Educational Services, p. 58–59.

Note:

- Voicing (e.g., /p/ vs. /b/) distinguishes sounds on the basis of vocal cord activity.
  - Within the same square above, you see voiced and unvoiced sounds.
  - These sounds are produced identically except for the use of the voice box (larynx).
  - Voiced sounds activate the voice box; unvoiced sounds do not.
- Have students cover their ears and pronounce /p/ and /b/. The voiced letter is louder.
- Sounds that differ only by voicing (e.g., /p/ vs. /b/, /ch/ vs. /j/) are easy to confuse.
- All vowels sounds are voiced sounds.

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SPANISH CONSONANT PHONEME CHART

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Back on Roof of Mouth	Back of Throat	Glottis
Stops Unvoiced Voiced	 /p/ /b/			/t/		/k/ /g/	
Nasals	/m/			/n/	/ñ/		
Fricatives Unvoiced Voiced		/f/	d=/th/	/s/			x=hard /h/
Affricates Unvoiced Voiced					/ch/		
Glides Unvoiced Voiced					/y/		
Liquids				/l/	/r/		

Source: Moats, L.C. (2009). LETRS Module 2: The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness. Longmont, CO: Sopris West Educational Services, p. 58–59.

Note:

- Regional pronunciations may vary.
- The sounds /v/, /w/, /wh/, /sh/, /th/, /z/, /d/, and /j/ do not exist in Spanish.
- The letter d says /th/ as in them.
- The letters j and x say /h/.
- Both y and ll say /y/.

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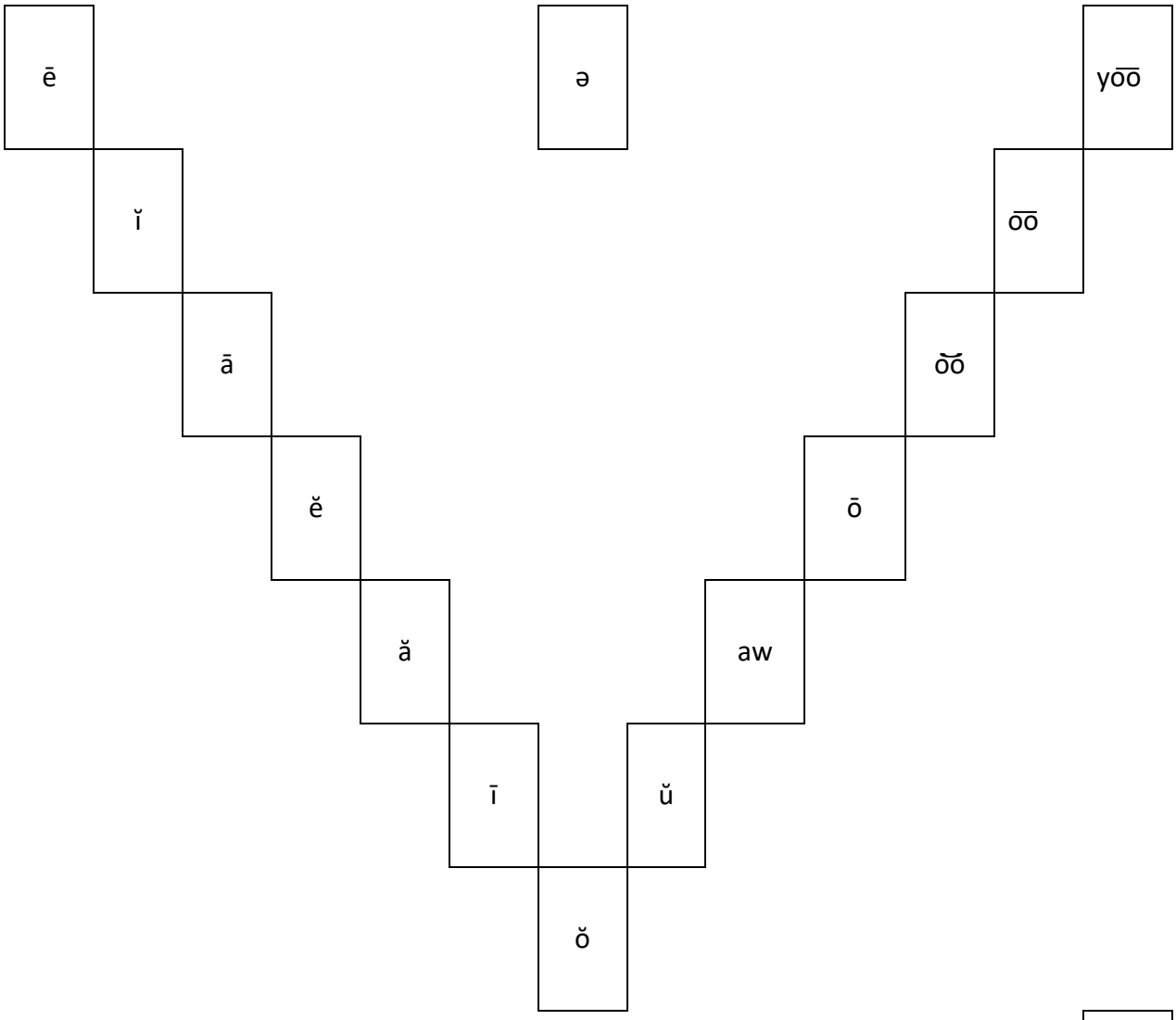
ENGLISH VOWEL PHONEME CHART



er

oi

ar

ou

or

Note:

- The diagram above places vowel phonemes in their order of articulation.
- Phonemes in close proximity on the chart are easily confused.

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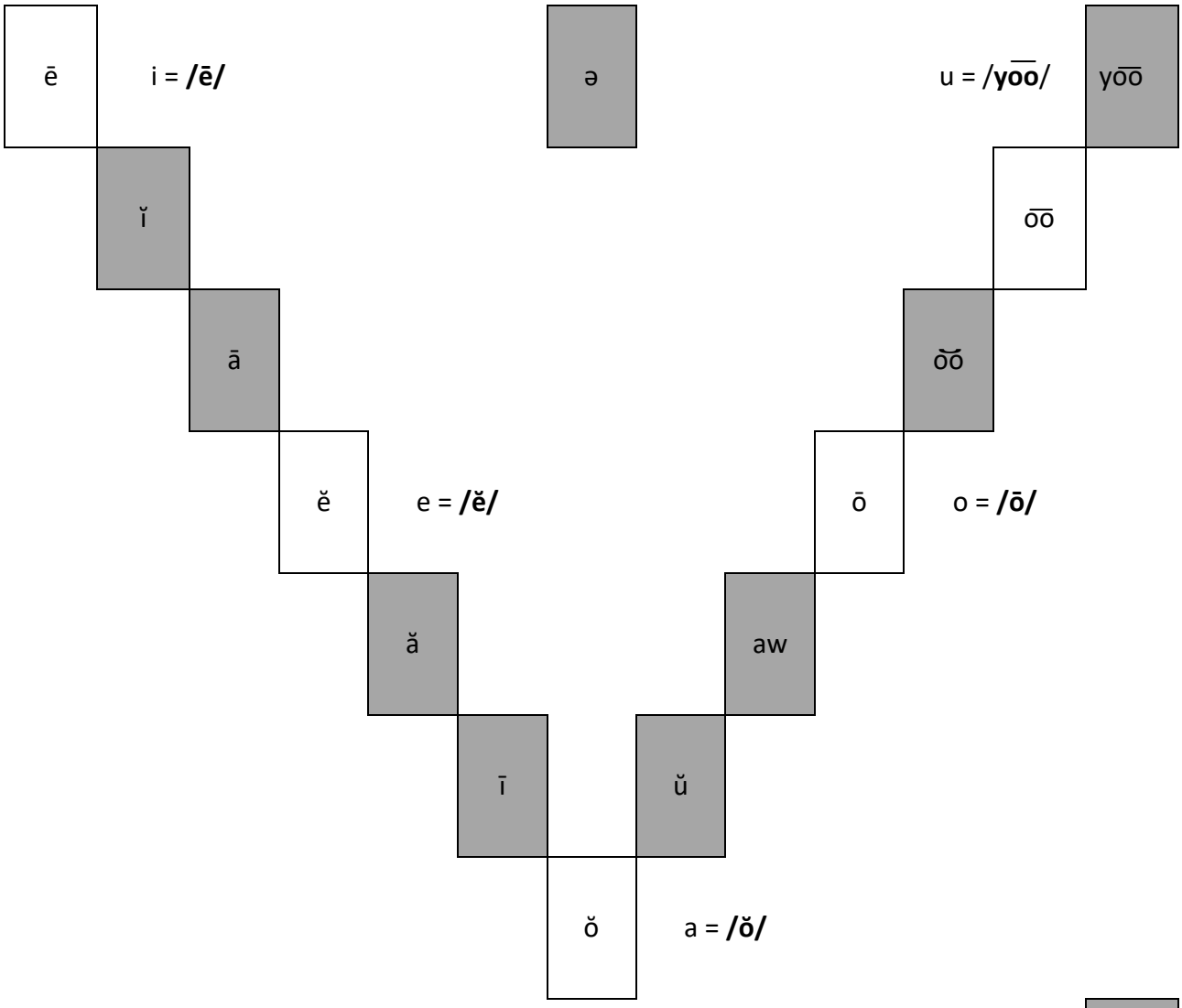
SPANISH VOWEL PHONEME CHART



er

oi

ar

ou

or

Note:

- The shaded vowel sounds do not occur in the Spanish language.
- Spanish vowel sounds are consistent, making only one sound (no variations of short and long exist).

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VISUAL DRILL MNEMONIC DEVICES

In English there are often multiple ways to pronounce the same grapheme. The following table is offered to support recall of all these sounds. The phonemes are presented in the order of frequency. For example, if reading a word with the pattern ie, the sound /ē/ as in piece is a more common sound than /ī/ as in pie.

Grapheme	Phoneme	Mnemonic
a	ă, ā, ə	Apple, baby, alive
c	k (a, o, u) s (e, i, y) k (consonant)	Cat in the city
g	g (a, o, u) j (e, i, y)	Goat in the gym
o	ŏ, ō / ŭ, ô	Not home / mother or dog
s	s, z	Pass the cheese
u	ŭ, yo͞o, o͞o / o͝o	Pup refuse to rule / the bush
y	y, ī, ē / ĭ	Yes, my candy…is at the gym
ar	är, ûr	Car for a dollar
ch	ch, k, sh	Charlie spent Christmas in Chicago
ea	ē, ĕ	Eat bread
ear	ear, ûr	Ear to the earth
-ed	əd, d, t	We planted, watered, and picked the flowers
ei	ē, ā	Ceiling reindeer
er	ûr, ĕr	Her sheriff
eu	yo͞o, o͞o	Feud with Zeus
ew	yo͞o, o͞o	Few grew
ey	ē, ā	Key they
gh	f, g	Laughing ghosts
ie	ē, ī	Piece of pie
oo	o͞o, o͝o	School book
or	ôr, ûr	Corn doctor
ou	ou, o͞o / ō, ŭ	Ouch hot soup / shoulder touch not (per Yoda)
ow	ō, ou	Snow plow
sion	zhən, shən	A special occasion in the mansion
th	unvoiced, voiced	Bath, bathe
ue	yo͞o, o͞o	Tissue blue

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AUDITORY DRILL MNEMONIC DEVICES

In English there are also multiple ways to spell the same phoneme. The following table is offered to support recall of all these spellings. They are presented in the order of frequency. For example, if spelling a word with the sound /ī/, the pattern i_e would be more likely than y_e.

Phoneme	Grapheme	Mnemonic
/ĕ/	e, ea	Red head
/ĭ/	i, y	Chin-ups / in the gym
/ŭ/	u, a / o, ou	Up and away / with a son and a cousin
/d/	d, ed	Band played
/f/	f, ff / ph, gh	Face, off / photo, laugh
/g/	g, gh, gue	Go ghost, be vague
/j/	j, g, dge	Jump gently during dodge ball
/k/	c, k, ck / ch, que	Cats, kittens, ducks / run the school uniquely
/m/	m / mb, mn	Monkeys / climb columns
/n/	n, kn, gn	No / knife sign
/r/	r, wr, rh	Rob wrestles the rhino
/s/	s, c, ss, sc	Sea, city, grass / science
/t/	t, ed	Ted talked
/z/	z, s, zz	Zebra nosey buzz
/ch/	ch, tch	Chin itches
/sh/	sh, ch	Wish / machine
/shən/	tion, sion	Protection / tension
/ā/	a, a_e, ai, ay / eigh, ei, ey	Vacation came on a rainy day / eight reindeer did obey
/ē/	e, ee, ea, y / e_e, ie, ei, ey	He needs meat and candy / for these I believe he will receive money
/ī/	i, i_e, igh, y / ie, y_e	I like the night sky / to eat pie in style
/ō/	o, o_e, oa, ow / ou, oe	Go home on a boat that is slow / shoulder to toe
/ū/	u, u_e / ue, ew, eu	Unite cute / statues few feud
/o͝o/	oo, u	Good push
/oi/, /oy/	oi, oy	Rejoice for the toy
/ou/	ou, ow	Shout in the shower
/au/ (ô)	au, aw / o, augh, ough	Paul saw / the dog's daughter he thought
/o͞o/	oo, ew, u / u_e, ou, ue, ui, eu	Mushroom stew for my student / includes soup, blue fruit for my neurologist
/ûr/	er, ir, ur / or, ar, ear	Her bird hurt / the doctor particularly early

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CHAPTER 6: ORTHOGRAPHY

IMPORTANT TERMS

Instructional Progression from Phonology to Orthography

- Phonology is the study of sounds in our spoken language.
- Orthography is the study of written system of spelling patterns and correspondence between speech and print.

Letter, Phoneme, Grapheme

- Letter: 26 exist in the English alphabet
- Phoneme: The smallest unit of speech sound; 44 exist in the English language
  - **/ī/**, **/ē/**, **/ch/** are all phonemes
- Grapheme: The letter(s) that spell a phoneme
  - Phoneme **/ī/** = grapheme **i**, **i_e**, **igh**, **y**, **ie**, or **y_e**
  - Phoneme **/ē/** = grapheme **e**, **ee**, **ea**, **y**, **e_e**, **ie**, **ei**, or **ey**
  - Phoneme **/ch/** = grapheme **ch** or **tch**

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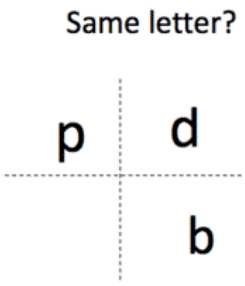
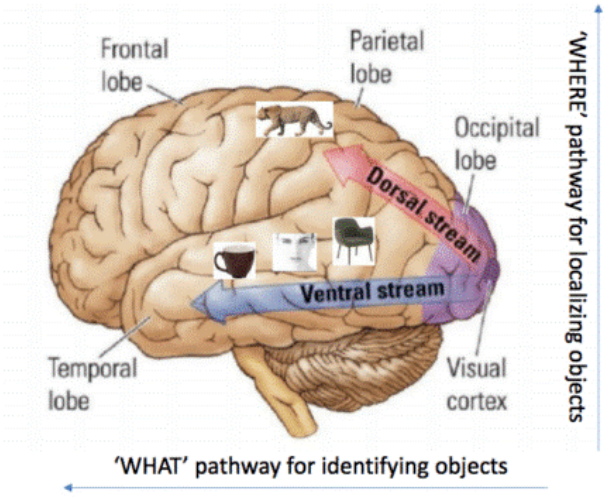
LETTER RECOGNITION AND VISUAL PROCESSING

- Visual flexibility is our brain's way of looking at an object from multiple angles and recognizing that it is the same object.
- This allows us to generalize that the characteristics of a bike apply to help us identify that an object with two wheels and pedals is a bike, and that a slightly different version/model is still a bike.
- This also enables us to generalize that many objects, for example ball, cat, or building regardless of their specific characteristics are also a type of ball, cat, or building.
- Unfortunately, this does not apply to letters.





IMPORTANT CONCEPTS ABOUT OUR ALPHABET

Some letters in our alphabet are easily confused.

- Most common confusions are around lowercase b and d.
- Other confusions are p and q, u and n, and m and w.

When working on letter recognition skills with students, priority should be given to lowercase letters.

- Over 97% of written text is in lowercase form.
- Students will therefore need to recognize lowercase letters more automatically than capital letters.
- For capital letter recognition, direct instruction may not be necessary for the following letters:
  - C, J, K, M, O, P, S, U, V, W, X, Y, and Z because both cases of each of these letters look nearly identical.
  - Instruction on all other capital letters may be needed.

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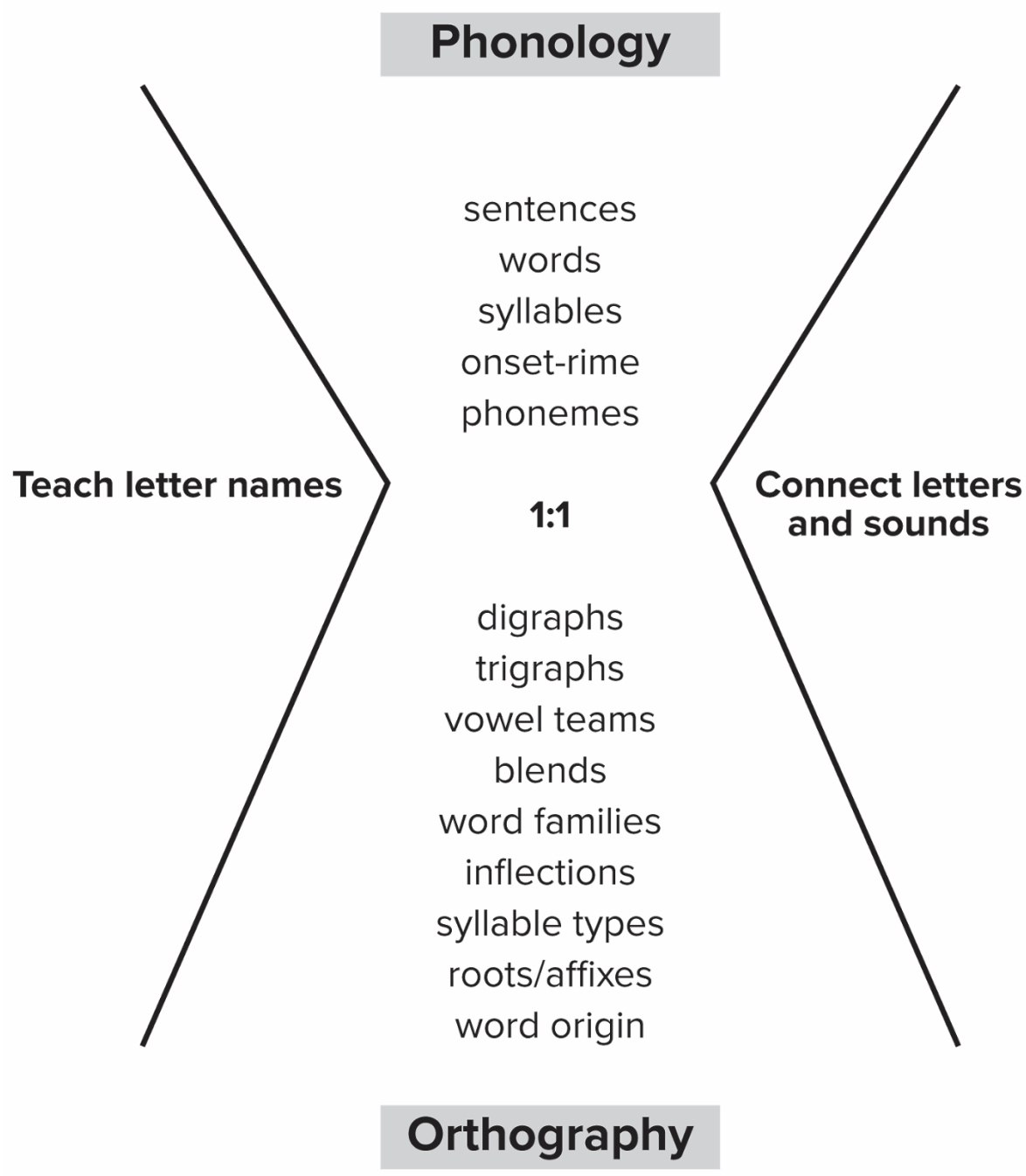
PROGRESSION OF MAPPING SPEECH TO PRINT

Phonics instruction is only possible when students are able to isolate phonemes and have mastered letter recognition. That readiness is represented by the 1:1 correspondence portion of the diagram below.

Source: Moats, L.C. (2009). LETRS Module 2: The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness. Longmont, CO: Sopris West Educational Services, p. 65.



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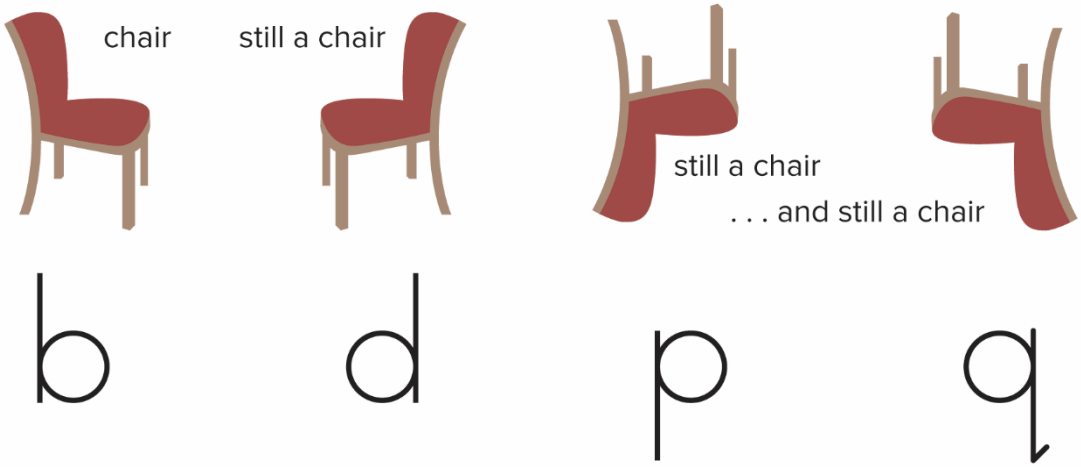
b-CHECKER AND ORIENTATION



A chair is a chair is a chair, no matter how it is positioned. This is not true of the letters of the alphabet. A ball and a stick can be a letter **b**, **d**, or **p**, and perhaps a **g** or a **q** (depending on the typeface).

After a few repetitions, average readers quickly process visual images of similar letters. For example, they recognize that the letter **b** starts with a stick and has a circle to its right that sits on the line.

Struggling readers process the correct orientation of these symbols with difficulty. The letters **b**, **d**, and **p** all have the same features. These students have trouble identifying the letters they are trying to read.

Repeated work in letter formation and the use of tools such as a b-checker, allow for more independence and success in reading and writing.

Note:

- Some students struggle with lifelong confusion of these letters.
- Teach and reinforce application of the b-checker but move on.
- Avoid the temptation to remain here until they master this concept.

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b-CHECKER

Preparation—Use **b** and **d** cards in deck 8 for support.

- Children hold up their left hand,
- With fingers touching, and
- Thumb is extended straight out to the side.

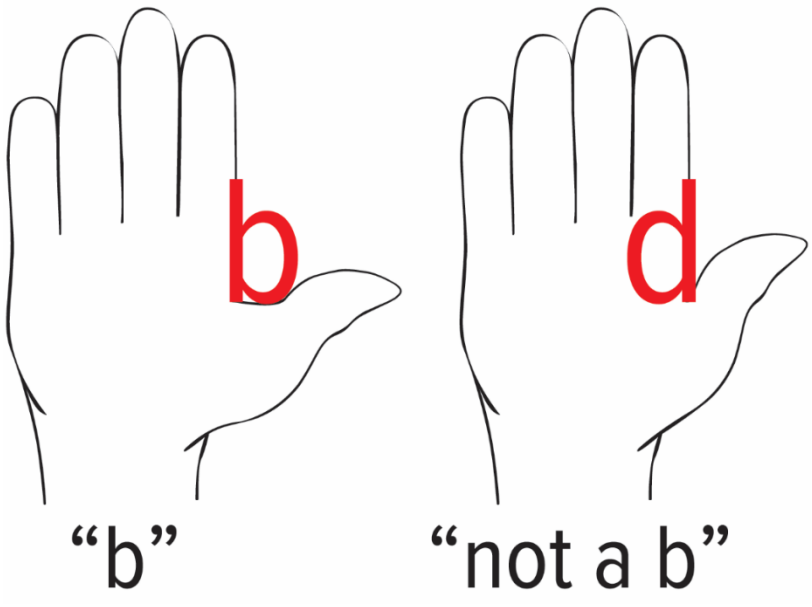
- They have created an **L** with their left hand.
- This is their built-in b-checker.

b-Checker Demonstration

- Display the letter ***b***.
  - Line up your hand so the **index finger** rests on the **stick** of the letter **b**.
  - Point out that if the ball of the b sits on the thumb, **it is a b.**
- Display the letter ***d.***
  - Line up your hand so the **index finger** rests on the **stick** of the letter **d**.
  - Point out that if the ball does not sit on the thumb, **it is not a b.**

Note:

- We use the language **b** and **not a b**. We do not say it is a **d**. This allows it to be another letter—**d, p,** or **q.**
- For students with **p** confusion, we often give them the clue that you **p** down.
- Resist the temptation to also teach d-checker with the right hand. Many of our students who struggle with **b** and **d** also confuse left and right.



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PREVENTING B D CONFUSION

Handwriting

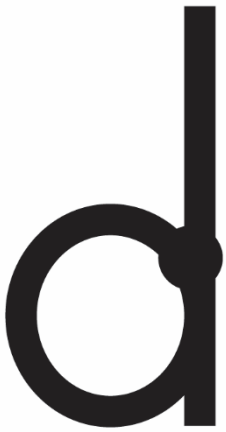
- Confusion of **b** and **d** often extends to letter formation.
- With traditional ball-and-stick strokes, students often form the stick and get confused about where to form the ball.
- For this reason, we teach the formation of **b** and **d** differently.
- Both use continuous left to right strokes, but with different starting points and scripts.

Forming b

Letter **b** starts at the top line, comes down, back up, and around.

Forming d

Letter **d** starts at the midline, curves into a **c**, then up and back down.



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CHAPTER 7: PICTURE DECK

THE IMPORTANCE OF TEACHING LETTER NAMES

Research shows that as children enter school, **their knowledge of letter names predicts their future reading and spelling abilities**, even factoring in phonological awareness and intelligence. This research leads many to assume that this important aspect of early literacy development receives adequate focus. However, letter-sound knowledge sometimes gets more instructional emphasis than letter-name instruction. Three articles show why teaching letter naming should retain instructional focus.

Knowledge of the alphabet forms the basis of English literacy instruction. Although letter-sound instruction forms the basis of decoding instruction, **knowledge of letter names provides a common language for discussing letters**. Many letters can produce more than one sound. Many sounds are produced by more than one letter. Without a consistent language surrounding the symbols of the alphabet, students and teachers face difficulty discussing these letters consistently. This is particularly important in spelling instruction because sounds must be mapped to letters.

Letter names also **provide a connection between upper- and lowercase letters of the alphabet**. Teaching the letter name "A" provides a bridge between the symbols *A* and *a*. These connections are critical to building memory networks for the alphabet.

Many letter names also provide clues to the most common sounds they make. For example, the letter name "B" includes the sound **/b/**. Thus, letter names provide important background information that enables children to learn letter and sound correspondences more rapidly.

Unfortunately, this does not apply to all 26 letters of the alphabet. Letters such as "W" do not include their most common sound. Young children sometimes confuse letters whose names include the sound from a different letter, such as the letter name "Y," which begins with the **/w/** sound. This potential confusion often becomes a justification against teaching letter names. However, a study by Piasta and Wagner (2009) found that even with these potential confusions, students who learned letter names and letter sounds together demonstrated better letter sound knowledge than students who only were taught letter sounds. This finding indicates that learning letter names actually supports letter sound acquisition, despite any potential confusion.

Clearly, letter name instruction should not be overlooked in favor of letter sound knowledge. However, it is important to remember that the basis of decoding instruction relies on letter sound knowledge. With this in mind, letter naming instruction should not be belabored to the detriment of letter sound instruction. Jones and Reutzel (2012) developed an instructional technique called Enhanced Alphabet Knowledge (EAK) Instruction. This instructional format teaches letter names and sounds, along with the written form for each letter, in a quick efficient format with consistent distributed review cycles. The EAK format teaches all 26 letters and sounds within the first 26 days

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of school, with consistent reinforcement lessons for students who need more time on frequently confused letters. This study demonstrated significant increases in students' performance after EAK instruction using benchmark measures of letter name fluency, along with a dramatic decrease in the number of at-risk students.

The articles reviewed here provide an overview of the importance of teaching letter names in early literacy instruction. It may be possible to teach reading by teaching only letter sounds, but **research shows letter name instruction strengthens letter sound knowledge**. Most early literacy programs include this aspect of alphabetic knowledge. If your program lacks a letter naming component, a structure such as EAK can add it.

An additional alphabetic knowledge reference is *ABC Foundations for Young Children, A Classroom Curriculum* by Marilyn Jager Adams.

References:

Noel Foulin, Jean. "Why Is Letter-Name Knowledge Such a Good Predictor of Learning to Read?" *Reading and Writing,* vol. 18, no. 2, Mar. 2005, pp. 129–155.

Jones, Cindy, and D. Ray Reutzel. "Enhanced Alphabet Knowledge Instruction: Exploring a Change of Frequency, Focus, and Distributed Cycles of Review." *Reading Psychology*, vol. 33, iss. 5, 2012, pp. 448–464.

Piasta, Shayne, and Richard Wagner. "Learning Letter Names and Sounds: Effects of Instruction, Letter Type, and Phonological Processing Skill." *Journal of Experimental Child Psychology*, vol. 105, iss. 4, Apr. 2010, pp. 324–344.

Source: Colorado Department of Education,
http://www.cde.state.co.us/coloradoliteracy/theimportanceofteachingletternames

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OBJECTIVES OF OG PICTURE DECK

The Primary Picture Deck is used to teach letter names, keywords, and letter sounds. Through the use of a visual (picture of the keyword), students learn the name of the letter, the keyword, and the sound of the letter. By teaching all three components at one time, students have the benefit of making connections and efficiently learning multiple components at one time.

- Knowledge of letter names support retrieval of (most) letter sounds.
  - The letters **t**, **b**, and **r**, when named, unlocking the corresponding sounds **/t/**, **/b/**, and **/r/**.
  - Some letters, **h**, **s**, **y**, etc. do not have the same pronunciation connection; however, there are only a small group that fall in this category.
- Keywords also support retrieval of sounds when students block or miscue.
  - When blocking on the sound for letter **x**, proving students with the keyword **box**, supports retrieval of the sound **/ks/**.
  - Keywords are illustrated in the picture deck as a visual memory support.
  - Using consistent keywords is necessary for students to have the benefit of utilizing this support tool.
  - Keywords are also located on the back of each card and on the card deck summary tools at the front of each card deck.

USING THE PICTURE DECK

The OG Picture Deck is written into the kindergarten and first grade lesson plans as follows:

- Kindergarten
  - Keywords are introduced from the very first lesson (through illustrations) to orient students to the name of each keyword.
  - From Lessons 1–26, a new picture card in taught each day, supporting students to learn letter names and sounds simultaneously, through the illustrated keyword.
  - Picture cards are provided for four of the five h-brothers (ph is not included), short-vowel pointers (-ff, -ck, etc.), and Magic e patterns (a_e, i_e, etc.).
  - The picture deck is replaced with a basic deck approximately halfway through the year.
- First Grade
  - The Intro to OG Lessons 1–5 orient students to keywords (if they did not participate in kindergarten OG instruction).
  - For students that seem to have difficulty identifying letter names or accurately and automatically producing sounds for the basic alphabet, we recommend using lessons 1–14 to explicitly teach two letters a day using the Picture Deck.
  - For all other students, we skip this kindergarten review and move on to lesson 15.

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PICTURE DECK VISUAL AND TACTILE DRILL

Visual Drill

- Teacher displays picture deck card and prompts (by tapping) for students to provide:
  - Letter name (pointing to the letter),
  - Keyword (pointing to the picture), and
  - Sound (pointing back up to the letter again).
- Example: **a**, **apple**, **/ă/**
- The teacher plays the facilitator's role by:
  - Pointing to the part of the card the students are to name and
  - Providing quick corrective instruction when necessary.
- At the start of the year, the teacher may need to vocalize with the students. That practice should end quickly so the teacher can focus on listening to students' responses.

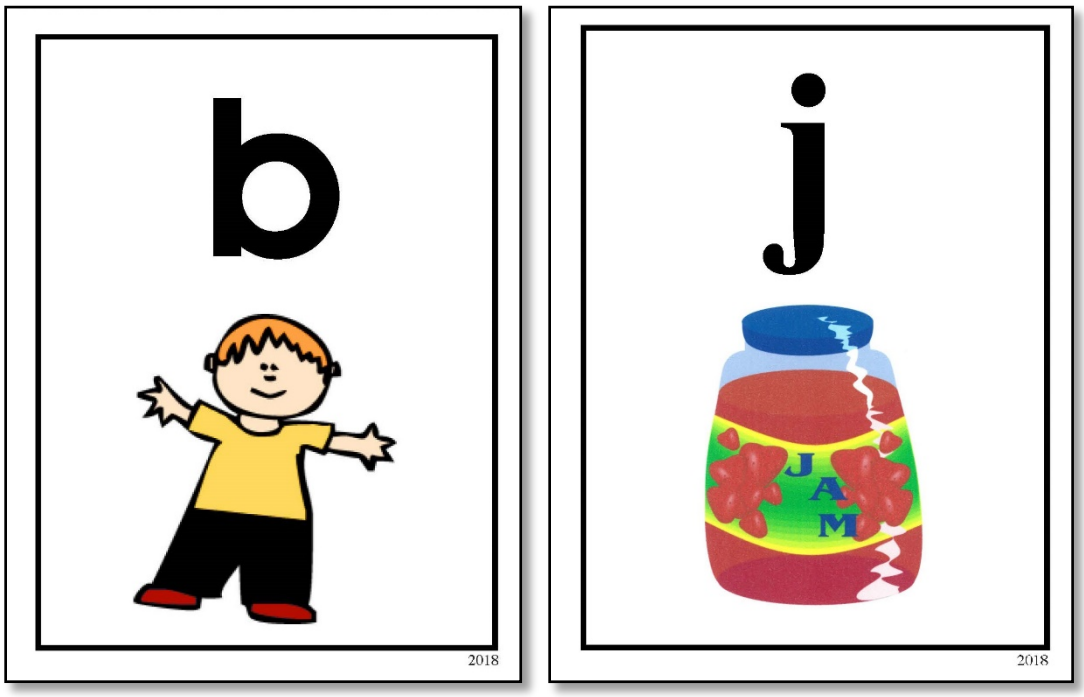

Figure 1: examples of picture deck cards

Tactile Drill

- The procedure for a tactile drill adds one step to the visual drill above.
- Students skywrite the letter while they state the name, keyword, and sound of the displayed card (see skywriting information).
- When skywriting with students, be careful to avoid forming the letters backwards to students. Options include:
  - Turn and face the card then skywrite from the students' perspective.
  - Write backwards (to you) and correctly (to them). This is quite challenging.
  - Do not skywrite at all. Simply observe and support.

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SKYWRITING

Skywriting refers to a specific gross motor activity that is an important element of multisensory learning.

- Students should use their normal writing (left or right) hand when skywriting.
- Instruct students to extend their skywriting arm straight in front of them.
- They should try to keep their arm straight and strong, and avoid bending it at the elbow as much as possible. This ensures large motor movement.
- Writing should progress from top to bottom and left to right as normal.
- While they skywrite, students should look at a visual stimulus (card).
- To make the auditory connection, students verbalize the stimulus as they write.

Note:

- Specifically, students should verbalize letter name(s), keyword (picture deck only), and sound, while skywriting.
- To reduce fatigue and maximize muscle memory:
  - Have students extend their index and middle fingers (tightly welded together) and
  - Stop periodically and direct students to shake the arm out.

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TEACH NEW—PICTURE DECK

Script—Teach New	
Using picture deck card d	
Teacher	**Students**
"We are going to learn a new letter today."	
"Our new letter today is d." ➢ *Prompt students to repeat.*	"d"
"The keyword is dog." ➢ *Prompt students to repeat.*	"dog"
"The sound of d is /d/." ➢ *Prompt students to repeat.*	"/d/"
"Let's skywrite." ➢ *Check that students are using their writing hand.* ➢ *Verify that their arms are straight and strong and that they are looking at the card while skywriting (multisensory practice).*	➢ *Skywrite 3x while saying:* "d, dog, /d/"
"Let's review. • "What's the letter name?" • "What's the keyword?" • "What sound does d make?"	 "d" "dog" "/d/"

Figure 2: picture deck card

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Script—Picture Deck Auditory Drill	
Teacher	**Students**
"We're going to go across. Which way?" ➢ *Motion moving across the page within a row.*	"across"
■ "Put your finger on the rectangle. Where?"	"the rectangle"
"I'm going to say the name of a letter. I want you to repeat the name of the letter."	
"Look at my mouth. My first letter is d." ➢ Point to your chin and prompt students to repeat.	"d"
"Say the name of the letter while you write."	➢ *Name the letter while they form a "d" on their paper* "d"
"Check your work." ➢ Make sure the student model displays the correct letter and that students check/correct.	➢ *Check their work, crossing out and rewriting any letters if necessary*
● "Put your finger on the circle. Where?"	"the circle"
"I'm going to say a sound. I want you to repeat the sound."	
"Eyes on my mouth. My first sound is /t/." ➢ Point to your chin and prompt students to repeat.	"/t/"
"Say the sound while you write the letter that makes that sound on your paper."	➢ *Say /t/ while they form a "t" on their paper* "/t/"
■ "Put your finger on the square. Where?"	"the square"
"I'm going to say a keyword. I want you to repeat the keyword."	
"Eyes on my mouth. My first word is snake." ➢ Point to your chin and prompt students to repeat.	"snake"
"What is the sound that goes with this keyword?" ➢ *Eventually eliminate this step.*	"/s/"
"Say the sound while you write the letter on your paper."	➢ *Say /s/ while they form an "s" on their paper.* "/s/"
▲ "Put your finger on the triangle. Where?"	"the triangle"
"I'm going to say a word. I want you to repeat the word, and then write the sound you hear at the *beginning* of the word."	
"Eyes on my mouth. My word is big." ➢ *Point to your chin and prompt students to repeat.*	"big"
"What sound do you hear at the beginning?"	"/b/"
"Please say the sound while you write the letter that makes this sound on your paper."	➢ *Say /b/ while they form a "b" on paper.* "/b/"

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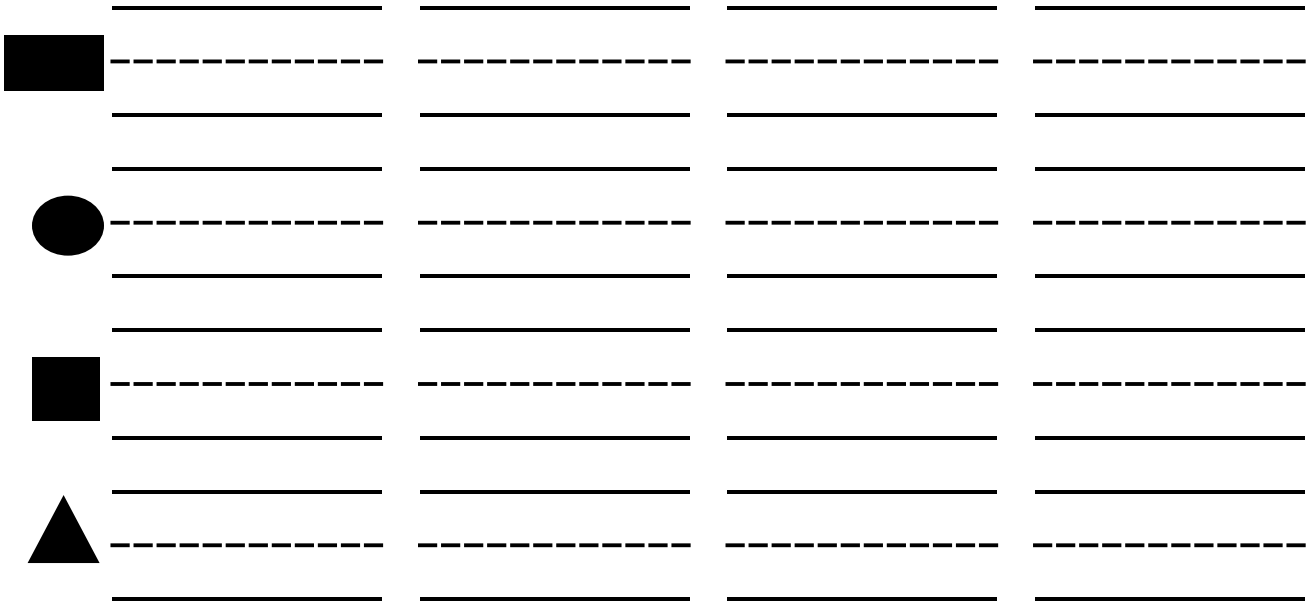
WE DO. LET'S PRACTICE.



YOU DO. PARTNER PRACTICE.

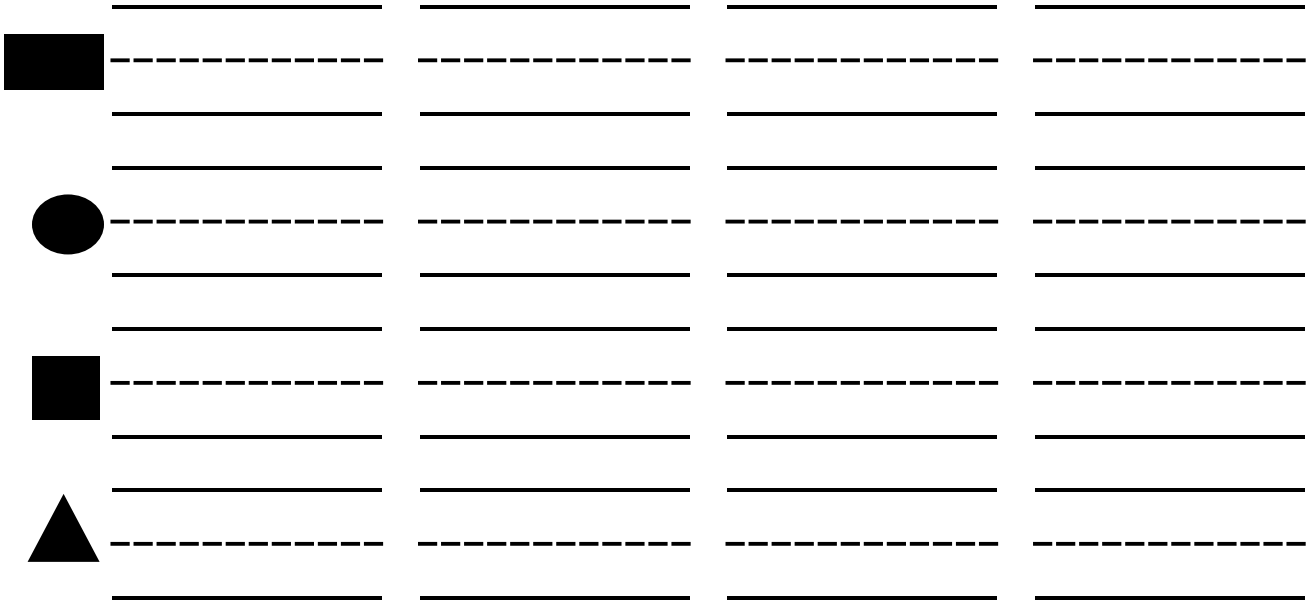
Dictate the following letters, sounds, and words to your partner using the Picture Deck Auditory Drill procedure.

Partner A:

- *Letter name*: r, q, x, p
- *Sound*: /ŏ/, /sh/, /b/, /z/
- Keyword: up, chair, queen, apple
- *Position (ending):* him, sit, fox, cub

Partner B:

- *Letter name*: j, i, v, r
- Sound: /ĕ/, /th/, /s/, /ĭ/
- *Keyword:* man, box, snake, duck
- *Position (ending):* hug, sip, dot, bed



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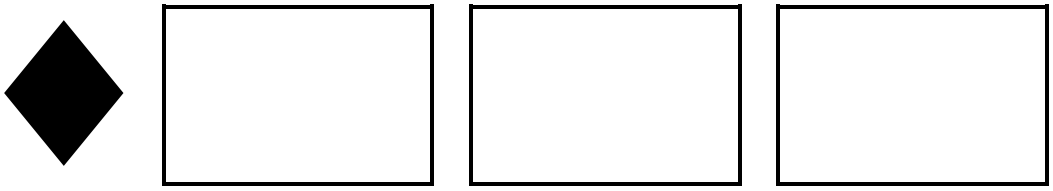
NEW PHONOGRAM SRS

Students should say the letter name, keyword and sound each time they write.

- a, apple, /ă/ (3x)

WE DO. LET'S PRACTICE.

New Phonogram



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CHAPTER 8: HANDWRITING

IMPORTANCE OF HANDWRITING

Writing is an important language development skill. It is essential for note taking, testing, and completing classwork and homework.

Writing fluency is defined as forming letters accurately and automatically. Researchers equate the importance of handwriting fluency (for effective composition) to reading fluency (for effective comprehension). When students no longer have to focus mental energy on recalling correct letter formation or attend to legibility issues, they can focus attention on conveying meaning in their written work.

Students who have not developed an appropriate level of handwriting fluency may experience the following challenges:

- Inability to complete written tasks in a timely manner,
- Increased fatigued when engaging in writing tasks,
- Inability to write legibly so that they and others can easily read what was written,
- Difficulty with note-taking skills, and
- Inability to compose text that reaches effective length or includes critical detail.

Additionally, researchers have measured the impact of poor handwriting on teacher's grades. They found as much as an 8 point difference (on a 100 point scale) due solely to poor handwriting.

EFFECTIVE HANDWRITING INSTRUCTION

Direct instruction on manuscript letter formation and spacing should begin as soon as students develop foundational readiness skills (typically in Kindergarten) and continue through first grade. This preventative approach curtails bad habits, such as drawing letters or inconsistently forming letters, which interferes with automatization of letter formation. In late second grade and third, instruction may continue on to cursive writing.

Older students with problematic legibility, composition quality, or writing fluency may need corrective instruction. Teaching keyboarding or cursive may be more effective than correcting bad manuscript habits. It can be very difficult to change ingrained habits.

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Instruction in small daily doses of 5–10 minutes using the following components is most effective:

- Appropriate tools (paper and writing utensils),
- Support for developing readiness skills (pencil grip, directionality, motor control),
- Well-developed scope and sequence (grouping similarly formed letters, prioritizing lowercase formations over capital), and
- Explicit instruction in letter formation.

APPROPRIATE TOOLS

Regardless of students' age or grade level, providing them with a variety of tools for writing is necessary. Teachers should help students find the right tools for their size, muscle control, and individual challenges.

Writing Utensils

- Smaller (golf-size) pencils often are easier for smaller hands to grasp and control.
- Thicker pencils help students who squeeze too tightly to relax their grip.
- Traditionally, number 2 lead is used, but number 1 may work better for students who write very lightly.
- Pens and thin markers also are good options for students who write lightly.

Paper

- Lined paper is available in many sizes and with varying line options (color, dot, and thickness).
  - Adjust to narrower or wider spaced lines as needed.
  - Paper with different colored lines (blue base line, red top line) may help students orient themselves for top/bottom or midline placement.
  - Different features, such as thickness or raised lines, may help students feel line boundaries.
- When using lined paper, be consistent about terminology (head, middle, feet, or ceiling, window, floor, or basement).
- Unlined paper may be a better choice for students who need to focus on formation without attending to placement/position on lines.

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READINESS

Before students learn letter formation or engage in formal handwriting instruction, teach and allow practice time for the following readiness skills.

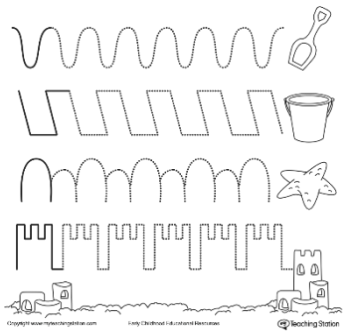
Hand Dominance

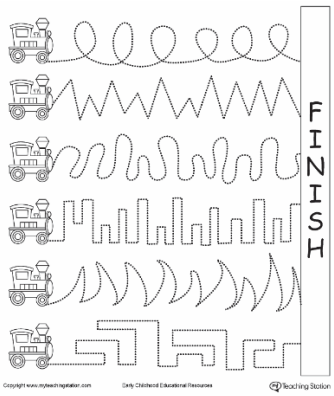
- Supporting students' identification of their dominant hand is essential. Try the following exercise to test whether students have a hand preference.
  - Place several objects (of various shapes and textures) on a table surface.
  - Do not tell the student that you are looking to see which hand they use. Instead, pose the task as a game.
  - Ask the student to pick up several objects and hand them to you, place them near the end of the table, put them on their laps, etc.
  - Record a tally mark each time a student uses their left or right hand to complete the task.
  - A disproportionate number of tally marks should indicate which hand is dominant.
- If students have not yet established dominance, support them in consistently using the same hand each time they engage in a writing task.

Directionality

- Establishing the directionality of print as left to right and top to bottom is an important foundational skill for forming letters fluidly.
  - The English orthographic system is designed so all letters are formed by strokes that begin on the left and move toward the right.
  - With the exception of a handful of letters (x, A, F, E, H, t, L, etc.), most letters can be formed in one continuous stroke from left to right.
  - This consistent and continuous formation supports fluid motion across the page.
- Students can practice directional development to train the eyes and hands to track text and move naturally in the appropriate direction.
  - Practice tracing or "driving" a toy car or train along a road/track or path to practice left to right, top to bottom movement on a page.

Sample Directionality Exercises



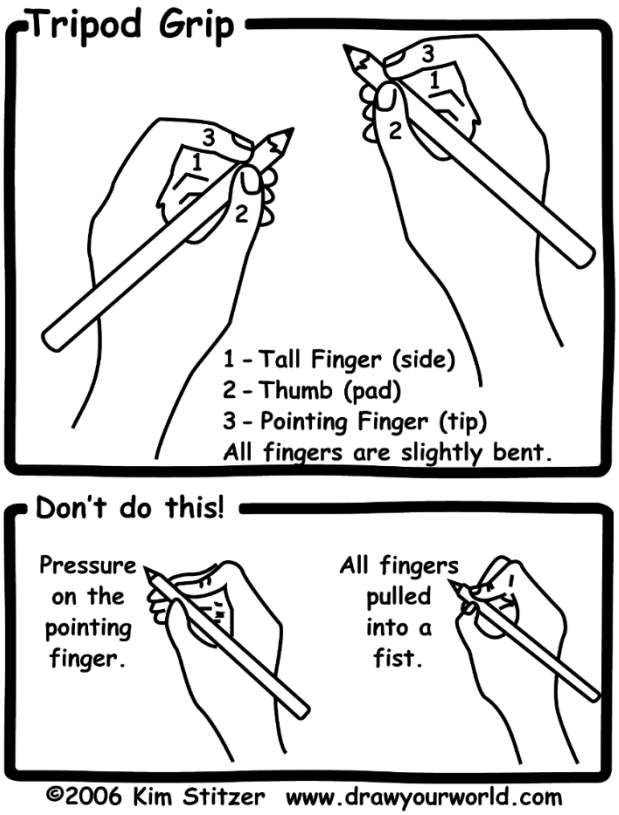


Pencil Grip

Ensuring students use correct pencil grip is essential to forming letters correctly. Some strokes are difficult to control with an incorrect grip.

- Pinch and Flip Method
  - Students place their pencil on the table, with the writing end pointing straight down towards their belly button.
  - They pick up their pencil by pinching it between the thumb and pointer finger.
  - While pinching the pencil, they give the pencil a gentle flip (or press), so it rests on the soft tissue between the thumb and pointer finger.
  - Finally, they slide their tall finger up to rest beneath the pointer finger.
- Tripod Method
  - Students stand their writing utensil on the table with the writing end touching the table surface.
  - They bring their thumb, pointer, and tall fingers together in a near pinching formation.
  - Starting at the top of the pencil, they slide their fingers down the pencil until they rest in the appropriate location on the pencil.

Note: For students who pinch too high or too low, wrap the appropriate pinching position with tape as a pinching/placement target.



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Pressure

Students who hold utensils with too much pressure or press too hard on the paper, often experience fatigue when writing. Others lack sufficient pressure, often writing so lightly that their work is difficult to read.

- Magic Bracelet
  - Students wear a soft, scrunchy hair band/tie as a bracelet on their writing hand.
  - Once they grip the pencil correctly, they lift the bracelet off part of their wrist and place it over the pencil top, holding the pencil in place.
  - This provides consistent pressure support for those struggling with pressure issues.
- Cotton Ball
  - Place a fluffy cotton ball in the palm of the hand and then grip the pencil.
  - This prevents students from holding the pencil in their fist, as well as making it difficult to squeeze too hard.

Paper Placement

- Right-handed writers should slant their paper with the upper right-hand corner slightly higher than the left.
- Left-handed writers should slant their paper with the upper left-hand corner slightly higher than the right.
- Place the non-writing hand on the paper to anchor it in place.
- Tape papers on a surface or anchor them on a clipboard to help train students to slant papers correctly.

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SCOPE AND SEQUENCE

Determining an appropriate scope and sequence for letter formation depends on students' age and skill level. Consider whether students are learning formation as a foundational skill (in pre-K and Kindergarten), or as a corrective method (for older students with handwriting difficulty), when deciding on a good letter order sequence.

For foundational instruction, students should learn letter formation at the same time they engage in direct instruction of letter names and sounds. Ideally, letter introduction separates letters that are visually similar (**b**/**d**, **n**/**m**, **v**/**w**, etc.), as well as those with similar sounds (**/m/** & **/n/**, **/ĕ/** & **/ĭ/**, **/d/** & **/t/**, etc.)

For corrective instruction, consider the following:

Lowercase Letters First

- Lowercase letters make up more than 97% of written text.
- Students need to write lowercase letters more frequently than capitals.
- Lowercase letters use more continuous strokes, which supports directionality.

Capital Letters Next

- Teaching capital letters that match their lowercase partners (**Cc**, **Oo**, **Xx**, etc.) is easy to do with reference only to position on lines (formation is exactly the same).
- Next, move onto teaching letters that do not match (**Bb**, **Gg**, etc.).

Grouping Letters with Similar Strokes

- Most letters can be grouped into categories of similar strokes/formation steps.
  - Example: Below the midline, rounded letters: c, o, a, g, q, and d
- To support muscle memory, teach letters with similar stroke formations together.

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INSTRUCTIONAL GROUPINGS

Discontinuous Strokes

- Start at (or below) topline or at midline and pull down
- Lift pencil to include a second stroke, dot, or horizontal line

l t k i j f

Donut Letters

- Start below midline
- Include open or closed circle (counterclockwise)

c o d a g q

Pull Down Letters

- Start at topline or midline and pull down
- Include open or closed hump (clockwise)

h b r n m p

Diagonal Letters

Start at mid-line and slant

v w x z y

Special Strokes

- Unrelated to other letter stroke patterns
- Made with continuous strokes

e s u

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INSTRUCTIONAL PROCEDURES FOR TEACHING A NEW LETTER

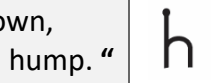
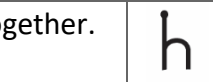
Instructional Sequence

Learning to form a new letter is most effective when practiced in stages. Ideally, students should begin with gross motor practice (skywriting) and transition to fine motor tracing and independent formation on lined or unlined paper. This allows students to focus attention on how the letter is formed without having to attend to common fine motor challenges (pencil grip, lines, and spacing).

Introducing a New Letter

- Focus on correct formation first, emphasizing stroke sequence.
  - Display the handwriting template, tracing over the template as you verbalize the script, to demonstrate how to form the letter.
  - Use a simple handwriting script to help students remember the stroke sequence for forming a letter.
  - Students verbalize the script while they practice skywriting the letter.
- Optional: Provide students with a copy of the template to trace while they say the script.
- Transition to practicing the letter on paper.
  - Students continue to verbalize the script until they naturally form the strokes correctly.
  - If appropriate, teach letter position relative to lines. Use consistent terminology for line references.
- Instruction should be brief and briskly paced.
  - Less is more. Practice for accurate and legible formation.
  - Avoid over practice, which can cause fatigue and compromise quality.

Teaching a New Letter

Teacher	Display	Students
"Let's practice writing the letter **h."** ➢ *Display the letter h template.*		"h"
"Watch me. Start at the top, pull down, back up to the middle, then make a hump. **"** ➢ *Model tracing over the template with script.*		
• "Let's trace and say the steps together. • "Skywriters up. • "Start at the top, pull down, back up to the middle, then make a hump."		➢ *Look at the template and skywrite (tracing the template in the air) while saying:* "Start at the top, pull down, back up to the middle, then make a hump."
➢ *Repeat the step above 3–5 times.*		
"Now let's try writing the letter **h** on our paper while we say the steps."		➢ *Pick up their pencils and write the letter h as they verbalize the handwriting script:* "Start at the top, pull down, back up to the middle, then make a hump."

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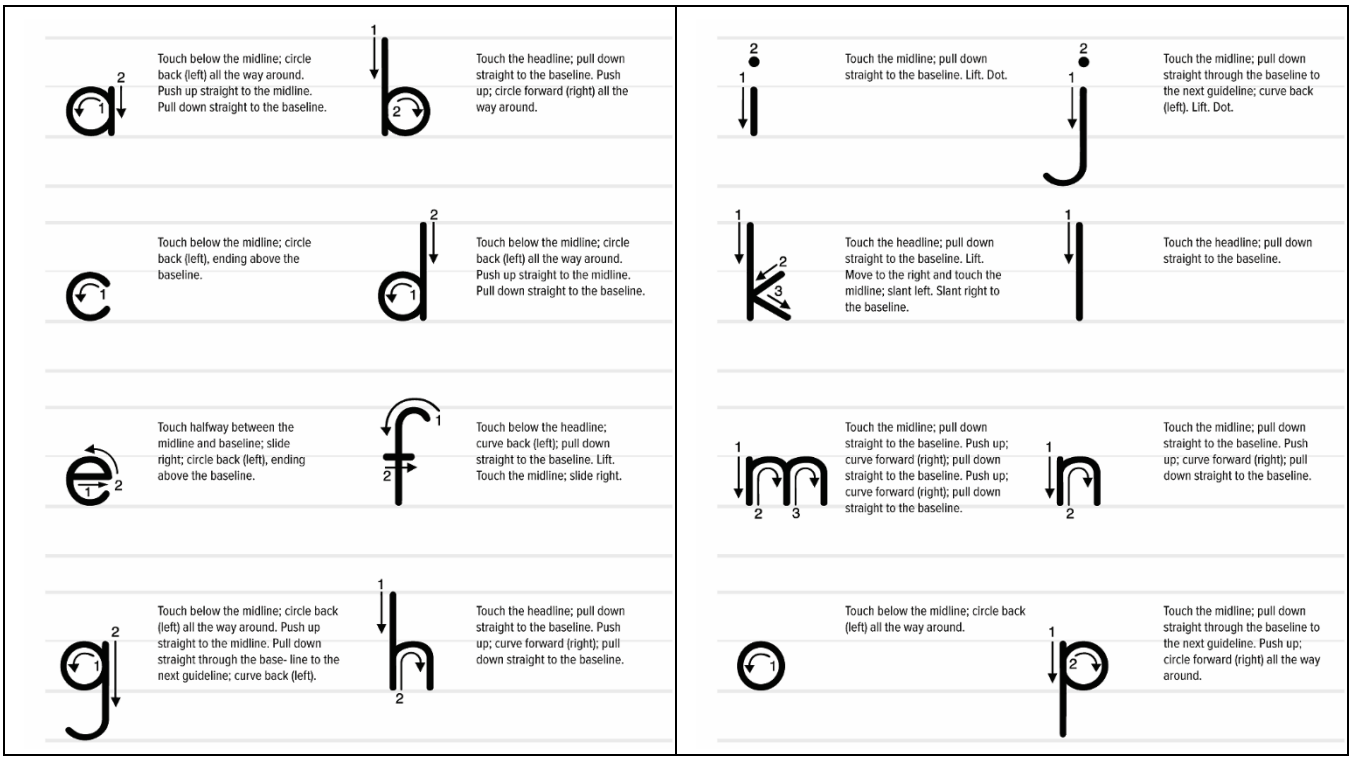
SAMPLE FORMATION SCRIPTS

Many different formation scripts are available for traditional manuscript, D'Nealian, and cursive letters. See sample below.



Source: http://www.scholastic.com/browse/article.jsp?id=3756555

Lowercase Letter Formation

a — pull back, around, up, and down
b — pull down, up, around
c — pull back and around
d — pull back, around, up, and down
e — pull across, back, and around
f — pull back, down, and cross
g — pull back, around, up, down, and under
h — pull down, up, over, and down
i — pull down, dot
j — pull down, curve around, dot
k — pull down, pull in, pull out
l — pull down
m — pull down, up, over, down and up, over, and down
n — pull down, up, over, and down
o — pull back and around
p — pull down, up, and around
q — pull back, around, up, and down
r — pull down, up, and over
s — pull back, in, around, and back around
t — pull down and cross
u — pull down, around, up, and down
v — slant down, up
w — slant down, up, down, up
x — slant down, slant down
y — slant in, slant, and down
z — across, slant down, across

Uppercase Letter Formation

A — slant down, slant down, across
B — pull down, up, around and in, back and around
C — pull back and around
D — pull down, up, around
E — pull down, across, across, and across
F — pull down, across, across
G — pull back, around, across
H — pull down, pull down, across
I — pull down, across, across
J — pull down, curve around, across
K — pull down, slant in, slant out
L — pull down, across
M — pull down, slant down, slant up, pull down
N — pull down, slant down, pull up
O — pull back and around
P — pull down, up, and around
Q — pull back and around and cross
R — pull down, up, around, in, and slant
S — pull back, in, around, down, and back down
T — pull down, across
U — pull down, around, and up
V — slant down, slant up
W — slant down, up, down, up
X — slant down, slant down
Y — slant in, slant, and down
Z — across, slant down, across

Source: Fountas & Pinnell, *Leveled Literacy Intervention*. Copyright ©2009 by Irene C. Fountas and Gay Su Pinnell.

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CHAPTER 9: PHONICS

IMPORTANT TERMS

🕮 Definitions

Phonics

Phonics is the relationship between letter or letter combinations (graphemes) in our written language and sounds (phonemes) in our spoken language.

Letter, Grapheme, Phoneme

- Letter: 26 letters in the English alphabet ranging from a to z.
- Phoneme: The smallest unit of speech sound. There are 44 in the English language.
  - **/ī/**, **/ē/**, **/ch/** are all phonemes.
- Grapheme: The letter(s) that spell a phoneme.
- Examples:
  - Phoneme **/ī/** = grapheme **i**, **i_e**, **igh**, **y**, **ie**, or **y_e**
  - Phoneme **/ē/** = grapheme **e**, **ee**, **ea**, **y**, **e_e**, **ie**, **ei**, or **ey**
  - Phoneme **/ch/** = grapheme **ch**, or **tch**

Digraph vs. Trigraph

- Digraph: Two letters working together to produce one sound.
  - Common consonant digraphs: **ch, sh, th, wh, ph,** and **ng**
  - Short-vowel pointers: **-ff, -ll, -ss, -zz,** and **-ck**
  - Many vowel teams: **oa, ee, ai, etc.**
- Technically, not all vowel teams are vowel digraphs. Some, such as oi, are glides. Nonetheless, we call them all vowel teams.
- Trigraph: Three letters working together to produce one sound.
  - Short-vowel pointers: **-tch** and **-dge**
  - Vowel trigraph: -**igh**

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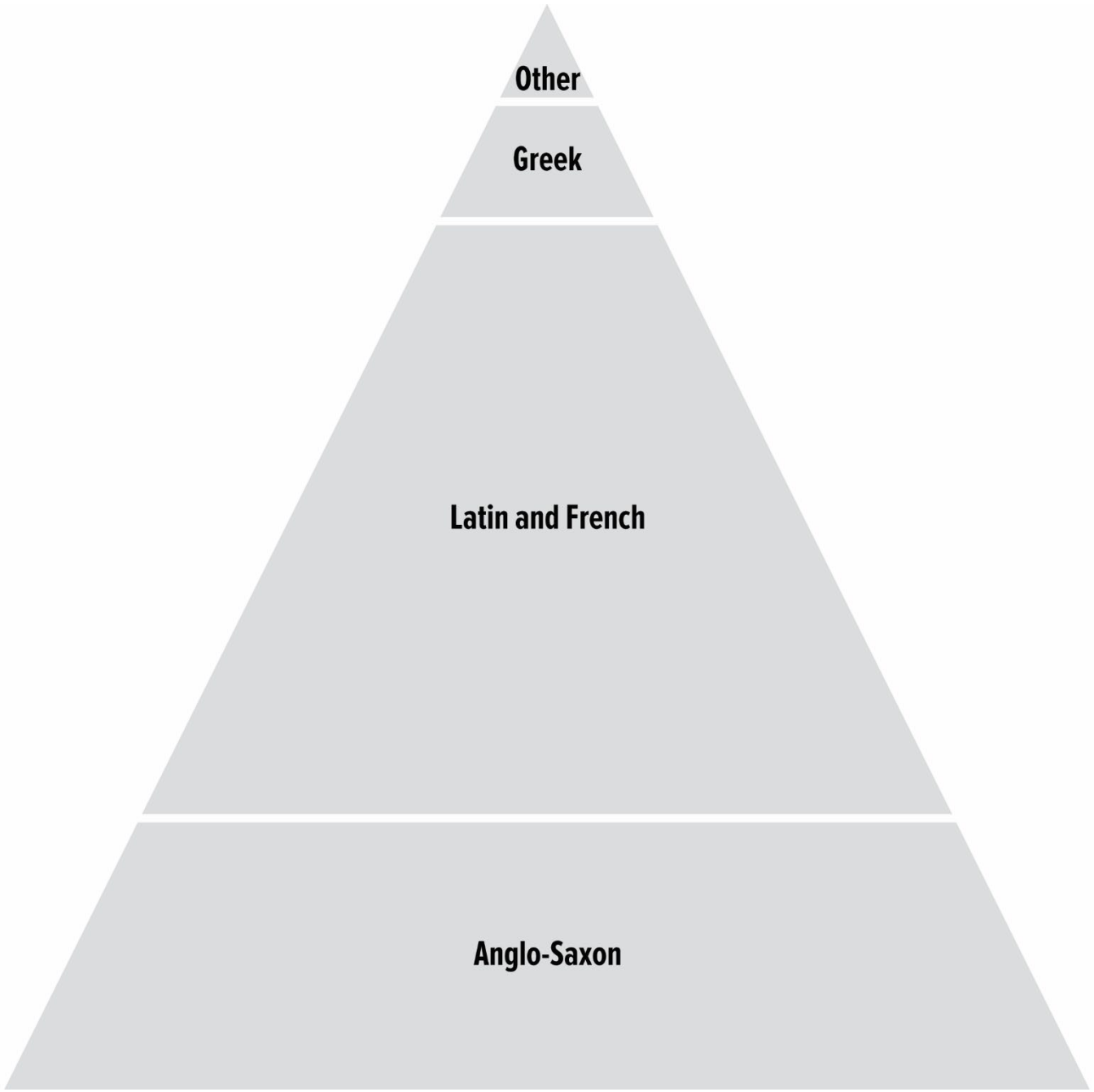
WORD ORIGIN

English is a morphophonemic language. That is the spellings of English words are both related to their sounds and their meanings.

Knowing a word's origin can both inform our spelling and pronunciation.



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Anglo-Saxon Origin

- 20–25% of English words
- Some of our most commonly used words
- Short words with vowel teams, silent letters, and some of our more challenging configurations
  - ing = **/ēng/** king
  - aw = **/ô/** lawn
  - or = **/er/** work
  - kn = **/n/** knife

Latin Origin

- 55% of English
- More regular spelling patterns
- Includes words of French origin, most of which have Latin roots
  - qu or que = **/k/** antique
  - ch = **/sh/** machine
  - ou = **/o͞o/** soup

Greek Origin

- 11% of English words
- Often found in math and science vocabulary
- Includes
  - ch = **/k/** school
  - y = **/ĭ/** gym
  - ph = **/f/** phone

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FOUNDATIONAL CONCEPTS: VOWELS VS. CONSONANTS

WHY TEACH?

- Students must be familiar with the language of instruction.
- Automatic recognition of letter type (vowel or consonant) is critical for developing more advanced skills:
  - Identifying syllable types and
  - Applying syllable and suffix addition rules.

HOW TO TEACH?

- Support recognition and pronunciation of the words **vowel** and **con.so.nant**.
- Our vowels are: **a**, **e**, **i**, **o**, **u**, sometimes **y.**
  - Pound fists while saying a, e, i, o, u, and sometimes y.
  - Sing the vowels in a song (to the tune of Skip to My Lou).
  - Explain that vowels can say their (short) sound or their (long) name.
    - Younger students understand “sound” and “name” more readily than “short” and “long.”
    - Late first grade/early second grade: shift to the terminology of short and long sound, introducing breve and macron symbols.
  - Display vowel picture cards and teach hand motions for (short) vowel sounds.
- Build awareness that all the other letters are consonants.

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FIRST GRADE+ PRACTICE

- Use Card 1.27 vowel con.so.nant.
  - Point to the word vowel to prompt students to recite the vowels.
  - Point to the word con.so.nant to prompt students to identify as all the other letters.
  - Prompt students to respond “vowel” or “consonant” while you name specific letters.
- Other reinforcement options include:
  - Display letter cards and prompt students to respond “vowel” or “consonant.”
  - Using vowel picture cards, flash vowel cards ask for (short) sound and hand motion.
  - Using vowel grapheme cards ask for (short) sound and (long) name.
- **Vowel/Consonant**: tap for vowels (a, e, i, o, u, sometimes y) and consonants (all the other letters)

Figure 3: vowel con.so.nant card 1.27

VOWEL GRAPHICS

Tap vowel graphic for short sound, teach hand motions. Tap plain vowel for sound and name.

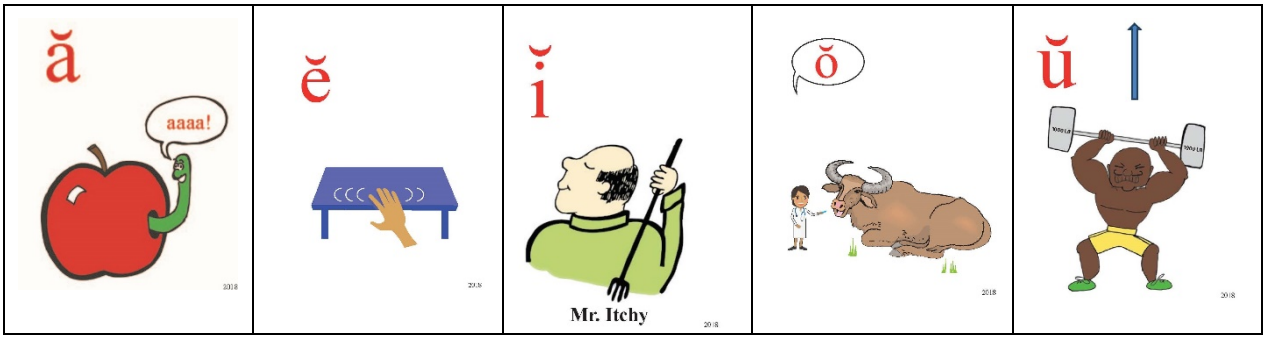

Figure 4: short vowel pictures cards 1.52-1.57

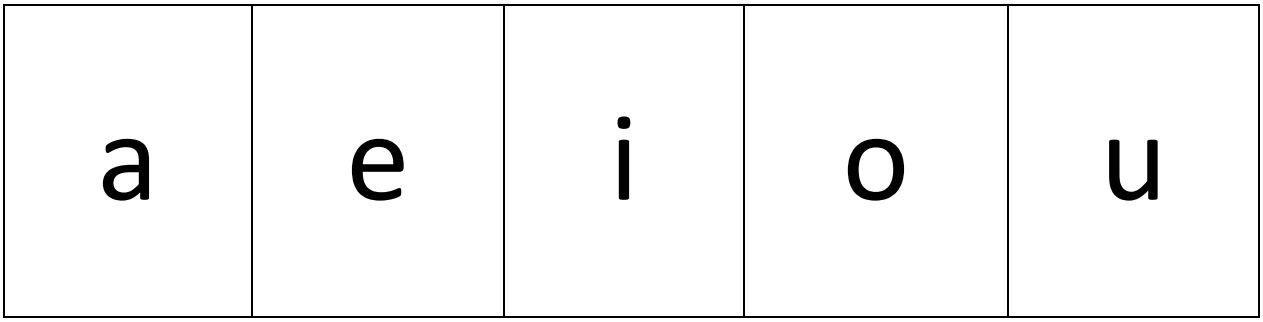

Figure 5: vowels cards 1.01, 1.05, 1.09, 1.15, 1.21

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KINDERGARTEN PRACTICE

- Use Kindergarten Basic Deck Vowel Card
  - To avoid confusion, cover the **y** with a sticky note until you are ready to teach y says /ī/.
  - Point to the card and prompt students to recite the vowels – a, e, i, o, u.
- Use Kindergarten Basic Deck vowel and consonant cards
  - Display all five Basic Deck vowel cards and prompt students to respond "vowel" when you point to each one.
  - Display a few consonant cards from the Basic Deck and prompt students to respond "consonant."
  - Display a combination of vowel and consonant cards and prompt students to respond "vowel" or "consonant."
  - When kindergarten students learn names of vowels, then flash vowel cards asking for sound or name.
    - Younger students understand "sound" and "name" more readily than "short" and "long."

Figure 6: Kindergarten basic deck vowel card

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BASIC VOWEL RULES

WHEN IS Y A VOWEL?

- At the beginning of a word or syllable, y is a consonant and says **/y/** (yes, yet, can.yon).
- Anywhere else in a word, y is a vowel.
  - At the end of a one-syllable word, y says /**ī**/ (m**y**, tr**y**, b**y**).
  - At the end of a multisyllabic word, y usually says /**ē**/ (hap.p**y**, can.d**y**).
  - Y can also say **/ī/** (re.pl**y**, Ju.l**y**).
  - In the middle of a closed syllable, y says /**ĭ**/ (g**y**m, m**y**th).
- Sometimes y is a member of a vowel team (pl**ay**, k**ey**, t**oy**).

HOW ABOUT W?

W is never a vowel. W is always a consonant (web, wagon, will) or a member of a vowel team (saw, few, bow).

TWO LONG U SOUNDS

The sound we traditionally think of as /**ū**/ is really two different sounds: **/yo͞o/** and **/o͞o/**.

- Pronounce **/yo͞o/** and listen carefully. Do you hear the **/y/**?
- The reason for both sounds, **/yo͞o/** and **/o͞o/**, is an articulation issue.
  - Try pronouncing the word **rule**, saying **/yo͞o/** rather than **/o͞o/**.
  - It's difficult, isn't it?
- Unless students know this, the long **u** sound can be an issue in open syllables as they try to force out the **/yo͞o/** sound.
  - **bru**, **stu**, **du**, **su** all use the sound **/o͞o/**.
- This is true regardless of the spelling of the long **u** sound.

Spelling	/yo͞o/	/o͞o/
u	fu	bu
u_e	mule	tune
eu	feud	Zeus
ew	few	grew
ue	tissue	blue

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SILENT E

- A single e at the end of a word is almost silent.
- It is still hard at work.
  - Magic e makes the preceding vowel long.
    g**a**m**e** d**i**m**e** h**o**p**e** fl**u**t**e**
  - Letter c makes its soft sound **/s/**.
    twi**ce** tra**ce** lan**ce** fen**ce**
  - Letter g makes it soft sound **/j/**.
    stran**ge** sta**ge** hu**ge** ran**ge**
  - The silent e is part of the short-vowel pointer **-dge**.
    bri**dge** ju**dge** ba**dge** le**dge**
  - No English word ends in v always add a silent e..
    oli**ve** gi**ve** ha**ve** acti**ve**
  - Single s at the end of a word is reserved for plural. When spelling the /s/ sound at the end of the word we add an e (page 68).
    fal**se** nur**se** hor**se** spous**e**

Y SPELLING /Ē/

Letter y is the best choice for spelling **/ē/** at the end of a multi-syllabic word.

happ**y** berr**y** puppy pans**y**

I BEFORE E

Use i before e except after c, unless it says **/ā/** as in neighbor and weigh.

ch**ie**f	bel**ie**ve	sh**ie**ld	ach**ie**ve
rec**ei**ve	rec**ei**pt	dec**ei**t	conc**ei**ve
v**ei**n	r**ei**n	w**ei**ght	b**ei**ge

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BASIC CONSONANT RULES

LIQUID SOUNDS

- The letters l and r are considered liquid sounds.
- They naturally blend into the vowel sounds they fall before/after.
- Pronouncing them in isolation is very difficult.
- For the letter r, think happy puppy to avoid pronouncing as **/er/**.
- For l, try to keep your tongue pressed to the roof of your mouth, just behind your teeth.
- It's best to try to practice these sounds by saying words that use them in the initial position and chop them from the rest of the word.

X SAYS /KS/

- The letter x says **/ks/** at the end of a word.
  - This is the most common pronunciation.
  - While x also says **/z/**, we do not teach this second sound in primary grades.
  - The **/z/** pronunciation is more common in advanced words.
- Our keyword and practice exercises use x in the final position only.
- X is never doubled.

Q IS ALWAYS FOLLOWED BY U

- The letter q is always followed by the letter u.
- The two letters together produce the sound **/kw/**.
- The u is considered part of consonant q, and not considered a vowel in this pattern.
- For this reason, there will always be another vowel that follows the qu pattern.
- **Visual Drill Script:** q is always followed by u.

NO ENGLISH WORD ENDS IN J

- The sound **/j/** can only be spelled with the letter j at the beginning of a word or syllable.
- The sound **/j/** is spelled -dge at the end of a one-syllable word, after one short vowel.

  ba**dge** le**dg**e do**dge** fu**dge**
- Use -ge after a long vowel or a consonant.

  ca**ge** hu**ge** bin**ge** stran**ge**
- **Visual Drill Script:** No English word ends in j.

W VERSUS WH

Often American English speakers pronounce both of these sounds identically using the breathless sound /w/; therefore, students will need support (perhaps the keyword) when spelling.

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NO ENGLISH WORD ENDS IN V

- A final v is always followed by a silent e.
- The final e may cause the preceding vowel to make the long vowel sound.

  sa**ve** dro**ve** di**ve** hi**ve**
- Alternatively, the final e may be silent and not affect the preceding vowel.

  ha**ve** slee**ve** gi**ve** ner**ve**
- **Visual Drill Script:** No English word ends in v; it's always followed by a silent e.

TWO SOUNDS OF S

- The letter s says both **/s/** and **/z/**.
- This **/z/** sound occurs at the end of a few short words: **is, as, has, was, hers,** and **his**.
- This also occurs when the letter s falls between two vowels (a voiced consonant following the voiced vowel).

  ro**s**e cau**s**e ea**s**y chee**s**e
- Likewise, the letter s often says **/z/** when denoting plural (a voiced consonant following another voiced consonant).

  rag**s** bed**s** rob**s** dog**s**

SPELLING CHOICES FOR /S/ AT THE END OF A WORD

English is a morpho-phonemic language. Sounds are important but meaning also plays a part in spelling words.

- A single s at the end of a noun is reserved to communicate meaning (i.e., plural); therefore, we need other options for spelling **/s/** at the end of a word.

  cat**s** pet**s** duck**s** help**s**
- After a short vowel (FLoSS), /s/ is spelled -ss and **/z/** is spelled -zz.

  dre**ss** gra**ss** mi**ss** fu**zz**
- In all other situations, **/s/** is spelled -se or -ce.

  hor**se** nur**se** spou**se** fal**se**

  fen**ce** voi**ce** spi**ce** jui**ce**
- And **/z/** is often spelled -se.

  crui**se** becau**se** chee**se** plea**se**
- Unfortunately, no guidance is available for -ce versus -se as the correct spelling. The student must rely on visual memory to make the proper choice.

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CONSONANT BLENDS

BLEND VS. CLUSTER

- All letters in a blend or cluster retain their sound but are welded tightly together.
- Blends: Two consonants that frequently occur together—**st, sl,** or **tr**.
- Clusters: Three letters that frequently occur together.
  - Three consonants—**str, spr** or **spl**
  - Consonant digraph plus a consonant—**chr, shr,** or **thr**

Pronunciation of Blends and Clusters

- Most s-blends are fairly easy to pronounce correctly.
- With l-blends, avoid inserting a schwa between the consonants.
  - Otherwise, bl incorrectly becomes /bŭl/, or fl becomes /fŭl/.
  - Try saying the keyword black or flag and isolating the blend.
- For r-blends, be careful to keep the clean r sound /r/ and not /er/.

Teaching Considerations in Kindergarten and First Grade

In Kindergarten and first grade, blends are taught explicitly as part of the scope and sequence.

Teaching Options in Second Grade and Beyond

1. Do not teach blends. The students have sufficient mastery.
2. Teach ending blends and initial clusters only. The students read beginning blends adequately.
3. Teach the concept of a blend or cluster.
   - Initial blends
   - Initial clusters
   - Final blends
4. Teach the concept of a blend or cluster.
   - Initial-s blends
   - Initial-l blends
   - Initial-r blends
   - Initial clusters
   - Final blends

Support for Reading Blends

- Students read blends together. Example: stop–students read /st/ /o/ /p/.
- Teachers can support students when reading word lists with blends by underlining the blends.

Support for Spelling Blends

When students are writing words with blends, they will finger spell each sound in the blend on a separate finger. Example: stop—/s/ /t/ /o/ /p/.

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SHORT-VOWEL POINTERS (SVP)

Background

- The graphemes -ff, -ll, -ss, -zz, -ck, -tch, and -dge are commonly called short-vowel pointers (SVP) **because the vowel before them always is short**.
- We have two categories of SVPs: FLoSS + Z and Other.
  - FLoSS + Z is a mnemonic to remember these cards: -ff, -ll, -ss, and -zz.
  - Other refers to -ck, -tch, and -dge.
- Short-vowel pointers serve two important purposes:
  - Reading: When we see a SVP, we know to pronounce the vowel before the SVP with its short sound.
  - Spelling: When spelling an unknown word, we rely on the spelling script for SVPs to support us in spelling words correctly.

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Script—Teaching a New SVP	
Teacher	**Students**
"Our new card today is -dge." ➢ *Display -dge card 1.34.*	"d.g.e"
"-dge says /j/."	"d.g.e says /j/"
"The keyword is bridge."	"bridge"
"Let's skywrite."	➢ *Skywrite while saying:* "dge says /j/"
"Let's review: • "The letters are…" • "-dge says …" • "The keyword is…"	 • "-dge" • "/j/" • "bridge"
"This card is a short-vowel pointer. What is it called?"	"short-vowel pointer"
"Why…? • "It always comes after..." • "When you see it in a word, you'll know the vowel before it says..."	"a vowel" "its sound"
"Let's highlight/underline this pattern while we say the sound."	"/j/"

Keyword: class
Figure 7: Card 1.34

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WE DO. LET'S PRACTICE.

- Say the sound as we highlight the -dge in each word below.
- Read the words with repeated readings (page 112).

-dge		
e d g e	f u d g e	n u d g e
b a d g e	r i d g e	b r i d g e
l o d g e	l e d g e	s m u d g e

Kindergarten

YOU DO. PARTNER PRACTICE.

- Teach the new sound card to your partner using the Teaching a New SVP procedure.
- Support your partner to read the words below.

Partner A:

Card: -ss

Words to Read: loss, miss, mess, toss, less, kiss

-ss	

Partner B:

Card -ck

Words to Read: deck, back, luck, quick, sock

-ff	

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YOU DO. PARTNER PRACTICE.

- Teach the new sound card to your partner using the Teaching a New SVP procedure.
- Support your partner to read the words below.

Partner A:

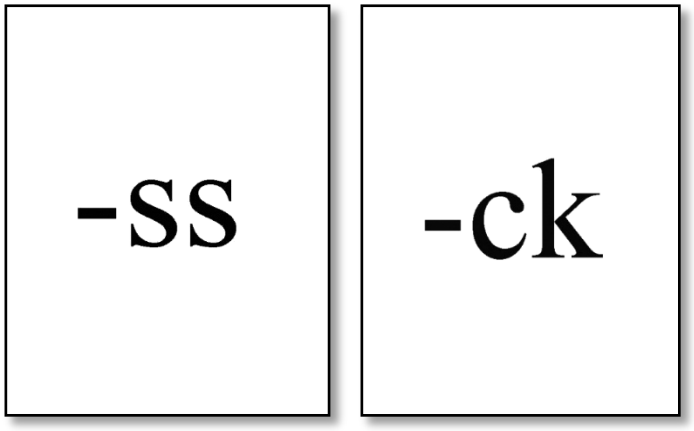
Card -ss

-ss		
g r a s s	c l a s s	m e s s
t o s s	d r e s s	k i s s
m i s s	l o s s	l e s s

Partner B:

Card -ck

-ck		
d u c k	b a c k	l u c k
q u i c k	l o c k	d e c k
s o c k	s a c k	s i c k



Keyword: class Keyword: duck

Figure 8: fLoSS card -ss and svp card -ck

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Application in spelling

- Direct students to look back at the list of words containing the new SVP.
- Support students to discover that this pattern has place value (it occurs at the end of a one-syllable word) and that it comes after one short vowel.
- Teach the script on the back of the SVP card and support students in applying it.

Script—Teaching Spelling SVP	
Teacher	**Students**
"Today we learned that -dge says /j/ as in bridge." ➢ *Display -dge card 1.34.*	
"When we read our new words today, we noticed this pattern was where?"	"at the end of a word"
"And what was it always after?"	"a short vowel"
"Let's practice spelling some words with this pattern." ➢ *Display card 8.39.*	
"My first word is edge. Repeat."	"edge"
"How many syllables in the word edge?"	"1"
"Let's tap it out."	➢ *Tap each sound on their spelling hand:* "/ĕ/-/j/."
"Where is the /j/?"	"at the end of the word"
"What is it after?"	"a short vowel"
"So how do we spell the /j/?"	"-dge"
"The word was edge. Repeat." ➢ *Repeating the word is necessary any time you've interrupted the process of tapping out and writing.*	"edge"
"Tap it out."	➢ *Tap each sound on their spelling hand:* "/ĕ/-/j/."
"Write it." ➢ *Display the word for students to check their work.*	➢ *Write the word and then check.*
"Let's put this into a script. • "At the end of a 1-syllable word" ➢ *Hold up 1 finger* • "After 1 short vowel" ➢ *Hold up 1 finger* • "/j/ is spelled -dge."	• "at the end of a 1-syllable word" ➢ *Hold up 1 finger* • "after 1 short vowel" ➢ *Hold up 1 finger* • "/j/ is spelled -dge"

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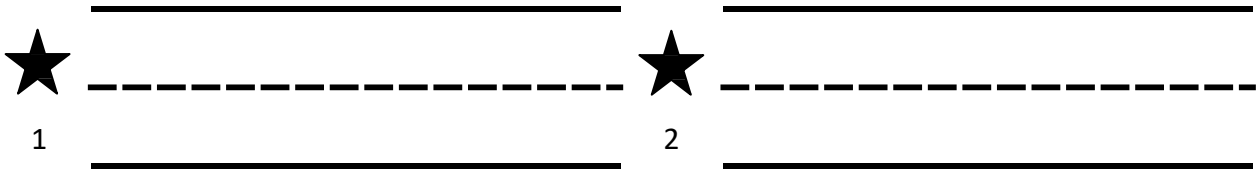
WE DO. LET'S PRACTICE.



YOU DO. PARTNER PRACTICE.

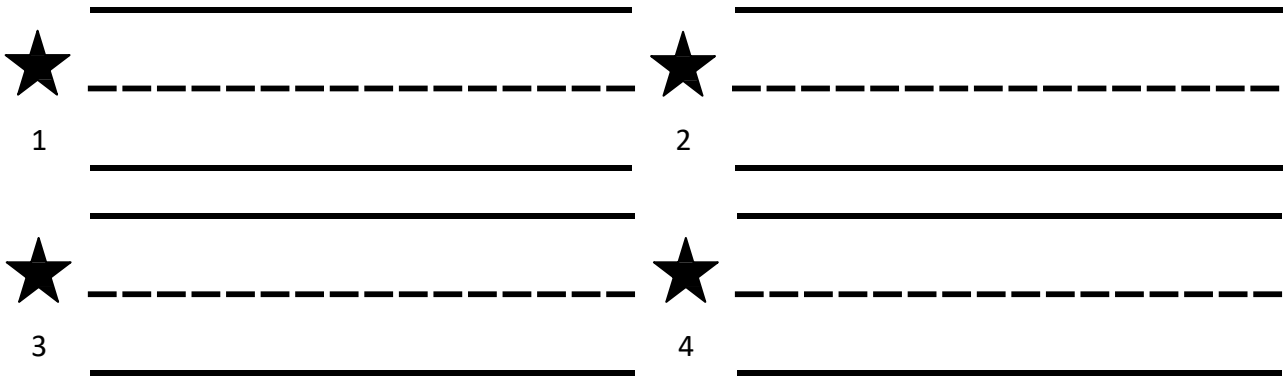
- Teach the spelling script for new sound card (use the script on the card back for support).
- Dictate the following words to your partner.

Partner A:

Script: -ss
Words to Spell: less, boss, dress, pass

Partner B:

Script: -ck
Words to Spell: back, stick, rock, luck



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MEET THE STICK VOWELS

a E I o u Y

Figure 9: card 8.30

As shown above, some of the vowels can be made with sticks, but some cannot.

- Make the exercise multisensory by actually making these letters **E**, **I**, and **Y** with sticks.
  - Toothpicks, popsicle sticks, actual sticks, pipe cleaners, or pretzel sticks work well also.
- The stick vowels are—**E**, **I**, and **Y**.
- Round vowels are—**a**, **o**, and **u**.

"Yes, Jonathon, we can make the capital A with sticks also, but we want to remember the image of the lower case a when we think about the stick vowels. It is a memory aid." 😊

Stick vowels are our friends. They aid our memory. Let's discuss how.

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BEST CHOICE FOR SPELLING /K/

Beginning of a Word or Syllable

Our friends the stick vowels, E, I, and Y, come in handy to help us choose the correct spelling for /k/. Do we use c or k?

The letter c is round.

- c is the best choice for spelling /k/ before a consonant or a round vowel.
  - Think: round with round, round with consonant.

cat **cu**t **cl**own **ca**tsup

The letter k can be made with sticks.

- k is the best choice for spelling before a stick vowel.
  - Think: stick with stick.

kitten **ki**te s**ky** **ke**tchup

Ever wonder why cat is spelled with a c and kitten is spelled with a k?
How about catsup versus ketchup?

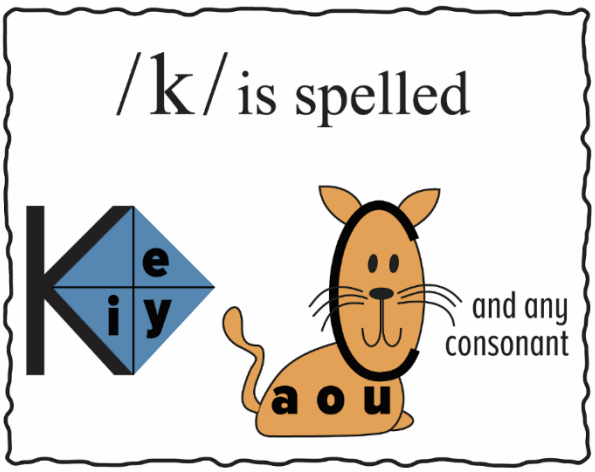

Figure 10: card 8.31

End of a Word or Syllable

The best choice for spelling /k/ at the end of a one-syllable word:

- After a consonant or a long vowel is k (peak, junk) and
- After a short vowel is -ck (pick, stack).

In a two-or-more-syllable word:

- Best choice for final /k/ is c (picnic, fantastic, havoc).

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SOFT C

Script—Teach Soft c	
Teacher	**Students**
"We already know one sound this letter makes /k/ *(tap once)."*	"/k/"
"We call this the hard c sound." ➢ *Display c card 1.03.*	
"Today, we are going to discuss its second sound /s/."	"/s/"
"We call this the soft c sound."	
"c says /s/ when followed by a stick vowel E, I, Y." ➢ *Introduce picture card if desired. 8.32 and 8.34.*	"c says /s/ when followed by a stick vowel, E, I, Y."
"The keyword is city."	"city"
"Let's skywrite."	➢ *Skywrite 3x while saying:* "c says /s/ when followed by a stick vowel E, I, Y."
"Let's review:" ➢ *Tap twice prompting for /k/ and /s/.* • "The keywords are cat and city." • "c says /s/ when followed by stick vowel E, I, Y."	• "/k/, /s/" • "cat, city" • "c says /s/ when followed by stick vowel E, I, Y."

Figure 11: card 8.34

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WE DO. LET'S PRACTICE.

Hard and Soft c			
Underline the c and the letter immediately following the c. Does the c say /k/ or /s/?			
c e l k	c r u n g	c i t	c l u s p
c o f t	c i p h	c e s h	c i f f
m e n c e	p l i c e	s q u a c e	c i d e

Visual Drill

- Once this concept has been taught, we begin tapping the letter *c* card twice in a visual drill.
- Students respond:
  - /k/
  - /s/
  - c says /s/ when followed by a stick vowel **e, i,** or **y**

Blending Drill

- Blending drills provide great opportunity to reinforce application of hard and soft c.
- Place the c card in the initial position for blending.
- As you flip through the vowel cards, support students in application of using the vowel to determine if c will be hard /k/ or soft /s/.
- When students block or miscue, simply point to the letter c and the vowel to support them in identifying the correct sound.

Note: Soft c is a reliable rule. We teach this as an "always" rule.

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Script—Teach Soft g	
Teacher	**Students**
"We already know one sound this letter makes /g/ *(tap once)*."	"/g/"
"We call this hard g." ➢ *Display card 1.07.*	
"Today, we are going to discuss its second sound, /j/."	"/j/"
"We call this the soft g sound.	
"g usually says /j/ when followed by a stick vowel E, I, Y." ➢ *Introduce picture card if desired. 8.35 and 8.37.*	"g says /j/ when followed by a stick vowel E, I, Y."
"The keyword is gem."	"gem"
"Let's skywrite."	➢ *Skywrite 3x while saying:* "g says /j/ when followed by a stick vowel E, I, Y."
"Let's review." ➢ *Tap twice prompting for /g/ and /j/.* • "The keywords are goat and gem." • "g says /j/ when followed by stick vowel E, I, Y."	• "/g/, /j/" • "goat, gem" • "g says /j/ when followed by a stick vowel E, I, Y."

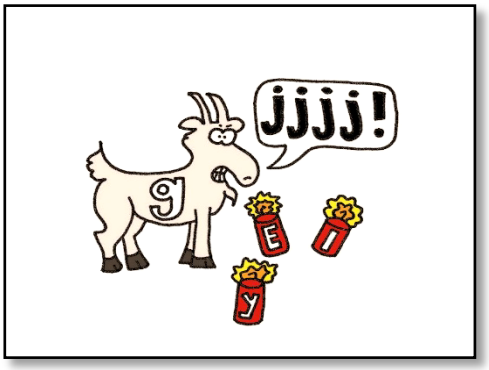

Figure 12: card 8.37

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Hard and Soft g			
Underline the g and the letter immediately following the g. Does the g say /g/ or /j/?			
g e l k	g r i b	g u f f	g a m p
g o s t	g r e t	g l o m p	g r a t c h
c l a g e	c r i g e	s m i n g e	g e d e

Visual Drill

- Once this concept has been taught, we begin tapping the letter g card twice in a visual drill.
- Students respond:
  - /g/
  - /j/
  - g says **/j/** when followed by a stick vowel **e**, **i**, or **y**

Blending Drill

- Blending drills provide great opportunity to reinforce application of hard and soft g.
- Place the g card in the initial position for blending.
- As you flip through the vowel cards, support students in application of using the vowel to determine if g will be hard /g/ or soft /j/.
- When students block or miscue, simply point to the letter g and the vowel to support them in identifying the correct sound.

Note: Soft g is not as reliable as soft c. We teach this as a “usually” rule.

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TEACH NEW

Rimes (word families) are the Vowel and Remaining Consonants

Why teach word families?

- Have a predictable pattern—with same rime.
- Teaching these "chunks" will help young readers blend sounds together to form words.

Script–Teach New Rime	
➢ *Write am on index card*	
Teacher	**Students**
"Our new word family today is a.m." ➢ *Display card and say names of the letters. Prompt students to repeat.*	➢ *Name letters.* "a.m"
"a.m says /am/." "What does a.m say"?	"/am/"
"Let's skywrite." ➢ *Check that students are using their writing hand.* ➢ *Make sure their arms are straight and strong.* ➢ *Students eyes should be looking at the card as they skywrite.*	➢ *Skywrite 3x while saying:* "a.m says /am/"
"Let's review. • "What's the name of our new card?" • "What sound does a.m say?"	➢ *Name the letters.* • "a.m" ➢ *Pronounce the word family.* • "/am/"

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Words to Read	
Option 1: Write rime then onset	
Teacher	**Students**
"Let's read words with the word family /am/."	
➢ *Write rime first.* ***am*** ➢ *Prompt students to say sound of the rime.*	"/am/"
➢ *Add onset* ***h****.* ➢ *Prompt students to produce the sound of the onset.*	"/h/"
➢ *Drag finger under word as students read the word.*	"/ham/"

Words to Read	
Option 2: Write onset then rime	
Teacher	**Students**
"Let's read words with the word family /am/."	
➢ *Write onset first.* ***h*** ➢ *Prompt students to say sound of the onset.*	"/h/"
➢ *Add rime* ***am.*** ➢ *Prompt students to produce the sound of the rime.*	"/am/"
➢ *Drag finger under word as students read the word.*	"/ham/"

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WE DO. LET'S PRACTICE.

New Words to Read	
j a m	h a m
S a m	y a m
r a m	p a m

YOU DO. PARTNER PRACTICE.

- Teach the new word family to your partner using the Teaching a New Rime procedure.
- Support your partner to read the words below.

Partner A:

Word Family: -ob

Words to Read: job, mob, rob, sob, cob, fob

Partner B: Teach

Word Family: -ug

Words to Read: bug, dug, hug, jug, mug, chug

New Words to Read	

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Words to Spell – Rimes	
Teacher	**Students**
"Today, we learned the word family /am/."	
"When we spell words with this word family, we need to tap them out a little differently."	
"When we tap, we are going to keep the word family together and put it on one finger."	
"Let's practice."	
"My word is ram." ➢ *Prompt students to repeat*	"ram"
• "Watch how I tap it out." • "/r/am/ on two fingers." ➢ *Demonstrate.* • "Together…"	"ram, /r/am/"
➢ *Once students are proficient, eliminate the next four lines.*	
"Now I am going to show how we tap out the word and write it on my paper. "	
➢ *Demonstrate how you tap out the word ram.* • "The first sound is /r/." ➢ *Say the sound as you write it.*	
➢ *Tap word again.* • "The word family is /am/. ➢ *Say am and write it.*	
"Let's do some together."	
"The first word is jam." ➢ *Prompt students to repeat*	"jam"
• "Let's tap out the word jam. • "Remember to keep the word family on one finger." ➢ *Finger spell keeping rime together*	➢ *Students tap while saying:* "/j/am/"
"What is the first sound?"	"/j/"
"Prompt students to write the first sound." ➢ *Encourage students to say sound as they write.*	➢ *Students say /j/ as they write the letter:* "j"
• "The word is jam." • "Finger spell." • "What is the word family?"	"/jam/" ➢ *Students finger spell /am/.* "/am/"
➢ *Prompt students to write /am/.* ➢ *Encourage students to say /am/ as they write.*	➢ *Students say /am/ as they write am.* "/am/"
"What's the word?"	"jam"

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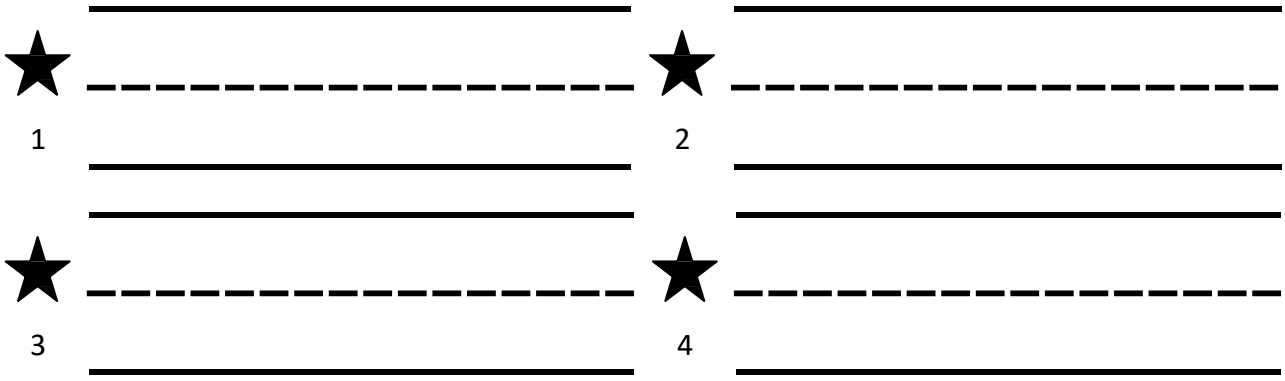
WE DO. LET'S PRACTICE.



Questions/Reflections:

YOU DO. PARTNER PRACTICE.

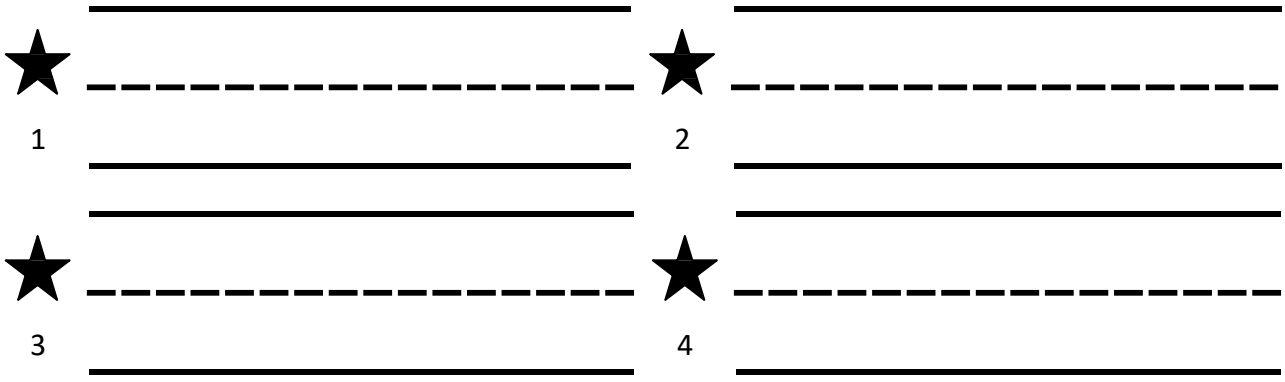
Dictate the words below to your partner using the Words to Spell – Rimes procedure.

Partner A:

job, mob, rob, sob

Partner B:

bug, dug, hug, mug



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SHORT-VOWEL EXCEPTIONS (SVE)

Introduction

The words fang, king, sank, wink, kind, old, wild, ghost, colt, and troll are in what appear to be closed syllables. You would expect the vowel to make its short sound, but it does not. In these words, the vowels make a long sound. We call them short-vowel exceptions (SVE). Because these patterns do not follow the closed syllable rule, we teach each one explicitly.

Grapheme	Phoneme	Keyword
-ang	/āng/	fang
-ing	/ēng/	king
-ank	/ānk/	sank
-ink	/ēnk/	wink

Grapheme	Phoneme	Keyword
-ind	/īnd/, /ĭnd/	kind, wind
-old	/ōld/	old
-ild	/īld/	wild
-ost	/ōst/, /ŏst/	ghost, cost
-olt	/ōlt/	colt
-oll	/ōl/	troll

The patterns ong, ung, onk, unk make a cleaner, closed-syllable, short-vowel sound. For simplicity's sake, they are often introduced alongside the SVE.

A little story to help remember some of the SVE patterns…
Once upon a time, a kind, old, wild, ghost jumped on his colt to find his friend troll.

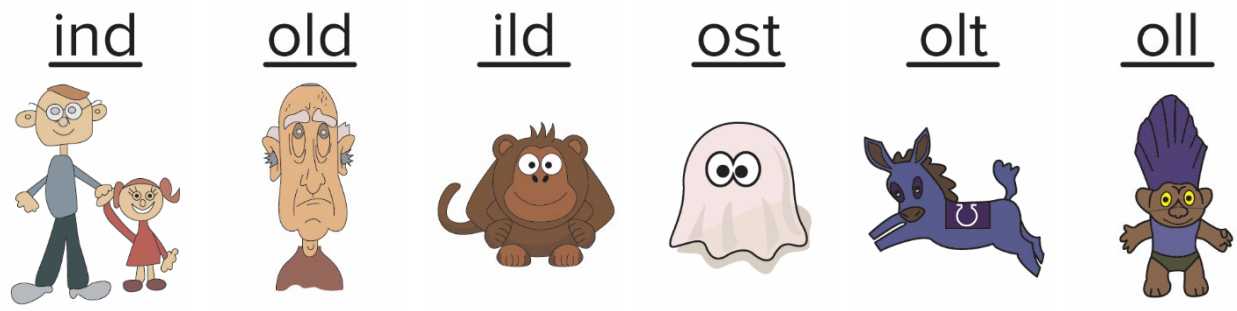

Figure 13: sve mnemonic, cards 8.15-8.20

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Introduction:

- Deck 8 includes picture cards for the SVE word families.
- Optionally, use picture cards to introduce these patterns or display them for reference.
- When reading words from these word families, students should keep the letters in the family together and read them as a unit.
- Trying to sound each letter out individually may lead to mispronunciation.

Script—Teaching a SVE	
Teacher	**Students**
"Our new card today is -i.n.k." ➢ *Display -ink card 3.04.* ➢ *Name the letters, not the sound.*	"i.n.k"
"-i.n.k says /ēnk/."	"i.n.k says /ēnk/."
"The keyword is wink."	"wink"
"Let's skywrite."	➢ *Skywrite 3X while saying:* "i.n.k says /ēnk/."
"Let's review. • "The letters are …" • "-ink says …" • "The keyword is …"	• "ink" • "/ēnk/" • "wink"
• "When we see this pattern, we are going to treat it as a word family. • "That means we are going to read this as a unit (keeping it together), rather than pronouncing each sound."	
"Let's highlight/underline -i.n.k in our word list while we say the sound /ēnk/."	"/ēnk/"
"Let's go back and read the words."	➢ *Respond as appropriate.*

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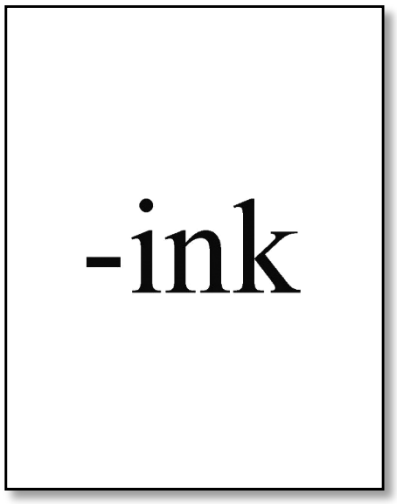
WE DO. LET'S PRACTICE.



Keyword: wink
Figure 14: card 3.04

-ink		
s i n k	d r i n k	r i n k
w i n k	s t i n k	s l i n k
t h i n k	b l i n k	k i n k

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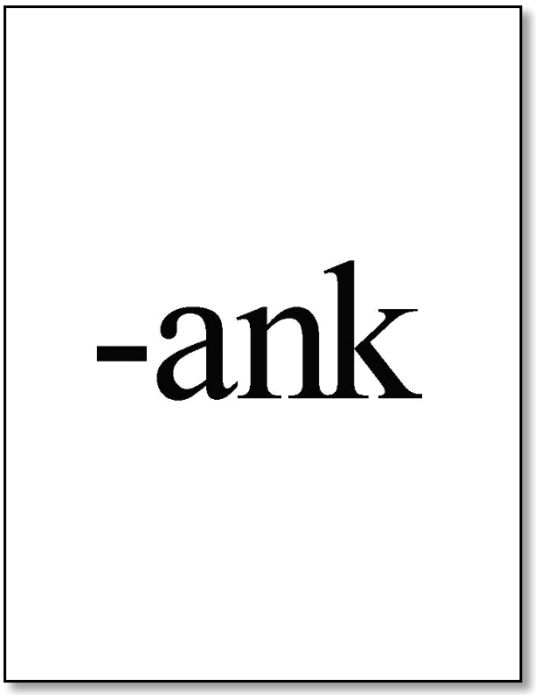
YOU DO.

- Teach the new word family to your partner using the Teaching a SVE procedure.
- Support your partner to read the words below using repeated readings and extensions.

Partner A:



Keyword: sank
Figure 15: card 3.02

-ank		
b a n k	p r a n k	y a n k
r a n k	c r a n k	p l a n k
t h a n k	s a n k	F r a n k

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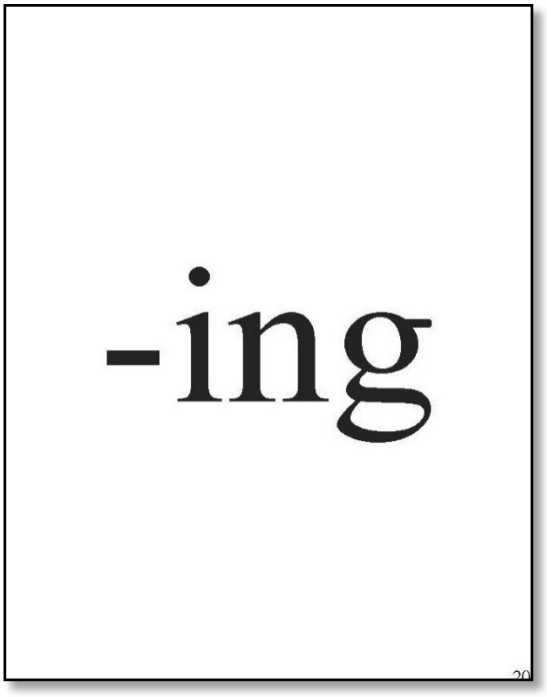
Partner B:



Keyword: king
Figure 16: card 3.03

-ing		
s i n g	b r i n g	z i n g
w i n g	d i n g	s p r i n g
r i n g	f l i n g	s t r i n g

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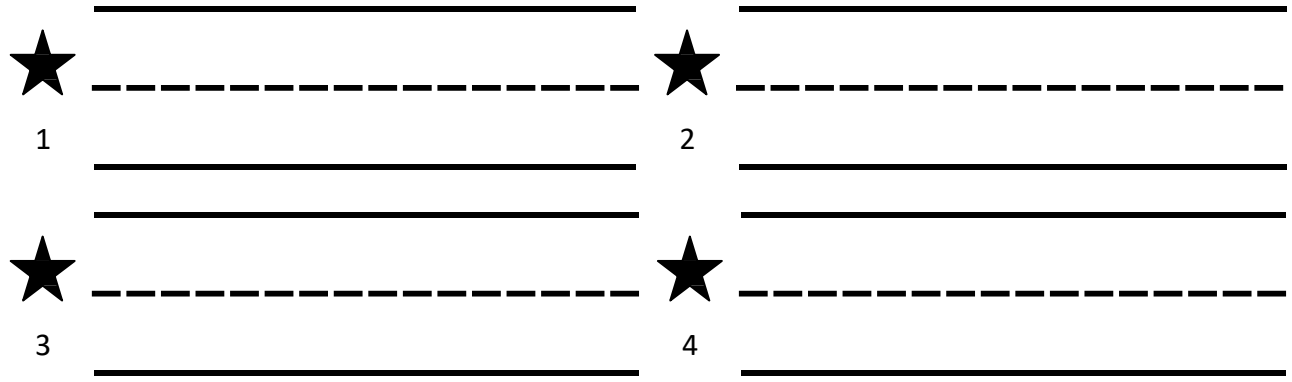
Script—Spelling a SVE	
Teacher	**Students**
"Today, we learned the word family -i.n.k."	"i.n.k"
• "When we spell words with this word family, we need to tap them out a little differently. • "When we tap, we are going to keep the word family together and put it on one finger. • "Let's practice."	
"My word is sink. Repeat."	"sink"
"Watch how I tap it out keeping the family on one finger instead of pulling the sounds apart. /s/ēnk/" ➢ *Tap one finger for /s/ and one finger for /ēnk/.* "Together…"	"sink, s/ēnk/"
"Let's try some more: • "Think, /th/ēnk/" • "Drink, /d/r/ēnk/"	• "think, /th/ēnk/" • "drink, /d/r/ēnk/"

WE DO. LET'S PRACTICE.



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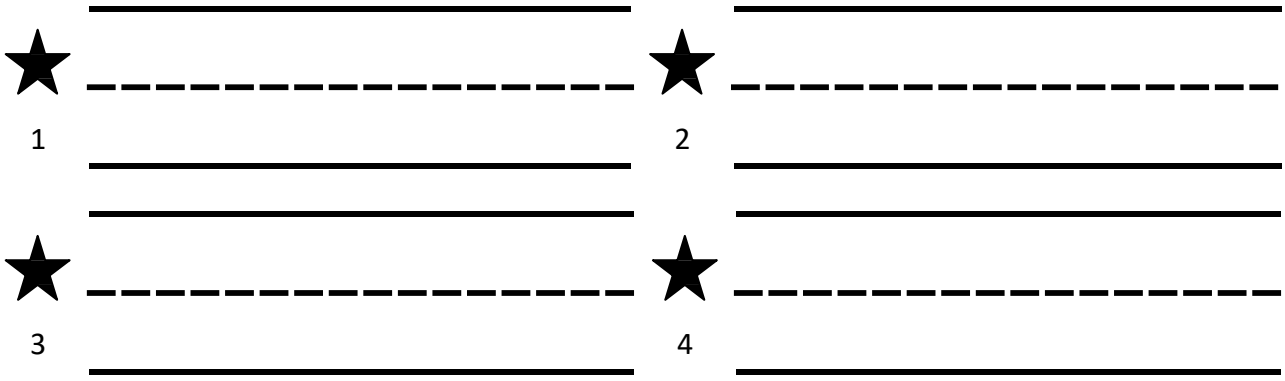
YOU DO. PARTNER PRACTICE.

Dictate the following words to your partner using the Spelling a SVE procedure.

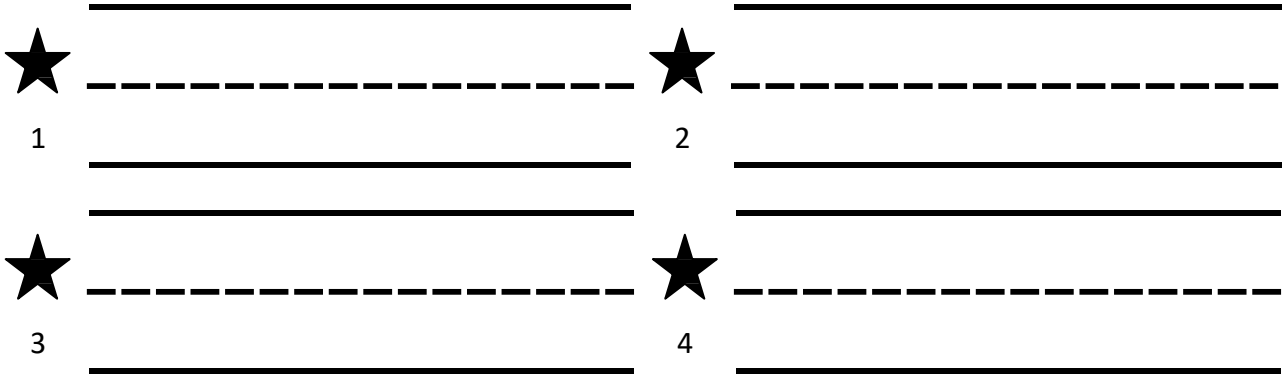
Partner A:

sank, thank, blank, drank



Partner B:

thing, king, sing, bring



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KINDERGARTEN

Script—Teach a_e card	
➢ *Use the **a_e** card. The same procedure is used when introducing: **i_e, o_e, u_e**.*	
Teacher	**Students**
"We're going to learn a new card today." ➢ *Show a_e card.*	
"The name of this card is **a** consonant **e**. What's the name?"	"a consonant e"
"a_e says /ā/. What does it say?"	"/ā/"
"The keyword is **cake**. "What's the keyword?"	"cake"
➢ *Write the word cake up for students to see and repeat the word cake.* • "Let's tap it out: /k/-/ā/-/k/." • "Did you notice the e was silent? • "We call this e Magic e! • "What do we call it?"	➢ *Tap while saying:* • "/k/-/ā/-/k/" • "Magic e"
"Let's skywrite." ➢ *Skywrite: **a** _ (draw line) **e*** ➢ *Say: **a** consonant **e** says **/ā/***	➢ *Skywrite three times a _ (draw line) e while saying:* "a consonant e says /ā/"
"Let's review • "The letters are…" • "a consonant e says…" • "The keyword is…"	• "a consonant e" • "/ā/" • "cake"
➢ *Write the pattern a_e on the board, point and say:* " a consonant e "	
"What does **a_e** say?"	"/ā/"
➢ *Point to the space between the vowels.* • "When you see this line, it is a holding spot for a consonant. • "Let's put the letter **p** here." ➢ *Insert letter p on the line.* • "Now this says …"	"/āpe/"
➢ *Repeat last step with these consonants: b, k, d, m, n* **Note:** Do not use the letters: c, g, s, j, x, h, q, r, w, y	
"Let's read the list we created today." ➢ *Point to the list and prompt students to read.*	➢ *Read the list.*
"I am going to place this card in our visual drill for tomorrow. When I tap say /ā/."	"/ā/"

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KINDERGARTEN READING MAGIC E

The procedure for reading Review and New Words with Magic e patterns varies from previous procedures in order for students to successfully decode these words. Support students in sound-by-sound blending words by writing words up as they read them using procedure below.

Use the following steps to decode the word cape:

- Teacher writes:
  - c and prompts students to say /k/,
  - a_e (write the line) and prompts students to say /ā/, then
  - p (on the line) and prompts students to say /p/.
- Teacher directs students to blend the word cape.

Engage students in repeated readings of the word list to build automaticity through prompting.

- Boys read column two.
- If you like ice cream, read column three with me.

Prompt students to identify specific words in the list for vocabulary extensions. Use the vocabulary of instruction—synonym (same as), antonym (opposite of), words that rhyme, word meanings.

- Which word in column one is an antonym (opposite of) for angry?
- Which word in column two means to tug?
- Which word in column one rhymes with man?

KINDERGARTEN SPELLING MAGIC E

The procedure for spelling also varies. Follow this procedure for Words to Spell in the Magic e lesson plans.

To spell the word cape:

- Teacher says the word and prompts students to repeat the word.
- The word is tapped out on the students' spelling hands as /k/-/ā/-/p/.
- Students write the c for /k/, a_e for /ā/, then add p between the vowels.

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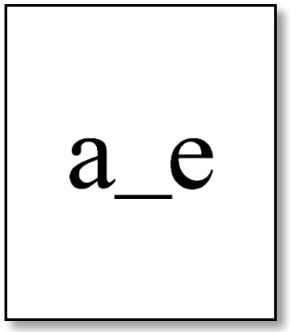
Script—Teach from a_e card	
Teacher	**Students**
"Our new card today is a_e." ➢ *Display card 1.40. Pronounced a consonant e.*	
➢ *Teacher points to the line.* "This line is holding a spot for a consonant. What is it holding a spot for?"	"consonant"
"We call this card **a** consonant **e**. What's the name of this card?"	"a consonant e"
"**a** consonant **e** says **/ā/**."	"a consonant e says /ā/"
"The keyword is **ape**."	"ape"
"Let's skywrite."	➢ *Skywrite three times: a _ (draw line) e while saying:* "a consonant e says /ā/"
"Let's review • The letters are…" • "a consonant e says …" • "The keyword is …	• "a consonant e" • "/ā/" • "ape"
➢ *Display the keyword. ape* • "This is a Magic e syllable." • "The **e** jumps back over the consonant making the vowel say its name." • "What's its name?" • "So what's the word? Magic!" ➢ *While illustrating:* *ā p ȩ́*	• "Magic e syllable" • "the e jumps back over the consonant, making the vowel say its name" • "/ā/" • "ape"
• "I am going to place this card in our visual drill for tomorrow. • "When I tap this card, say /ā/."	"/ā/"
"Let's look at some words."	



Keyword: ape
Figure 17: card 1.40

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New Words to Read (Option 1)		
Illustrate the impact of adding the ȩ, beginning with closed syllable. ȩ jumps back, making the vowel say its name.		
r ā t ȩ	f a t	h a t
m a d	t a p	p a l
p l a n	g a p	g a l

Flexing short vowel versus long vowel (**/ă/** vs. **/ā/**) can be challenging. If this is too difficult, practice with Magic e syllables only.

New Words to Read (Option 2)		
Begin with Magic e syllable and illustrate the impact of the ȩ. ȩ jumps back, making the vowel say its name.		
w ā d ȩ	h a z e	s t a k e
t r a d e	l a k e	s h a v e
s c r a p e	p l a c e	s a f e

Visual Drill

- Begin with individual cards: **a_e** (1.40).
- Teacher taps **a_e**. Students say **/ā/**.
- Teacher points to the placeholder space on the a_e card and says, "Put a **t** there." Students say **/āt/**.
- As appropriate, replace individual Magic e cards (**a_e**, etc.) with combined card 1.46.
- Review Magic e as a syllable type (card 8.49) after teaching all Magic e patterns.
- Discard individual and combined Magic e cards during a visual drill. Do not use them in blending drills.

Blending Drill

- To introduce Magic e to a blending drill, place Magic e card (8.48) in the 4th position.
- Once students are successful, replace card 8.48 with deck 10 (Magic e endings) and shuffle it in with other 3rd-position cards.

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CHAPTER 10: LESSON PLAN—DECODING

DECK PREPARATION

KINDERGARTEN PREPARATION

Our first task is to construct fair visual and blending stacks for our students. Fair = you have taught it, a colleague has taught it and the student caught it, or the student arrived knowing the concept and you have confirmed it.

Create a mental image (or use sticky notes on table top) of the following four stacks, 0–3.

0—visual, not blending
1—visual, blending beginning
2—visual, blending middle
3—visual, blending ending

face	stack
a	2
b	3
c	1
d	3
e	2
f	1
g	3
h	1
i	2
j	1
k	1
l	1
m	3
n	3
o	2
p	3
qu	1
r	1
s	1

face	stack
t	3
u	2
v	1
w	1
x	3
y	1
z	1
ch	1
sh	3
th	3
wh	1
-ck	3
-ff	3
-ll	3
-ss	3
a_e	0
i_e	0
o_e	0
u_e	0

face	stack
a, e, i, o, u, y	0
b checker	0
blends	0

Complete visual deck by combining stacks—stack 0, 1, 2, 3. Band the remainder of the deck together and return it to your bag.

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FIRST GRADE+ PREPARATION—DAY 1 AND 2

Our first task is to construct fair visual and blending stacks for our students. Fair = you have taught it, a peer has taught it and the student caught it, or the student arrived knowing the concept and you have confirmed it.

Use sticky notes on table top (or create a mental image) for four stacks.

0—visual, not blending
1—visual, blending beginning
2—visual, blending middle
3—visual, blending ending

Using Basic 1.01–1.57, sort cards (face down) into stacks according to following table.

card	face	stack		card	face	stack		card	face	stack
1.01	a	2		1.21	u	2		1.41	e_e	
1.02	b	3		1.22	v	1		1.42	i_e	
1.03	c	3		1.23	w	1		1.43	o_e	
1.04	d	3		1.24	x	3		1.44	u_e	
1.05	e	2		1.25	y	1		1.45	y_e	
1.06	f	1		1.26	z	1		1.46	a-e etc.	
1.07	g	3		1.27	V/C	0		1.47	ar	
1.08	h	1		1.28	ch			1.48	er	
1.09	i	2		1.29	ph			1.49	ir	
1.10	j	1		1.30	sh			1.50	or	
1.11	k	1		1.31	th			1.51	ur	
1.12	l	1		1.32	wh			1.52	a w/ graphic	0
1.13	m	3		1.33	-ck			1.53	e w/ graphic	0
1.14	n	3		1.34	-dge			1.54	i w/ graphic	0
1.15	o	2		1.35	-tch			1.55	o w/ graphic	0
1.16	p	3		1.36	-ff			1.56	u w/ graphic	0
1.17	qu	1		1.37	-ll			1.57	r w/ graphic	0
1.18	r	1		1.38	-ss			1.58	are, ere, etc.	
1.19	s	1		1.39	-zz			8.22-8.26	pick any 2	0
1.20	t	3		1.40	a_e			8.42	syllable	0

Complete visual deck by combining stacks—stack 0, 1, 2, and 3. Band the remainder of the deck together and return it to your bag.

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Visual Drill Taps and Prompts—Day 1

- **a**, **e**, **i**, **o**: tap two times for sound (short vowel) and name (long vowel)
- **u**: tap three times for **/ŭ/**, **/yo͞o/**, and **/o͞o/**
- **qu**: q always followed by u

Visual Drill including Taps and Prompts—Day 2

- Pull h-brothers **ch, ph, wh, th, wh**
  - Cards 1.28–1.32
  - Stack 1—ch, wh
  - Stack 3—ph, sh, th
- **j**: no English word ends in j
- **s:** tap two times for **/s/** and **/z/**
- **v**: no English word ends in v, always followed by a silent e
- **y**: tap three times for **/y/**, **/ī/**, **/ē/**
  - When y?
  - **/y/** at the beginning of a syllable
  - **/ī/** at the end of a one-syllable word
  - **/ē/** at the end of a two-syllable word

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Existing Deck Changes

Card	Front	Current Location	Move to
1.03	c	3	1
1.07	g	3	1

Card	Front	Stack
1.33	-ck	3
1.34	-dge	3
1.38	-ss	3
8.48	~~g~~	4

Added Visual Drill Taps and Prompts

- **c**: tap two times for **/k/** and **/s/**, **/s/** before a stick vowel **E**, **I**, **Y**
- **g**: tap two times for **/g/** and **/j/**, **/j/** before a stick vowel **E**, **I**, **Y**
- **-ck**: tap one time for /k/
  - at the end of a one-syllable word, after one short vowel, **/k/** is spelled **-ck**
- **-dge**: tap one time for /j/
  - at the end of a one-syllable word, after one short vowel, **/j/** is spelled **-dge**
- **-ss:** tap one time for /s/
  - at the end of a one-syllable word, after one short vowel, **/s/** is spelled **-ss**

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CARD BACKS

Many helpful pieces of information can be found on the back of each card.

- Each card has a number in the bottom right-hand corner to indicate in which deck (1–10) the card belongs, followed by a number indicating sequence within the deck.
- The numbers down the left indicate the number of possible sounds.
  - Sounds are presented in order of frequency—from the most common to least common.
  - Pronunciations above the line are common.
  - Those below the line are less common or considered more advanced.
- The bolded word at the end of each pronunciation line is the keyword for that sound.
  - Keywords are important for supporting students for error correction (more on this later).
  - Additional words are provided as examples.
- The dot at the top of the card indicates card placement for a blending drill.
  - Dot in the upper-left corner indicates an initial position placement.
  - Dot in the middle indicates middle-position placement (vowels only).
  - Dot in the upper-right corner indicates final position placement.
  - Some cards have dots in the left and right corner, indicating either position is valid.

  Note: If you have a 2018 deck, add a dot to the upper-right corner of your c card.
- The bottom left-hand corner provides information on the possible spellings of the sound.
  - Graphemes to the left of "/" are the more common spellings.
  - Graphemes to the right of "/" are valid but uncommon spellings.

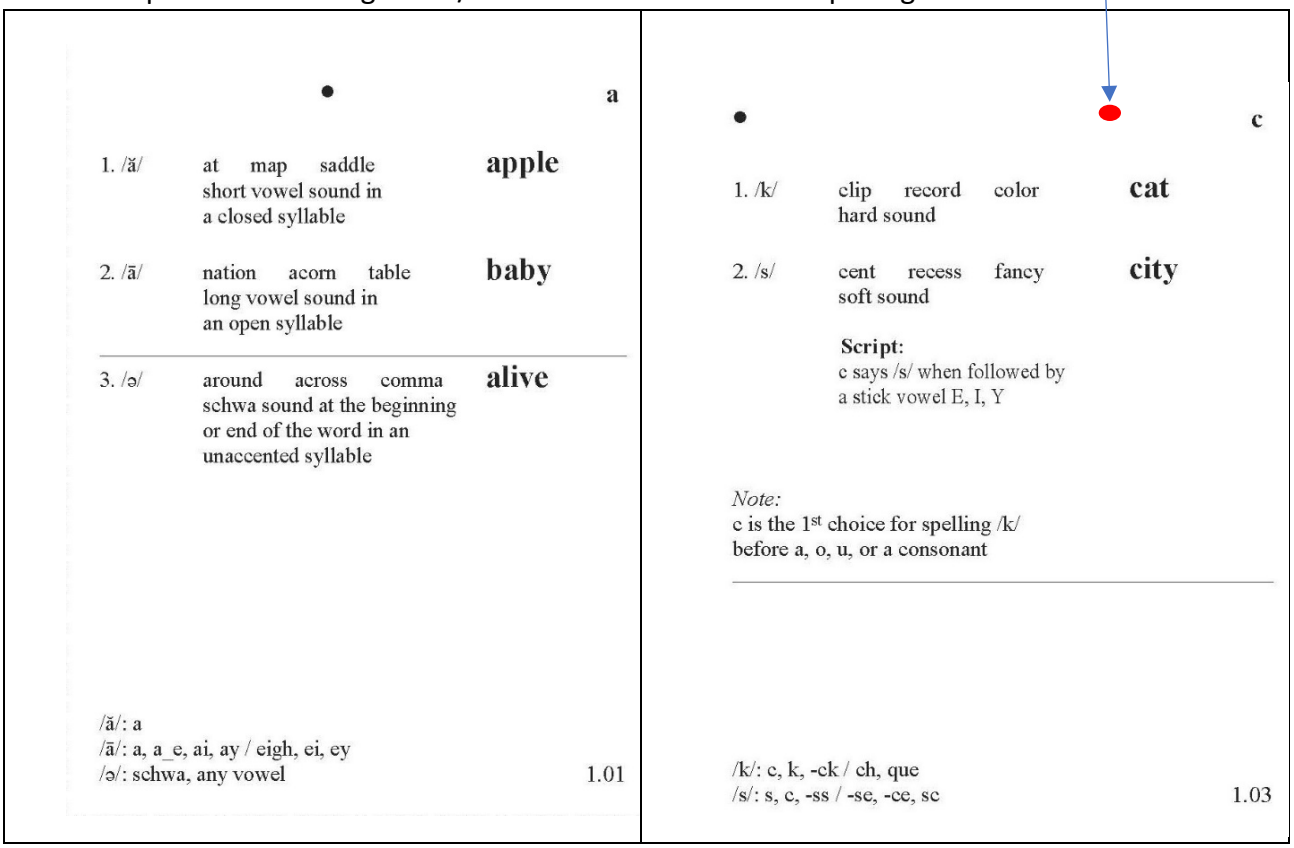

Figure 18: card back examples

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PREVIEW LESSON PROCEDURES

Fidelity to Lesson Procedures

- Consistent delivery of daily lesson plan procedures is critical to the success of a lesson. Fidelity to lesson plan procedures ensures that:
  - Unclear or multistep directions do not bog students down and
  - Students can focus mental energy on the new lesson content.
- Use old procedures to learn new content.
- Use old content to learn new procedures.

Maximizing Student Engagement

- Each procedure teaches, coaches, or reinforces instruction. Do not skip or eliminate lesson procedures.
- Students must engage and participate in each lesson procedure.
- Engagement is maximized when:
  - Pacing of instruction is challenging enough to maintain interest, but slow enough to avoid creating frustration or confusion and
  - Instruction uses choral rather than individual responses (raising hands and calling on individuals).
- Scale back content (e.g., reduce the number of words read) in a given lesson component to fit allotted time.
- Maintain lesson pacing so all components are taught each day.

CLIP THE SCHWA

- Schwa is the most common vowel sound in the English language.
- Is represented by the symbol **ə** in the dictionary.
- Considered a lazy vowel sound in an unaccented (or unstressed) syllable.
  - Examples: about /ə.bout/, lesson /lĕs/sən/, contract (verb) /kən/trăct/.
- It is challenging to avoid inserting a schwa after some consonants. We need to be careful to clip the schwa so we produce clean, accurate sounds.

  - Say **/b/**, not **/bu/**. Say **/v/**, not **/vu/**.
  - Practice contrasting both until you can hear the difference between a clean **/b/** and the letter sound with a schwa **/bu/**.
  - Consider the sound the letter makes at the end of the word **/căb/**.
  - Placing the schwa after the letter sound makes it difficult to recognize the word during blending.
- Guess my word.
  - /su/pu/ŭ/nu/ /bu/lu/ă/ku/ /tu/ru/ŭ/ku/

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SKYWRITING

Refers to a specific gross motor activity that is an important element of multisensory learning.

- Students should use their normal writing (left or right) hand when skywriting.
- Instruct students to extend their skywriting arm straight in front of them.
- They should try to keep their arm straight and strong, and avoid bending it at the elbow as much as possible. This ensures large motor movement.
- Writing should progress from top to bottom and left to right as normal.
- While they skywrite, students should look at a visual stimulus (card).
- To make the auditory connection, students verbalize the stimulus as they write.

Note:

- Specifically, students should verbalize letter name(s) and sound, while skywriting.
- To reduce fatigue and maximize muscle memory:
  - Have students extend their index and middle fingers (tightly welded together).
  - Stop periodically and direct students to shake the arm out.

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VISUAL DRILL

Every lesson begins with a whole-group visual and blending drills. These drills should be quick and snappy, **no more than 5 minutes in total**.

Visual drill purpose and procedure

- Purpose:
  - Decoding is only possible when students have automatized the sound-symbol correspondence.
  - In an OG lesson, that connection is possible through daily Visual Drills.
  - Build automaticity with sounds and rules.
  - Automaticity means instantaneous, not simply accurate.
- Procedure:
  - Verify that students can see. If not, instruct them to move so they can.
  - Anchor cards so they are stable for students.
  - Display one card at a time.
    - Tap for sound(s).
    - Tap once for one sound, tap twice for two sounds, etc.
    - Students respond chorally.
    - Extend hand, palm up, prompting for rule. Students respond chorally.
  - Support students with minimal error correction. **This is not the time to reteach**.
  - If the response is slow or inaccurate, return card back to deck for second review.
  - Discard cards, face down, into three stacks (beginning, middle, and final positions) to support immediate movement into blending drill.

Visual Drill Taps and Prompts—Day 1

- a, e, i, o: tap two times for sound (short vowel) and name (long vowel)
- u: tap three times for /ŭ/, /yo͞o/, and /o͞o/
- qu: q always followed by u

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BLENDING DRILL

Every lesson begins with a whole-group visual and blending drills. These drills should be quick and snappy, **no more than 5 minutes in total.**

Blending Drill Purpose

- Blending drills and Nonsense Word Fluency (NWF) practice are not designed to build students' repertoire of make-believe words.
- These activities help students rely on their sound-symbol knowledge to decode words. After all, the syllables in most words would constitute nonsense words if they stood alone.

  bas ket plas tic traf fic nap kin

Blending Drill Procedure

- Positioning your cards:
  - Discard position 0 cards (vowel picture cards, etc.).
  - Divide remainder into appropriate stacks—1 (beginning), 2 (vowels), 3 (ending).
  - Flip stacks face up and display cards.
  - Verify that cards are in the correct position from your students' perspective.
- Support blending:
  - Touch each card with blending fingers, prompting students to produce the sound.
  - Slide finger under the nonsense word, prompting students to blend the sounds and pronounce the word.
  - As students progress, encourage whole-word reading vs. sound-by-sound blending. Eliminate steps 1 and 2 above.

What is Whole Word Reading?

- Accurate and automatic pronunciation of a word or syllable without first pronouncing each sound individually.
- Sounds like…**/sŏt/**.
- Pronouncing sounds quietly or silently before pronouncing the word does not qualify as true whole-word reading.

Why is it important to push students to whole-word read?

- Sound-by-sound blending becomes ineffective when a word contains more than five phonemes or two syllables.
- Try blending these phonemes: /s/t/r/ī/p/s/ /k/ə/l/ă/p/s/
  - Producing sounds one at a time and retaining them long enough to blend can be very difficult. (Working memory has limited capacity.)
- Pushing students to read whole words is an important step toward reading base words with suffixes and multisyllabic words.

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STAGES OF BLENDING

1. Sound by sound
   - Each sound is pronounced in isolation as **/s/ /ŏ/ /t/**.
   - The sounds are blended, and student says…**/sŏt/**.

2. Beginning dragging
   - Place continuant consonants in first position—**f**, **h**, **l**, **m**, **n**, **s**, **z**, **sh**, **th**.
   - Produce consonant sound until vowel sound is picked up; produce vowel sound until final consonant sound is picked up.
   - Sounds like… **/sssssŏŏŏt/**.
   - Once the word has been pronounced—do not pronounce a second time.

3. Intermediate dragging
   - Introduce stop consonants into first position.
   - Continue as described above in stage 2.
   - The result sounds like…**/tŏŏŏp/**.

HELPING STUDENTS WHO STRUGGLE

- Ensure students have automaticity of letter sounds.
  - Provide additional repetition (visual drill) and multisensory practice (tactile drill) of sounds they have not yet mastered.
- Use highly-structured blending drill practice opportunities.
  - Include only those sound cards students already have mastered in your blending drill.
  - Change only one card at a time.
  - Encourage students to drag or slide sounds together, rather than segment.
  - Use the chart below to back and practice easier stages of blending.

Decoding
Directions: Teacher displays cards and drags fingers along cards to support students in dragging the sounds together to produce the word/syllable.
Onset and Rime (word families) /c/ap/ /b/ug/ /r/ide/
Two Phoneme Syllables /m/e/ /g/o/ /h/i/ (Open Syllables) /u/p/ /i/f/ /a/t/ (Closed Syllables)
Three Phoneme Syllables /s/i/t/ /y/e/s/ /m/a/p/
Four Phoneme Syllables /b/r/a/g/ /c/r/i/b/ /s/t/o/p/

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BLENDING DRILL—BASIC (OPEN AND CLOSED SYLLABLES)

Flexing between open and closed syllables

- Cover or uncover the cards in position 3 of your current working deck to support your students in blending open and closed syllables.
- Support your students to blend syllables by dragging or whole-word reading.
- Change syllables by discarding (face down).
  - Your goal is to rotate through all vowels.
  - When a student blocks or miscues on a card, keep that card in place for a few more repetitions before rotating beyond that card.

BLENDING DRILL–INTERMEDIATE (MAGIC E AND HARD/SOFT C AND G)

Flex between open, closed, and Magic e syllable types

- Option 1: Place ∉ card (8.48) in 4th position to form Magic e syllables.
  - Support students in recognizing that the addition of the Magic e card at the end has formed a new syllable type.
  - When students block or miscue, point to the ∉ and that it can jump over the top of one consonant, if it lands on a vowel, the vowel will say its name.
- Option 2: Students quickly take the cue for open and Magic e syllables from your hand movement rather than recognizing the patterns themselves. When this happens:
  - Shuffle Magic e endings (deck 10) in with cards in pile 3.
- Insert some blank cards in deck 3 for open (inverted vowel picture cards will work nicely).
- Place cards c and g in the initial position.
- Support students in applying knowledge of hard and soft c/g to provide the correct consonant sound.

BLENDING DRILL–ADVANCED (R CONTROLLED AND VOWEL TEAMS)

Adding advanced vowel sounds

- Place R controlled cards in pile 2.
  - When using R controlled cards, place single consonants and h-brothers in pile 3.
  - Short-vowel pointers cannot follow anything except a single vowel.
  - Ending blends are difficult to pronounce after an R controlled vowel and are uncommon.
- Vowel team cards also go in pile 2.
  - Many vowel teams have place value, meaning they only occur in specific positions.
  - Information on vowel team place value can be found on the back of each card.
    - For those with beginning or middle positions (oi, ai, au, etc.) make sure a consonant is in pile 3.
    - For those in an ending position (ay, oy, ue, etc.) cover pile 3.

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REVIEW WORDS TO READ

Automatic word recognition is essential for students to work towards fluent and expressive reading.

- Most OG lessons include an opportunity for students to read pattern-based review words and new words, as well as unfair/memory words.
- These activities serve similar purposes.
  - Review words support accurate and automatic decoding of previously taught skills.
  - New words allow students to incorporate the new concept.
  - Unfair/memory words are practiced through a flash deck (rather than a wordlist), to support automatic recognition and memorization of words that students must know without relying on their decoding skills.

Controlled word lists and repeated readings support automaticity.

- As the teacher, **do not** read the words and have your students repeat them.
- Reading word lists should be a group activity.
- Avoid the temptation to call on individuals to read or to respond to extensions.
- The more you make this a choral/group activity, the more opportunities you give students to practice.

WE DO. LET'S PRACTICE.

Review Words to Read		
s t a n d s	w e p t	m i x
s w i m	s n o b	s p e n d
b l e n d	s l i p s	t w i s t
s t o m p	g r a n t	t r u s t s

Kindergarten Words to Read Procedure

Support students in reading words sound by sound by following procedure below.

1. Write one letter or letter patterns at a time as students produce the sound(s).
2. Underline specific letter patterns such as diagraphs, blends, and short-vowel pointers, when applicable.
3. Students say the word.

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Script—Variations to Encourage Repeated Reading		
➢ *Teacher facilitates students in reading list twice (more fluently the second time).* ➢ *Teacher then engages students in additional readings through extensions.*		
Teacher		**Students**
Invitations		
• "Read column 1 if you like to ride your bike. • "If you don't like to ride bikes, follow along to make sure they're correct."		"stands, swim, blend, stomp"
Column	Invitation	
1	"If you have a summer birthday"	"stands, swim, blend, stomp"
1	"…like popcorn"	"stands, swim, blend, stomp"
2	"…have on blue today"	"wept, snob, slips, grant"
2	"…are a girl"	"wept, snob, slips, grant"
3	"…have a younger brother or sister"	"mix, spend, twist, trusts"
Extensions		
• "I'm thinking of a word in column 1 that means to walk around loudly. • "Thumbs up when you know it… • "And the word is…." ➢ *Extend hand.*		➢ *Raise thumb up to allow everyone thinking time.* "stomp"
Column	Extension	
1	"Synonym for mix… "Thumbs up when you know it… And the word is…" ➢ *Extend hand.*	➢ *Put their thumbs up.* "blend"
2	"Antonym for humble… "Thumbs up when you know it… And the word is…" ➢ *Extend hand.*	➢ *Put their thumbs up.* "snob"
2	"Something I might have done after reading a sad story… "Thumbs up when you know it… And the word is… " ➢ *Extend hand.*	➢ *Put their thumbs up.* "wept"
Race the Teacher		
➢ *Tell students you are going to see if they can read a word faster than you can make it disappear.* ➢ *Randomly place your eraser next to a word and quickly erase.* ➢ *Students should say the word before it is erased.* ➢ ***Note**: Crossing out the word on chart paper also works.*		➢ *Respond as appropriate, racing the teacher.*

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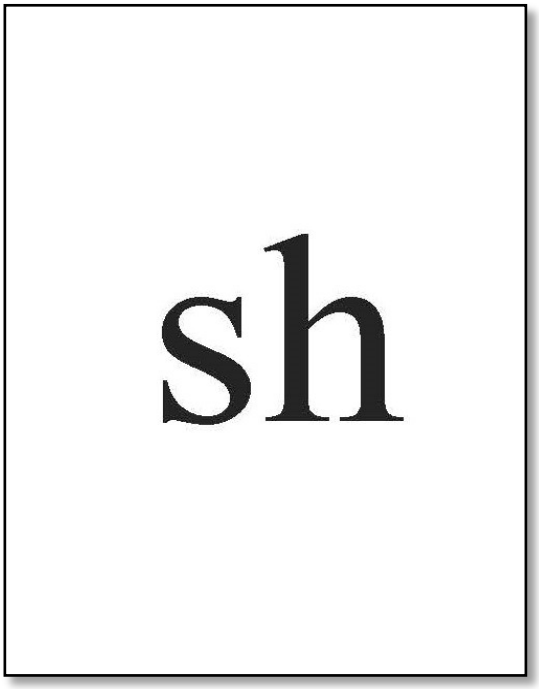
TEACH NEW

Script—Teach New	
Teacher	**Students**
"Our new card today is s.h" ➢ *Display sh card 1.30.* ➢ *Extend hand for students to repeat.*	"s.h"
"s.h says /sh/."	"s.h says */sh/*"
"The keyword is ship."	"ship"
"Let's skywrite."	➢ *Skywrite 3x while saying:* "s.h says /sh/"
"Let's review. • "The letters are…" • "sh says…" • "The keyword is…"	 • "s.h" • "/sh/" • "ship"
"Let's highlight/underline this pattern in our word list while we say the sound."	"/sh/"

Figure 19: card 8.03



Keyword: ship

Figure 20: card 1.30

NEW WORDS TO READ

WE DO. LET'S PRACTICE.

Review Words to Read		
s h i p	s h u n	l a s h
d i s h	s h u t s	m a s h
s h e d s	c a s h	w i s h
s h o p s	d a s h	f i s h

YOU DO. PARTNER PRACTICE.

- Teach the new h-brother sh card to your partner using the Teach New procedure.
- Support your partner to read the words below using Variations and Repeated Readings procedure.

Partner A:

New Words to Read		
s h i p	s h u n	l a s h
d i s h	s h u t s	m a s h

Partner B:

New Words to Read		
s h e d s	c a s h	w i s h
s h o p s	d a s h	f i s h

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NEW WORDS TO READ—KINDERGARTEN

Support students in reading words sound by sound by following procedure below.

1. Write one letter or letter patterns at a time as students say the sounds.
2. Underline the new concept taught today—diagraphs, blends, and short-vowel pointers.
3. Students say the word.

See Repeated Reading Activities (page 112).

WE DO. LET'S PRACTICE.

New Words to Read	

YOU DO. PARTNER PRACTICE.

Teach the new h-brother sh and support your partner to read the words below.

Partner A:

ship, dish, shop, shed, sash, ash

Partner B:

cash, lash, fish, shell, sham, wish

New Words to Read	

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Kindergarten Fluency Procedure	
Teacher	**Students**
"The title of our story today is **Ed**."	
➢ *Pre-teach any words where students may not know the meaning.*	
➢ *Highlight or underline words that show up frequently or go along with the new phonogram.* "Let's look at the words in the story and see if we recognize any patterns."	
➢ *Pose a question that can be answered without having to read through the entire passage.* "Today, as we are reading, I'd like you to see if you can figure out why Ed got sick."	
"Listen to me read the story." *Point to the words as you read the story fluently to demonstrate directionality.*	➢ *Follow along as you read.*
"Turn and tell your neighbor why you think Ed got sick." *Turn-and-talk conversations support active participation.*	➢ *Turn and talk to their partner.*
"Now, read after me." ➢ *Eventually eliminate this step.* ➢ *Facilitate echo reading by reading a phrase or sentence at a time and students repeat.*	➢ *Echo read the passage.*
"Let's read the story together." ➢ *Facilitate choral reading by making sure students actively participate and that the pace is sufficient.*	➢ *Choral read the passage.*
Optional Partner Reading Procedure	
• "Now Partner A, I'd like you to read first. • "What are you going to do?" ➢ *Assign partnerships and change them only if necessary. Partners should be close in skill/rate.*	"read first"
• "Partner B, I'd like you to follow along/help. "What are you going to do?"	"follow along and help"
"Keep reading until I say stop." ➢ *Depending on the time frame and skill level, increments of 60 seconds are sufficient.*	
"Stop. A, underline the last word you read."	➢ *Partner A underlines the last word read on his/her paper.*
"Now switch. B reads and A follows along and helps. Keep reading until I say stop."	
➢ *Continue the process of partner reading, taking turns 1–2 more times using one of these options:* ➢ ***Option 1:*** *Repeated reading. Students go back to the beginning and see if they can read further.* ➢ ***Option 2:*** *Continuous reading. Continue reading where your partner left off.*	

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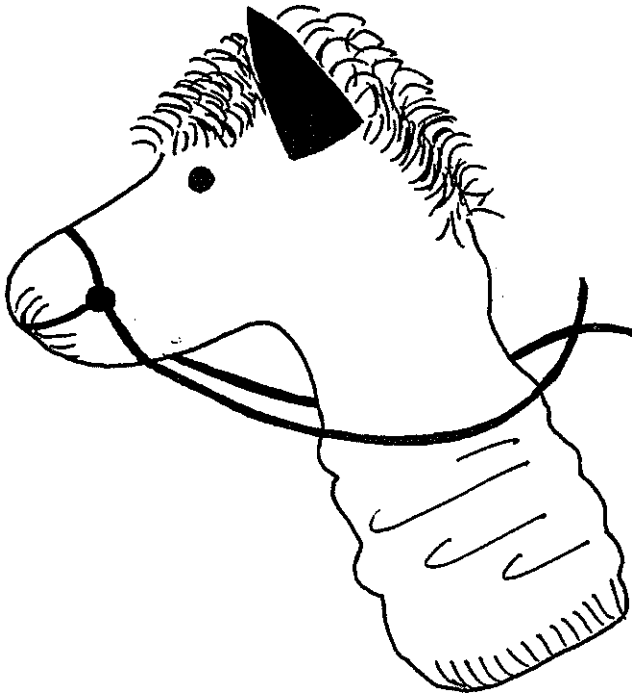
Ed



Bess has a pet.

The pet is Ed.

Bess fed Ed.

Ed got sick.

Ed fell.

Ed's leg was a mess.

Bess got the vet.

Then Ed got well.

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Script—Fluency Procedure	
Teacher	**Students**
"The title of our story today is **A Gift From a Pal**."	
"Pal is another word for…"	"friend"
"I want to discuss two words before we read. This word is…" ➢ *Point to the words in the passage. Students can decode them, they just might not understand them.* "Glum means sad. Show me your glum face."	"glum" ➢ *Make glum face.*
"This word is…" "Fret is another word for worry." ➢ *If necessary, give examples and non-examples of things that students might fret about.*	"fret"
"Listen to me read part of this story." ➢ *Pick a small section of the story to model fluent and expressive reading. You may opt to read a section that has a teaching point (punctuation, dialogue, etc.).*	
"Today, as we are reading, I'd like you to see if you can figure out why Fred is glum." ➢ *Pose a question that can be answered without having to read through the entire passage.*	
"Let's read together." ➢ *Facilitate choral reading by making sure students participate actively and the pace is sufficient.*	➢ *Choral read the passage*.
"Turn and tell your partner why Fred is glum." ➢ *Turn-and-talk conversations support active participation.*	➢ *Discuss with partner.*
"Now Partner A, I'd like you to read first. What are you going to do?" ➢ *Assign partnerships and change them only if necessary. Partners should be close in skill and rate.*	"read first"
"Partner B, I'd like you to follow along and help. What are you going to do?"	"follow along and help"
"Keep reading until I say stop." ➢ *Depending on the time frame and skill level, increments of 60 seconds are sufficient.*	➢ *Partner A reads to Partner B.*
"Stop. A, underline the last word you read."	➢ *Partner A underlines the last word read on his/her paper.*
"Now switch. B reads and A follows along and helps. Keep reading until I say stop."	➢ *Partner B reads to Partner A.*
➢ *Continue the process of partner reading, taking turns 1–2 more times using one of these options:* ➢ ***Option 1:** Repeated reading. Students go back to the beginning and see if they can read further.* ➢ ***Option 2:** Continuous reading. Continue reading where your partner left off.*	

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A Gift from a Pal

Fred sat on the top step.

Fred felt glum.

Fred did fret.

His best pal Sam had a pet frog. Fred did not.

A frog can jump and hop. A frog is a fun pet!

Mom sits on the top step.

"Get up, Fred. Sam has a gift." Fred gets up fast.

Fred gets a gift from Sam! The gift is a pet frog in a box.

A pet frog can jump and hop, and Fred can grin! Fred is six.

Fred is glad.

Fred has a pet frog.

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CHAPTER 11: LESSON PLAN—ENCODING

- Encoding is only possible when students have automatized the sound-symbol correspondence.
- In an OG lesson, that connection is possible through daily Auditory Drills and phoneme segmentation exercises.
- All encoding works is generally completed using a Student Response Sheet or SRS.

STUDENT RESPONSE SHEETS (SRS)

An important component of the Orton-Gillingham Approach is multisensory practice. The written activities that take place on the SRS add a kinesthetic pathway to the lesson.

While the SRS exercises emphasize encoding over decoding, it is their multisensory element that make them highly effective.

We offer the following tips to keep this portion of the lesson plan moving swiftly, while still providing critical support.

- Position students at their seats for this portion of the lesson.
  - Make sure they have a good visual of the chalkboard/smartboard or document camera screen.
  - We encourage providing pens over pencils to avoid erasing mistakes (more on this in a moment).
- As much as possible, disregard handwriting concerns.
  - Make note of handwriting issues that may impact legibility and accuracy, they can be addressed later.
- Utilize a teacher or student model to display answers.
  - It is difficult for teachers to monitor individual student responses and keep the pace of the lesson moving.
  - Instead the teacher should focus his/her attention on correcting the model's responses.
  - This allows students to receive immediate feedback on their correct/incorrect responses.
  - Students that may not quickly retrieve the correct responses on their own, will still benefit from copying them from the model.
- Emphasize the importance of self-correction.
  - When mistakes are made, direct students to cross out the error and write it correctly above the incorrect response.
- It is not important to collect and grade every SRS, but reviewing the error patterns through a quick review will shed light on common errors to address.

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Script—Auditory Drill	
Teacher	**Students**
"We're going to spell some sounds: not words, but sounds."	
"I am going to say a sound. You repeat the sound, and then write the letters that make the sound. "	
"Look at my mouth." ➢ *Point to your chin.*	➢ *Look at the teacher's mouth.*
"My sound is **/ĕ/**. Repeat."	"/ĕ/"
"Please say the sound while you write." ➢ *Signal students to say the sound while they write the letter(s) that make that sound.*	➢ *While writing the letter e on their paper, say:* "/ĕ/."
➢ *Prompt students to check against student model and correct if necessary.*	➢ *Check and correct their work if necessary.*
"Look at my mouth." ➢ *Point to your chin.*	➢ *Look at the teacher's mouth.*
"My sound is **/t/**. Repeat."	"/t/"
"Please say the sound while you write." ➢ *Signal students to say the sound while they write the letter(s) that make that sound.*	➢ *While writing the letter t on their paper, say:* "/t/."
➢ *Prompt students to check against student model and correct if necessary.*	➢ *Check and correct their work if necessary*
➢ *Continue through the rest of the sounds.*	

Script—When More than One Spelling is Known for a Given Sound	
Teacher	**Students**
"My sound is **/k/**. Repeat."	"/k/"
"As in **kite**." ➢ *Teacher provides the keyword.*	➢ *Write k while saying:* "/k/"
"My sound is **/k/**. Repeat."	"/k/"
"At the end of a one-syllable word, after one short vowel." ➢ *Teacher provides rule as a prompt.*	➢ *Write -ck while saying:* "/k/"
"My sound is **/ā/**. Repeat."	"/ā/"
"At the end of a word."	➢ *Write ay while saying:* "/ā/"
➢ *Prompt students to check against student model and correct if necessary.*	➢ *Check and correct their work if necessary.*

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AUDITORY DRILL PRACTICE

WE DO. LET'S PRACTICE.

	_____	_____	_____	_____
1	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
2	_____	_____	_____	_____
	_____	_____	_____	_____

YOU DO. PARTNER PRACTICE.

Dictate the sounds below to your partner using the Auditory Drill Procedure.

Partner A:

/s/, /ĭ/, /m/, /ŏ/
/sh/, /v/, /j/, /y/

Partner B:

/n/, /ĕ/, /h/, /ŏ/
/th/, /k/ *(cat), /l/, /f/

	_____	_____	_____	_____
1	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
2	_____	_____	_____	_____
	_____	_____	_____	_____

*The initial sound in cat and kite, although spelled differently, is commonly represented as /k/.

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FINGER SPELLING

- Once students are automatic on spelling sounds (auditory drill), they should progress to spelling fair words.
- To prepare them for this task, phoneme segmentation (PS) skills are critical.
- To ensure adequate PS skills, we practice PS from the very beginning of kindergarten in brief daily drills.
  - We encourage getting students in the habit of using their non-writing hand during PS drills, which becomes a supportive bridge to spelling.
  - Have students place their palm down (on the floor, desk, etc.) with fingertips slightly raised.
  - Students should tap their finger down for sounds as they segment the word.
  - Model and monitor that students are tapping left to right.
- Using the language of blue and red hands, versus left and right, can avoid confusion with terminology of right vs. write.
- Referring to starting with your star, also eliminates having to direct some students to start with their thumb and others to start with their pinky.

Note:

- While students may struggle with fine motor control, the objective is segmenting sounds and we are working on establishing a supportive habit.
- We encourage you to stick with the process, they will get there soon.

If you are right handed, use your (left) blue spelling hand. Start at the star.

If you are left handed, use your (right) red spelling hand. Start at the star.

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Script—Finger Spelling

- *Why finger spell?*
- *Segmenting words into sounds is essential for spelling accuracy or getting close enough that spell check can help.*
- *It also supports attention to place value (e.g., use **ay** to spell **/ā/** at the end of a word).*

Teacher	Students
"We are going to tap out sounds in words." ➢ *If necessary, explain that this tool helps when trying to spell unfamiliar words.*	
"Take your writing hand and place it in your lap. This hand is getting a break for a while."	➢ *Place the hand they write with on their lap.*
"Put the other hand on your table. This is your spelling hand. What hand…?"	"my spelling hand"
➢ *If necessary, distribute blue and red hand templates to support students using their non-writing hands correctly.*	
"When we use our spelling hand, we start at the left and move to the right. How do we move?" ➢ *With templates, emphasize starting at the star.*	"left to right"
➢ *Optional:* • "Let's practice tapping on our spelling hand. • "Place your palm on your paper/desk and lift your fingers up. • "Now, let's practice tapping one finger down at a time, going left to right."	➢ *Place their spelling hand on their desk with their palm down and fingertips up.*
"With your spelling hand, let's try tapping out the sounds in words." ➢ *Support tapping left to right on spelling hand.*	
"My word is **bug**. Repeat." ➢ *Extend your hand for students to repeat.*	"bug"
"Now say each sound while you tap it out." ➢ *Demonstrate by tapping each phoneme on a finger.* ➢ *Make sure you model so that from your students' perspective it appears you are going left to right.*	"/b/-/ŭ/-/g/" ➢ *Each sound is tapped on a finger—three sounds, three fingers.*
"My next word is **bath**. Repeat."	"bath"
"Tap it out." ➢ *Tap sounds, not letters; digraphs use one finger.*	"/b/ - /ă/ - /th/" ➢ *Tap three sounds on three fingers.*
"My next word is **step**. Repeat."	"step"
"Tap it out." ➢ *Blends and clusters are made up of 2–3 tightly welded sounds, which are pulled apart to help students distinguish each sound.*	"/s/-/t/-/ĕ/-/p/" ➢ *Tap four sounds on four fingers.*

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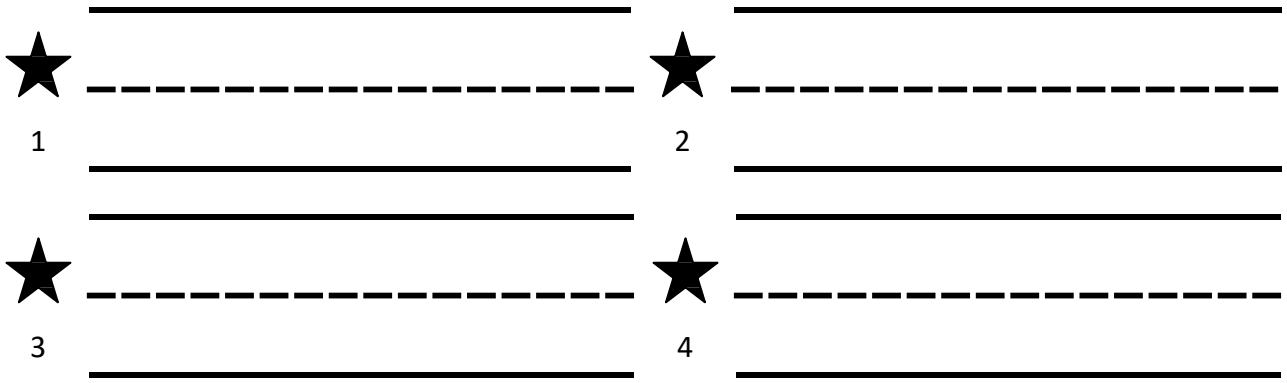
Script—Teach One-Syllable Words	
Teacher	**Students**
"We are going to spell some words."	
"My word is **bug**. Repeat." ➢ *Extend your hand for students to repeat the word.*	"bug"
"Let's tap it out." ➢ *Display your spelling hand so you are tapping left to right from your students' perspective.* ➢ ***Note:** If you are facing your students, this may mean tapping right to left. Or, turn your body to face the same direction students are facing, and tap left to right.*	"/b/-/ŭ/-/g/" ➢ *While finger spelling*
"Write it."	➢ *Write the word on their paper.*
"Check your work." ➢ *Display the correct answer (using a student model) for students to self-check.*	
➢ *Students check against student model and correct if necessary.*	➢ *Check and correct their work if necessary.*

WE DO. LET'S PRACTICE.



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YOU DO. PARTNER PRACTICE.

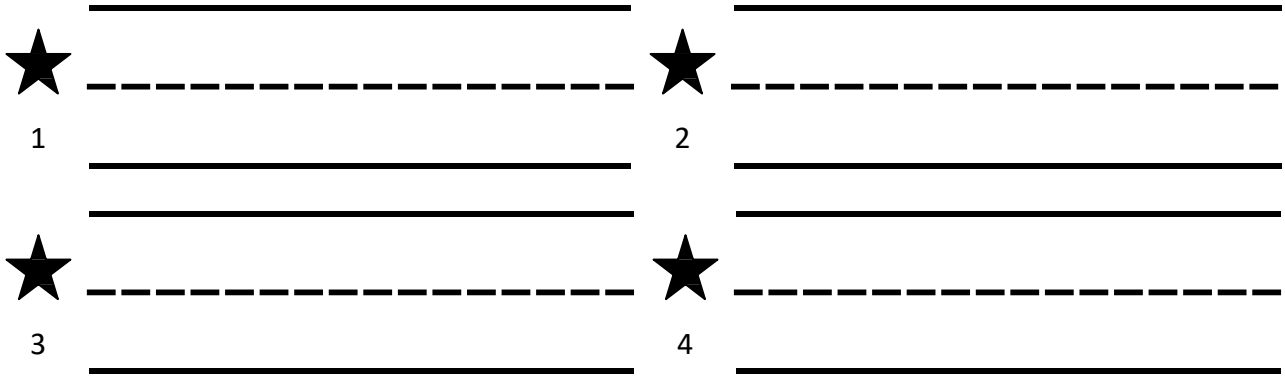
Dictate the following words to your partner using the Spelling One-Syllable Words procedure.

Partner A:

gum, pit, box, bath

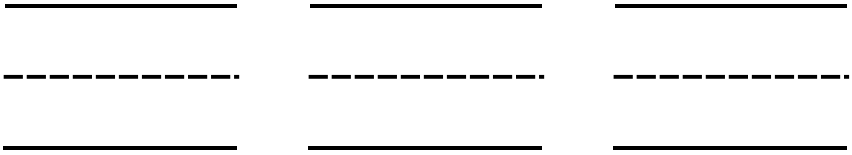
Partner B:

map, with, hug, shop



NEW PHONOGRAM

- Students should say (as they write the letter names and the sound) all three times.
- Example: sh says /sh/.



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Script—Memory Words	
➢ *Print today's memory word on index card—**about***	
Teacher	**Students**
*Display the word **about**.*	
"Our new word today is **about**. Repeat."	"about"
"The letters are **a-b-o-u-t, about**. Repeat." ➢ *Spell the word, then say the word.*	"a-b-o-u-t, about"
"Listen to me use the word in a sentence. The book was about a bear." ➢ *Define if appropriate.*	
"Now quickly turn to your partner and use the word in your own sentence."	➢ *Exchange sample sentences.*
"Let's skywrite three times while saying **a-b-o-u-t, about**." ➢ *Students should look at the card while skywriting.*	➢ *Skywrite three times while saying:* "a-b-o-u-t, about"
"Pick up your pen. We're going to copy the word onto our paper, one letter at a time." ➢ *Point to the first letter in about.* • "What is this letter?" • "Say and write it on your paper." • "Next letter?" ➢ *Continue prompting students to say and write the remaining letters.* • "And the word is?"	*"a" while writing letter "a" on their paper* *"b" while writing letter "b" on their paper* *"o" while writing letter "o" on their paper* *"u" while writing letter "u" on their paper* *"t" while writing letter "t" on their paper* *"about"*
"Now write **about** three more times while you say: **a-b-o-u-t, about"**	➢ *Whisper while writing 3x:* "a-b-o-u-t, about"
"Let's skywrite again, **a-b-o-u-t, about**."	➢ *Skywrite while saying:* "a-b-o-u-t, about"
"Close your eyes, skywrite once more, **a-b-o-u-t, about**."	➢ *With eyes closed, skywrite while saying:* "a-b-o-u-t, about"
"Open your eyes. Cover up your practice words and write **about** from memory."	"a-b-o-u-t, about"
"Uncover and check. Did they match? If so, kiss your brain."	
➢ *Dictate two review words for spelling.* ➢ *Review all active words for reading.*	

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WE DO. LET'S PRACTICE.

New Memory Word	Check
	Review

YOU DO. PARTNER PRACTICE

- Write your new and review words on index cards (one word per card).
- Teach the new memory word.
- Dictate review words for spelling.
- Read the active review deck.

Partner A:

- New: **they**
- Review: **said** and **was**
- Review deck: combine your cards with your partner's

Partner B:

- New: **some**
- Review: **word** and **there**
- Review deck: combine your cards with your partner's

New Memory Word	Check
	Review

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Script—Sentence Dictation	
Teacher	**Students**
"Our sentence today is… Brad jumps on the bed. Repeat." ➢ *Pronounce the sentence with expression.*	"Brad jumps on the bed."
"Brad jumps on the bed." ➢ *Add hand motions or gestures to support memorization.* ➢ *Extend hand to prompt students to repeat.*	➢ *Mimic hand motions or gestures as they repeat the sentence.* "Brad jumps on the bed."
"Let's tap out each word in the sentence to make sure we're hearing it correctly." ➢ *On your spelling hand, tap each word on one finger (left to right).* ➢ *If you run out of fingers, start over and continue left to right.* "Brad jumps on the bed."	➢ *Tap each word, going left to right on their spelling hand.* "Brad jumps on the bed."
"One more time with motion and expression. Brad jumps on the bed." ➢ *Motion to students to write the sentence.*	➢ *Write the sentence.* "Brad jumps on the bed."

WE DO. LET'S PRACTICE.

YOU DO. PARTNER PRACTICE.

- Dictate the sentence below to your partner using the Sentence Dictation procedure.
- Support you partner to edit their work using the COPS procedure.

Partner A: Can we have chips for a snack?

Kindergarten A: Can we have chips?

Partner B: Your cat is stuck on that branch!

Kindergarten B: Your cat is stuck!

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Script—COPS	
Teacher	**Students**
"Students, you need to be able to edit your work. COPS is a procedure to help you accomplish this." ➢ *Display COPS card 8.62.*	➢ *Throughout this procedure, students look at the model to self-check and make corrections.*
"Write COPS on your paper."	"COPS"
"C stands for capital. • "Every sentence begins with a capital. • "Are there any other letters that need to be capitalized? • "Everything else lowercase? • "Put a √ beside the C."	➢ *Check for correct use of capitalization.* ➢ *Mark out and correct as needed (do not erase).* ➢ *Place a √ beside the C when complete.*
"O stands for order. • "Point to each word in the sentence as we read. • "Our sentence was… • "Put a √ beside the O."	➢ *Continue editing, correcting, and placing √.*
"P stands for punctuation. • "Every sentence needs a stop sign. • "Check to see if you have the correct stop sign. • "Do you need any other punctuation marks? • "Put a √ beside the P."	
"S stands for spelling. • "Check your spelling." ➢ *Provide clues if necessary.* • "Put a √ beside the S."	
➢ *Eventually, your students will no longer need this level of support. Withdraw it gradually.* ➢ *Your goal is to simply prompt students to write COPS on their paper and apply.*	

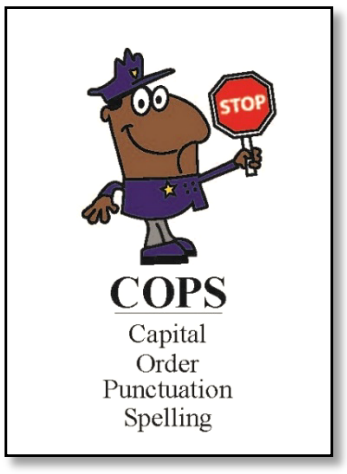

Figure 21: card 8.62

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CHAPTER 12: MORPHOLOGY

IMPORTANT TERMS

🕮 Definitions

Morphology is the study of units of meaning and how they combine.

Morphemes

- Are the smallest unit of meaning, such as **-s**, **-ed**, **-ject**, **ball**.
- Can be an affix (prefix or suffix), root, or base word

Base words vs. root words carry the major element of meaning.

- Base word:
  - Can stand on its own,
  - Be attached to an affix (redo, undo, doing, doer), and
  - Can include any number of syllables: boat, riddle, restaurant.
- Root word:
  - Is a word part that cannot stand alone and requires an affix,
  - Forms a family of words with related meanings (ject—reject, inject, project, deject), and
  - Is usually Greek or Latin in origin.

Affixes

- Can be prefix or suffix and
- Are attached to a root or base word.

Prefix

- Is a letter or letters added to the beginning of a word that alters the meaning.
- 58% of words with prefixes use: **un-**, **re-**, **in-**, or **dis-**.

Suffix

- Is a letter or letters at the end of a word that alters the meaning.
- 65% of words with suffixes use: **-ing**, **-ed**, **-s**, or **-es**.
- The next most common endings are: **-ly**, **-er/-or**, **-ion/-sion/-tion**, **-ible/-able**, and **-al/-ial.**
- There are two types of suffixes: vowel suffixes and consonant suffixes.
  - Vowel suffixes begin with a vowel.
    - -**e**d, -**i**ng, -**e**r, -**e**st, -**a**ble
  - Consonant suffixes begin with a consonant.
    - -**l**y, -**f**ul, -**n**ess, -**t**ion, -**s**ion

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Extracting Meaning

- A word of caution: Work backward from the end of a word to apply meaning to each morpheme. For example, to evaluate the word **exporting**:
  - **ing** = happening now
  - **port** = to carry
  - **ex** = out
  - **exporting** = carrying out now
- However, language evolves and meaning links can become unclear. For example, evaluating the word **important**:
  - **ant** = one who,
  - **port** = to carry,
  - **im** = before or not
  - **important**= one who carries before or
  - one who carries not, huh???
- Thus, the word you select to illustrate your teaching point is **important**. ☺

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Script—Understanding the Concept of Suffixes and Base Words	
➢ *If necessary, engage students in discussing suffixes and base words through oral language activities.*	
Teacher	**Students**
"I am going to say a group of words. I want you to listen carefully and then tell me what is the same about these words. • "planted, plants, planting"	"plant"
• "That is correct. They all have the word plant in them. • **"Plant** is a base word. • "What kind of word?"	"base word"
• "Base words are words that can stand alone. • "What can they do?"	"stand alone"
• "Listen to these words again: planted, plants, planting. • "The pieces added to the base words are suffixes. • "We'll talk more about suffixes later."	
"Let's try a few more. • "walked, walking, walker" • "baking, baked, bakes" • "running, runner, runs" ➢ *Repeat the process of using sets of 2–3 words with the same base word and different suffixes until students are able to identify base words quickly.* ➢ *Your goal is for students to identify a base word quickly and easily when a suffix has been added to it.*	➢ *State the base word in each example.*

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Script—What Does a Suffix Do? (Basic Level)	
Teacher	**Student**
"A suffix can change the meaning of a word. What can it do to a word?"	"change the meaning"
➢ *This is done orally* • "Let's look at how different suffixes change the meaning of a word. • "Some suffixes tell us when something happened. • "Listen to these two words: **walked** and **walking**."	
"Which one would I use to say I'm doing it right now?"	"walking"
"Which one would tell you I did it yesterday?"	"walked"
"Let's try a few more." ➢ *If students struggle, try sets of 2–3 words with different inflected endings and ask students to tell you which one means happening now, or last week/5 min. ago, etc.*	
"Suffixes also can tell you how many."	
"Listen to these words: **cats**, **cat**. "Which one would I use if I wanted to talk about five?"	"cats"
"What about for one?" ➢ *If students struggle, repeat the process with common singular and plural nouns.*	"cat"

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TEACHING SUFFIXES

Background Information

The English writing system is described as morphophonemic because it represents sound and meaning. Meaningful parts of words are spelled consistently although they may be pronounced differently. For example: the meaning unit that describes happening in the past is always spelled **-ed** but may be pronounced **/əd/, /d/,** or **/t/**.

When teaching suffixes, refer to them by name, which equals the letter(s) that comprise them.

- When teaching **-ing**, refer to it as **i**.**n**.**g**; refer to **-ful** as **f**.**u**.**l**.
- This consideration is important for reading and spelling procedures.

Steps for Teaching a New Suffix

1. Teach definition below.
2. Teach vowel vs. consonant suffix, page 137.
3. Use the Teach New Suffix procedure, page 138.
4. Display a word list that contains the new suffix. Support students in recognizing the suffix and the base word for accurate and automatic word recognition.
5. Support spelling through the Spelling with Suffixes procedure, page 140.

TEACH NEW SUFFIX

Script—What is a Suffix?	
Teacher	**Students**
➢ *Display card 7.35 and prompt students to mimic you as you do the following.*	
"A suffix is"	"a suffix is"
"a letter"	"a letter"
"or letters"	"or letters"
"at the end of a word"	"at the end of a word"
"that alters the meaning."	"that alters the meaning"

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Script—Vowel vs. Consonant Suffix	
Teacher	**Students**
"There are 2 types of suffixes. How many?" ➢ *Display card 7.36.*	"2"
"One type is a vowel suffix. What type?"	"vowel suffix"
"A vowel suffix begins with a vowel. What does it begin with?"	"vowel"
"The other type is a consonant suffix. What type?"	"consonant suffix"
"A consonant suffix begins with a consonant. What does it begin with?"	"consonant"
"I am going to show you some suffix cards. When I hold one up, look at the first letter and tell me if it is a vowel suffix or a consonant suffix." ➢ *Display a number of suffixes one at a time.* ➢ *The suffix cards do not need to be fair. Students are simply identifying them as vowel or consonant suffixes not pronouncing them.*	➢ *Respond appropriately: vowel, consonant.*

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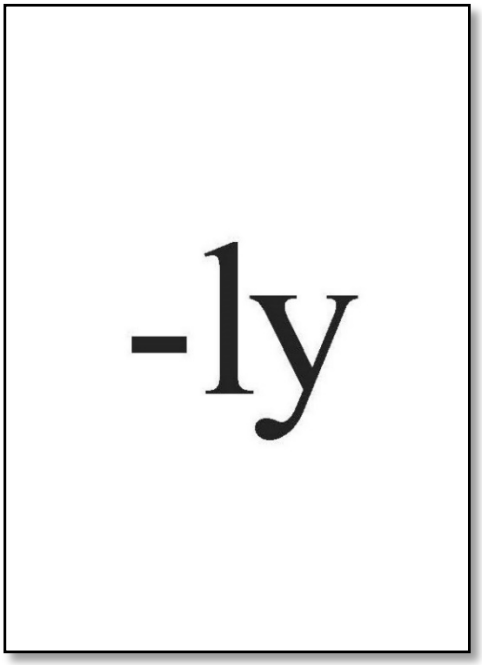
Script—Teach New Suffix	
➢ ***Note**: When we introduce a suffix card, we refer to it by its name. The suffix's name is letter(s), not sounds.*	
Teacher	**Students**
"Our new card today is suffix l.y." ➢ *name the letters; don't pronounce l.y not /lē/* ➢ *Display card 7.20*	"l.y"
"l.y says /lē/"	"l.y says /lē/"
"The keyword is quickly."	"quickly"
"Let's skywrite three times."	➢ *Skywrite three times while saying:* "l.y says /lē/"
"Let's review. • "The letters are…" • "l.y says …" • "The keyword is ..."	• "l.y" • "/lē/" • "quickly"
"Suffix -ly means in a way that is."	"in a way that is"
• "So, our keyword quickly means in a way that is…"	"quick"
• "Softly means…"	"in a way that is **soft"**
• "Oddly means…"	"in a way that is **odd"**
• "Nicely means…"	"in a way that is **nice"**
"Suffix l.y means …"	"in a way that is"
"Let's read some words."	



Keyword: quickly
Figure 22: card 7.20

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Procedure

- Identify and chop off suffix.
- Read the base word. Add the suffix and read the entire word.
- Suffix pronunciation may depend on the base word to which it attaches.
  - The suffix **-s** can be pronounced **/s/** in cats or **/z/** in cars.
  - The suffix **-ed** can be pronounced **/əd/** in planted, **/d/** in watered, or **/t/** in picked.
  - Students may not know the appropriate pronunciation until they combine the base word with the suffix.

New Words to Read		
g l a d **l y**	c l o s e [l y	b r a v e **l y**
s a f e l y	c o s t l y	s t i f f l y
b o l d l y	k i n d l y	q u i c k l y
s o f t l y	n i c e l y	l o n e l y

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SPELLING WORDS WITH SUFFIXES

Procedure

- When spelling a base word with a suffix, naming the suffix (rather than pronouncing it) increases the likelihood that students spell the word correctly.
- When spelling the word **jumped**, we train students that they add the suffix **e**.**d** (meaning "already happened"), not the sound **/t/**.
- When spelling the word **blender**, students add the suffix **-er** (meaning "a thing that does"), and not the sound **/er/**, which could be spelled in many ways.

Script—Spelling with Suffixes	
Teacher	**Students**
"Our first spelling word today is quickly."	"quickly"
"What's our base word?"	"quick"
"Let's finger spell."	➢ *Tap on three fingers while saying:* "/qu/ĭ/k/"
➢ *Prompt students to write.*	➢ *Write "quick."*
"Our word was quickly."	"quickly"
"What is our suffix?" ➢ *Students should name letters, not pronounce the suffix.*	"l.y"
➢ *Prompt students to add the suffix.*	➢ *Add ly.*
"What was our word?"	"quickly"
➢ *Students check against student model and correct if necessary.*	➢ *Check and correct as needed.*

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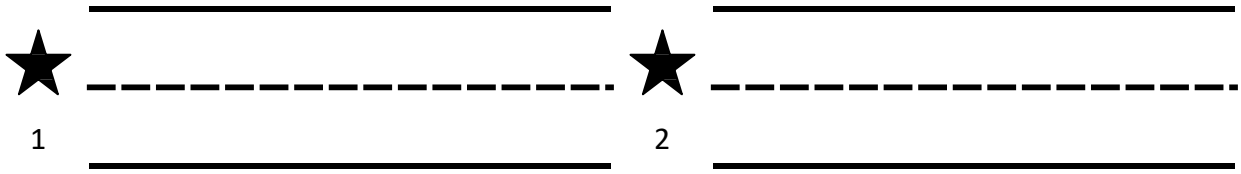
WE DO. LET'S PRACTICE



YOU DO. PARTNER PRACTICE.

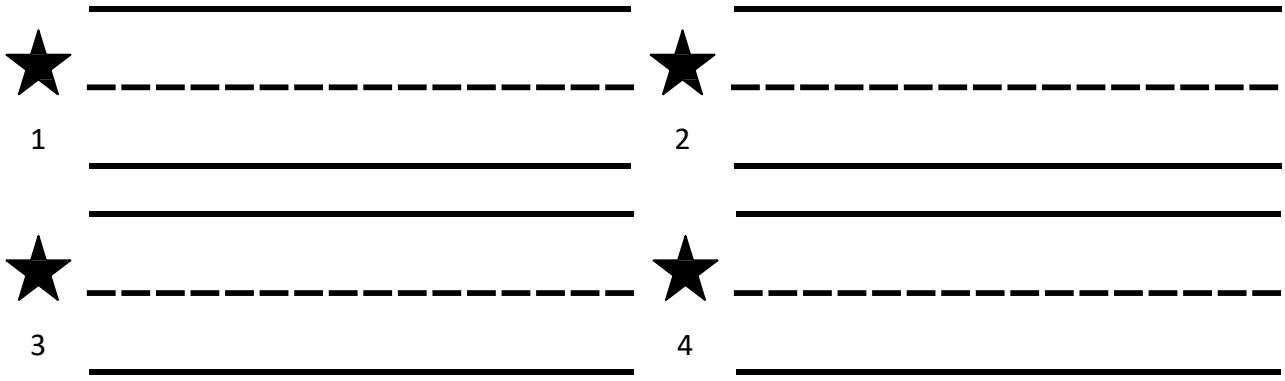
Dictate the following words to your partner using the Spelling Words with Suffixes procedure.

Partner A:

helping, mixer, landed, shops

Partner B:

locker, planted, fishing, lunches



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JUST ADD

Control word lists carefully so the base word remains unchanged when adding the suffix. The easiest way to accomplish this is to use consonant suffixes. When using vowel suffixes, select base words that contain final blends or short-vowel pointers.

Steps:

1. Teacher pronounces the word **bending** and prompts students to repeat.
2. Teacher asks students to name the base word (**bend**) and prompts them to fingerspell (**/b/ĕ/n/d/**).
3. Students write the base word **bend**.
4. Teacher repeats the word **bending** and asks students to name the suffix (**i**.**n**.**g**.).
5. Teacher prompts students to add the suffix.
6. Students add the suffix to the base word.

You can also provide activities that focus on meaning of the suffix:

Suffix Meaning		
Base Word	**Suffix**	**Spelling**
jump	happening right now	jumping
walk	already happened	
dress	more than one	
teach	a person who	
hard	the most (superlative)	
slow	more than (comparative)	
finish	already happened	
talk	happening right now	
brush	more than one	
mark	a thing that does	
toy	more than one	
speak	a thing that does	

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SUFFIX -S VS. -ES

Background

To form plural nouns or indicate action, words that end in **sh**, **ch**, **s**, **x**, **z**, take suffix **-es**.

Adding **-es** causes a recognizable sound difference.

- Adding the vowel means you are adding another syllable.
- Try saying glass with the addition of **-s** (glasss) rather than **-es**.
  - It cannot be done.
  - The two hissing sounds merge into one continuous sound.

Script—Teaching Suffix -es	
➢ *Card 7.11* ➢ *Teach suffix -es using the Teach New Suffix procedure.* ➢ *Once you get to skywriting in this procedure, add the following steps.*	
Teacher	**Students**
"The suffix -es is used when it isn't possible to add the suffix -s."	
"Say the word glass."	"glass"
"Now say it again, but this time add suffix -s."	"glasssss"
"Doesn't work, does it?"	"no"
"Now say box. Try it again with suffix -s."	"box, boxsss"
• "Suffix -es helps us by breaking up sounds that are hard to say together by adding a vowel sound between them. • "Let's try saying these words again, but with -es this time."	"glasses, boxes"

The -es Jingle **(Ode to the Macarena)**	
Hand Motions	**Script**
Put your left hand out, palm up, and say…	"When a word ends in a….ch"
Put your right hand out, palm up, and say…	"….sh"
Turn your left hand over, palm down, and say…	"….s"
Turn your right hand over, palm down, and say…	"….x"
Cross your chest with both arms and say…	"….or z"
Point to class (you'll) and back to yourself (me)	"add -es, and you'll please me!"

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-S OR -ES PRACTICE

Directions

1. Read the base word.
2. Underline the final grapheme (spelling for the sound).
3. Decide if the base word needs an **-s** or **-es** to form a plural.
4. Write the plural for each in the correct column.
5. Read the final word.

Base Word	add -s or -es?
tish	
swull	
nelp	
osk	
rizz	
druss	
wrick	
yumch	
quix	

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SUFFIX -ES CHALLENGES

The Issue

Once students know that the suffix **-es** says **/ĭz/**, they sometimes overgeneralize and begin to misread plural Magic e words. They misidentify the final es spelling as an **-es** suffix (forgetting that the **e** is not part of suffix **-es**, but rather a silent **e** in the base word). As a result, they chop off the **-es** rather than suffix. They read the base word, but then mistakenly add the syllable **/ĭz/** to the base word.

Example:
shapes is mispronounced as **/shāp/ĭz/** and
rides is mispronounced as **/rīd/ĭz/**

The Fix

1. Chop off the suffix.
2. If the suffix appears to be **-es**, check the final spelling of the base word to confirm. Only words that end in **sh**, **ch**, **s**, **x**, or **z** warrant the use of suffix **-es**.
3. If the base word does not end in one of the required final spellings, or the sounds **/s/** or **/j/**, then the suffix must be **-s**.
4. Chop off the suffix **-s** and read the base word.

Note:

- Because this is an articulation issue, all words that end in a final **/s/** sound, whether they are spelled **s**, **ss**, **ce**, or **se**, take the suffix **-es** pronunciation (Examples: fences, nurses, ounces, etc.).
- Words that end in a **/j/** sound also take suffix **-es** (from a pronunciation standpoint only) **/ĭz/** (Examples: judges, badges, cages, lounges, etc.).

Practice

plates	dives	planes
bikes	trades	names
lines	times	grapes

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SUFFIX -ED

Background Information

- Adding the suffix **-ed** to verbs indicates action that happened in the past.
- Depending on the base word, the suffix **-ed** is pronounced three different ways.
  /əd/ or /ĭd/ /d/ /t/
- Regardless of the sound you hear, if the word is a verb and you are expressing action that happened in the past, always use **-ed** for spelling. Think meaning!
- If necessary, remind students frequently that verbs are action words. Use examples of words that are and are not verbs.

-ed says /əd/ or /ĭd/ and adds a syllable after base words that end with d or t.

landed	melted	printed
hunted	acted	tested

-ed says /t/ after base words that end in an unvoiced sound—unvoiced to unvoiced.

rushed	thanked	pinched
asked	jumped	rocked

-ed says /d/ after base words that end in a voiced sound—voiced to voiced.

played	smelled	scanned
throbbed	plugged	stayed

- Student's oral language skills typically support the two remaining sounds, **/d/** and **/t/**.
- Most students naturally pronounce **jumped** as **/jŭmp/t/** and not as **/jŭmp/d/** and **played** as **/plā/d/** and not as **/plā/t/**.
- Those students who cannot choose the correct pronunciation naturally may need additional support through oral language exercises or instruction on voiced and unvoiced sounds (see following page).

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Support for selecting the correct /d/ or /t/ pronunciation

- When suffix **-ed** says **/d/**, it is considered a voiced sound.
- Place your hand on your throat and say the sound **/d/**.
  - Do you feel a vibration? Yes = voiced.
  - Voiced sounds are made in your throat, with your lips closed, or as a nasal sound.
  - When a base word ends in a voiced or nasal sound, suffix **-ed** takes the voiced sound **/d/**.
  - Try isolating the final sound in the following base words. Can you feel the voiced sound?
  - Voiced is paired with voiced.

be**g** nu**dge** fa**n** ru**b**

- When suffix **-ed** says **/t/**, it is considered an unvoiced sound.
- Place your hand on your throat and say the sound **/t/**.
  - Do you feel a vibration? No = unvoiced.
  - Unvoiced sounds are made in your mouth or by pushing air between your lips.
  - When a base word ends in an unvoiced sound, suffix -ed takes the unvoiced sound /t/.
  - Try isolating the final sound in the following base words. Can you feel the unvoiced sound?
  - Unvoiced is paired with unvoiced.

jum**p** ki**ck** stu**ff** rin**se**

Voiced = -ed as /d/	Unvoiced = -ed as /t/
/b/	/p/
/g/	/k/
/v/	/f/
/z/	/s/
/zh/	/sh/
/j/	/ch/
/l/	/ng/
/m/	/nk/
/n/	/ks/ as in box
/r/	/th/ as in thin
/th/ as in them	
all vowel sounds	

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RECOGNIZING THE THREE SOUNDS OF -ED

Can you identify the sound -ed makes in each word below?

- Look at each word.
- Find base words that end in a d or a t. The suffix -ed will say /əd/.
- For all other words, isolate the final sound.
- To determine if -ed says /d/ or /t/, decide if the final sound is voiced or unvoiced.
- Write each word in the correct column.

wushed	ganted	hilmed	twixed
sinted	hacted	sprilled	drunted
vithed	glanked	whelled	blumped

ed says /əd/	ed says /d/	ed says /t/

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CHAPTER 13: SUFFIX ADDITION

Just add

- boy + s = **boys**
- farm + er = **farmer**
- fish + ing = **fishing**

Stop and think

- **1+1+1** Doubling rule
- **e** Drop rule
- **y** rule

1+1+1 Doubling rule

- When adding a vowel suffix to:
  - 1-syllable word with
  - 1 vowel and
  - 1 consonant after the vowel
  - double the final consonant

    drop + ed = **dropped**
    run + ing = **running**
    sad + est = **saddest**
- The letters "w" and "x" never are doubled.

e Drop rule

- When adding a vowel suffix:
  - to a word that ends in a silent e (not just Magic e)
  - drop the silent e and add the suffix

    bake + ing = **baking**
    bike + er = **biker**
    nurse + ing = **nursing**
- Exception: retain the e to preserve a soft c or g sound or the identity of the base.

  noticeable **courageous** **canoeing**

y rule

- Simply add the suffix when:
  - the word ends in vowel + y or
  - the suffix begins with an i (You do not want two eyes l👀king at you.)

    boys **played** **turkeys**
    trying **flying** **funnyish**
- Otherwise, change the y to i and add the suffix. (For plurals and action, add -es.)

  cities **cries** **plentiful**
  fries **babies** **daintiest**

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Script—Teach 1+1+1	
➢ *Before beginning, check the students understanding of a vowel suffix, consonant suffix, the word final, and the word double.* ➢ *While pointing to the appropriate line on the card, prompt students to say the complete phrase on the right. You are helping them build mental scripts to apply when adding suffixes.*	
Teacher	**Students**
"We have a new spelling rule to learn today." ➢ *Display card 8.54 and point to the appropriate language.*	
"It is called the 1+1+1 rule…" ➢ *Prompt students to reply.*	"1+1+1"
"When adding a vowel suffix—what kind?" • "to a 1-syllable word…" • "with 1 (short) vowel…" • "and 1 final consonant…"	• "vowel suffix" • "1-syllable word" • "1 (short) vowel" • "1 final consonant"
"We double the final consonant before adding the vowel suffix. What do we do?"	"double the final consonant before adding the vowel suffix"
➢ *Point to and discuss sample on the card.*	➢ *Respond as appropriate.*

➢ *Lead students in reviewing rule.*
"Let's review:
• "What's the rule?"
• "When adding what…?"
• "to a:
  ○ "1-syllable word"
  ○ "1 short vowel"
  ○ "1 final consonant"
• "What do we do…?"
	
	• "1+1+1"
	• "a vowel suffix"
	
	  ○ "1-syllable word"
	  ○ "1 short vowel"
	  ○ "1 final consonant"
	• "double the final consonant"

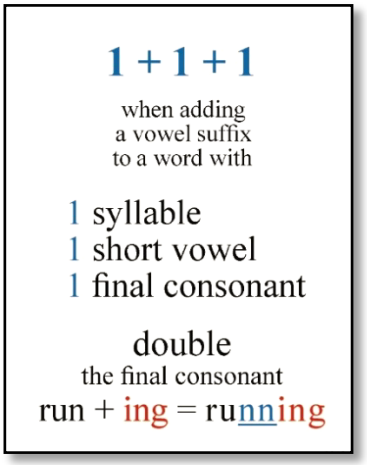

Figure 23: card 8.54

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Application of 1+1+1							
What's the suffix?	**What kind of suffix?**	**The base word?**	**How many syllables?**	**How many vowels?**	**How many consonants (after the vowel)?**	**What should we do?**	**Let's spell the final word together aloud.**
-er	(vowel) consonant	spin	1	1	1	(double) just add	spinner
-est	vowel consonant	thin				double just add	
-ed	vowel consonant	bat				double just add	
-s	vowel consonant	cat				double just add	
-ing	vowel consonant	lock				double just add	
-ly	vowel consonant	soft				double just add	
-er	vowel consonant	big				double just add	
-ed	vowel consonant	trap				double just add	
-s	vowel consonant	grab				double just add	
-es	vowel consonant	pinch				double just add	

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2+1+1 DOUBLING RULE

Not generally taught until Third Grade or later (if ever).

Ever wonder why **beginning** has two **n**s and **piloting** has only one **t**? Believe it or not, there is guidance for this seeming madness!

Script—Teach 2+1+1	
Teacher	**Students**
"We have a new spelling rule to learn today."	
"It is called the 2+1+1 rule…"	"2+1+1"
When is the rule applicable?	
"Type of suffix?"	"vowel suffix"
"How many syllables?"	"2 or more syllable word"
"Where is the accent?"	"accent on the final syllable"
"So the 2+1+1 rule is applicable."	
2+1+1	
"And the final syllable has…"	"final syllable"
"1 (short) vowel…"	"1 (short) vowel"
"and 1 final consonant…"	"1 final consonant"
"We double the final consonant before adding the vowel suffix. What do we do?"	"double the final consonant"
➢ *Construct card for teaching. Review example.*	➢ *Respond as appropriate.*
➢ *Lead students in reviewing rule.*	➢ *Participate actively.*

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Application of 2+1+1							
				If the final syllable is accented…			
What's the suffix?	**What kind of suffix?**	**The base word?**	**What syllable has the accent?**	**How many vowels ?**	**How many consonants (after the vowel)?**	**What do we do?**	**Let's spell the final word together aloud.**
-ing	(vowel) consonant	admit	2	1	1	(double) just add	admitting
-ing	(vowel) consonant	begin	2	1	1	(double) just add	beginning
-ed	(vowel) consonant	happen	1			double (just add)	happened
-ed	(vowel) consonant	benefit	1			double (just add)	benefited[1]
-ing	(vowel) consonant	patrol	2	1	1	(double) just add	patrolling

[1] English evolves continuously. With some words, such as benefit, the "misspelling" has become so prevalent that it is an acceptable alternative spelling. Benefited or benefitted?

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E DROP RULE

Script—Teach e Drop	
Teacher	**Students**
"We have a new spelling rule to learn today." ➢ *Display card 8.35.*	
"It is called the e Drop rule…"	"e Drop"
"When adding a vowel suffix—what kind?"	"vowel suffix"
"Drop the silent e"	"drop the silent e"
"Then add the vowel suffix."	"add the vowel suffix"
➢ *Point to and discuss sample on the card.*	➢ Respond as appropriate.
➢ *Lead students in reviewing rule.*	➢ Participate actively.

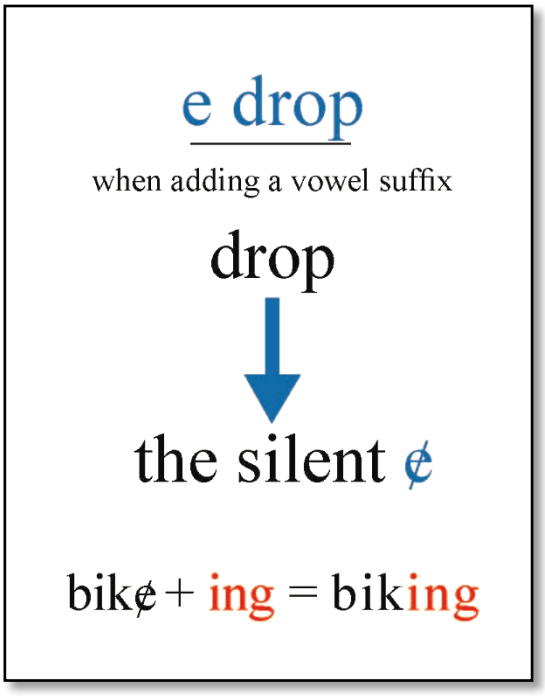

Figure 24: card 8.55

Note:

- The e Drop rule applies to one-syllable and multisyllabic words.
- You drop the silent e.

  baking nursing changing exciting
- Exception: Keep the e to maintain the base word; e.g., changeable.

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Application of the e Drop Rule					
What's the suffix?	**What kind of suffix?**	**What's the base word?**	**Does it end with a silent e?**	**What do we do?**	**Let's spell the final word together aloud.**
-er	vowel consonant	time	yes/no	drop the e just add	timer
-ing	vowel consonant	bake	yes/no	drop the e just add	
-ed	vowel consonant	house	yes/no	drop the e just add	
-s	vowel consonant	horse	yes/no	drop the e just add	
-ing	vowel consonant	change	yes/no	drop the e just add	
-ly	vowel consonant	love	yes/no	drop the e just add	
-er	vowel consonant	cute	yes/no	drop the e just add	
-ed	vowel consonant	nurse	yes/no	drop the e just add	
-ing	vowel consonant	line	yes/no	drop the e just add	
-ing	vowel consonant	excite	yes/no	drop the e just add	
unless ☺					
-able	vowel consonant	change	Yes/No	drop the e just add	

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READING—DOUBLING VERSUS E DROP

The concern:

- First-grade students need to read words with Doubling or e Drop applied before they learn these suffix-addition rules.
- Mental shortcuts help students in and beyond second grade to read these words.

Consonant suffix:

- Process remains unchanged.
- Chop off the consonant suffix.
- Read the base word.
- Add suffix and read base with suffix.

Vowel suffix:

- Teach a new strategy.
- Chop off the vowel suffix.
- Count the number of consonants between the vowel in the base word and the vowel suffix.
  - If two consonants fall between the vowels, the vowel makes its sound (short).
  - If one consonant falls between the vowels, the vowel says its name (long).
  - Read base word.
- Add suffix and read base with suffix.

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Script—Reading Doubling vs. e Drop			
Teacher	**Display**		**Students**
"Let's look at the letters in these two words."	tapping	taping	
"What's the difference between these two words?"			➢ *Giggling.* "1 p versus 2"
"That's correct. Let's look at how that matters in reading the word."	t a **p p** i n g	t a **p** i n g	
"Do you see the suffix?"			"yes, i.n.g."
"What kind of suffix?"			"vowel suffix"
"Let's chop off the vowel suffix."	t a **p p** [i n g	t a **p** [i n g	
"Let's find the vowel in front of the suffix. What is it?"			"a"
"Let's underline the vowel in the base word."	t <u>a</u> **p p** [i n g	t <u>a</u> **p** [i n g	
"Let's come back to the p and look at how many are between the vowels."	t <u>a</u> **p p** [i n g	t <u>a</u> **p** [i n g	➢ *Giggling.*
"If there are 2 consonants, the vowel is short, so our base word is…"			"tap"
"If we add back the suffix, the word is…"			"tapping"
"If there is 1 consonant, the vowel is long, so our base word is…"			"tape"
"When we add back the suffix, the word is…"			"taping"
"Let's summarize: • "First we…" • "Then we count…" • "If there are 2 consonants…" • "If there is 1 consonant…"			• "chop off the vowel suffix" • "the consonants between the two vowels" • "the vowel is short" • "the vowel is long"

Practice with other examples:

filled/filed hoping/hopping gripping/griping filing/filling

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WORD LIST 12 Spelling Patterns—Vowel Suffixes

bated
batted
bidding
biding
cuter
cutter
diner
dinner*
doted
filed
filing
filled*
filling*
griped
griping
gripped
gripping
hidden
hiding
hoped*
hoping*
hopped*
hopping*
moped
moping
mopped
mopping
pined
pining
pinned
pinning
planed
planing
planned*
planning*
rated
ratted
ridding
riding
riper
ripper
robbed
robed
scared*
scarred
scary*
scraper
scrapper
sloping
sloppy*
sniped
sniping
snipped
snipping
sparing
sparring
spiting
spitting
staring*
starring
striped
stripped
taped
taping
tapped
tapping

This lesson strategy is intended to provide a system to support, not replace, the teaching of the 1+1+1 Doubling and E-Drop spelling rules.

Note:

Suggestions for practical spelling words are indicated with an asterisk (*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.

Source: Johnson, Kristin, and Polly Bayrd. (2010). *Teacher's Guide MEGAWORDS 2*: *Decoding, Spelling and Understanding Multisyllabic Words* (2nd ed.). Mayfield, PA: School Specialty, Inc.

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Vowel + y (y vowel team)	Consonant + y
a + y = ay	t + y = ty
e + y = ey	g + y = gy
o + y = oy	p + y = py

Word	Vowel + y? (y vowel team)	Consonant + y?
play		
cry		
enjoy		

Script—Teach y Plurals	
Teacher	**Students**
"We have a new spelling rule to learn today." ➢ *Display card 8.58.*	
"How do we make words that end with the letter y plural?"	➢ *Shrug.* 🤷
"If the word ends with a vowel then a y" ➢ *also called y vowel teams—as in play*	"ends with a vowel then y"
"Just add -s."	"add -s"
"Let's put it together." ➢ *Lead the students in the rule.*	"if word ends with a vowel then a y, just add s"
"If the word ends with a consonant then a y."	"if the word ends with a consonant then a y."
"Change the y to i and add -es."	"change the y to i and add -es"
➢ *Point to and discuss sample on the card.* ➢ *Lead students in reviewing the entire rule.*	➢ *Respond as appropriate.*

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Application of y Plural			
What's the base word?	How does the base word end?		Let's spell the final word together aloud.
	Vowel + y (y vowel team)	Consonant + y	
spray	just add -s	change the y to i & add -es	sprays
poppy	just add -s	change the y to i & add -es	poppies
fly	just add -s	change the y to i & add -es	
baby	just add -s	change the y to i & add -es	
silly	just add -s	change the y to i & add -es	
boy	just add -s	change the y to i & add -es	
candy	just add -s	change the y to i & add -es	
subway	just add -s	change the y to i & add -es	

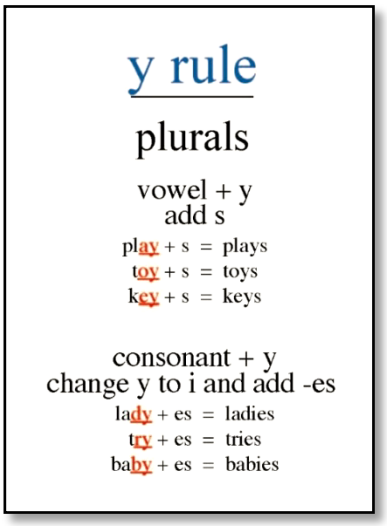

Figure 25: card 8.58

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Y RULE BEYOND PLURAL

Beyond the y plural rule there are a number of concepts to consider when adding a suffix to words ending with y. With students we teach this one step at a time, then combine. Because all of us are readers and spellers, in the interest of time today, we will consider them all together.

Y Rule Concepts	
Concept	**Action**
Does the base word end with a vowel plus y (y vowel team)?	Just add the suffix (played).
Does the suffix begin with an i? We don't want two eyes looking at us.	Just add the suffix (flying).
If not…	Change the y to i and add the suffix (happier).

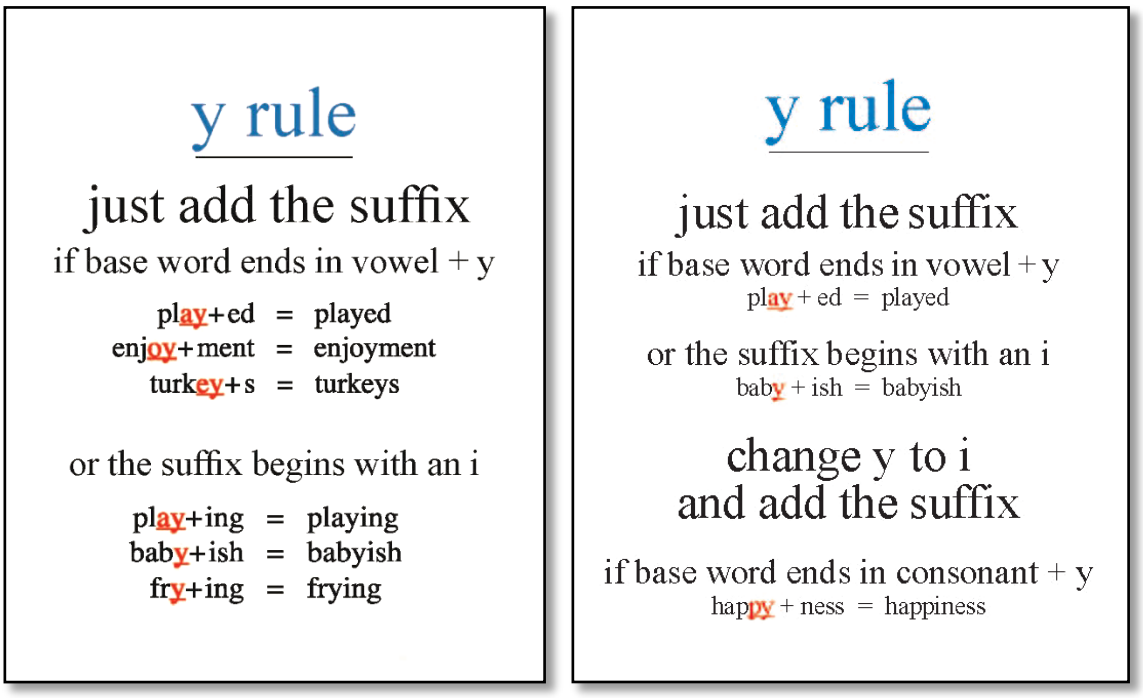

Figure 26: card 8.56 and 8.60

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Application of y Rule					
What's the base word?	**Does it end with a vowel + y**	**What's our suffix?**	**Is it an i suffix?**	**So, what do we do…**	**Let's spell our final word together aloud**
play	just add	-ful	just add	change the y to i	
fly	just add	-ing	just add	change the y to i	
happy	just add	-ness	just add	change the y to i	
scruffy	just add	-er	just add	change the y to i	
penny	just add	-less	just add	change the y to i	
bossy	just add	-ly	just add	change the y to i	

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READING CHALLENGES

- If the letter i falls immediately before the suffix, it was likely a y that was changed to an i.
- If there is a vowel suffix:
  - with two consonants before vowel suffix, the vowel says its sound.
  - with one consonant before a vowel suffix, the vowel says its name.

Word	Suffix	Base
g l i m [i s h	ish	glime
q u i m p i n g		
s l a s k e s t		
d r o p e r		
s l i n n i e s		
t r a y l y		
s m i k e d		
f o r s t i n g		
g r a b i n g		
m i n c h e s		
p o n i n g		
m i s k e d		
t r u x e s		

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CHAPTER 14: SYLLABLE TYPE

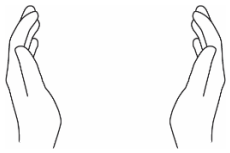
BACKGROUND

- Syllables are the beat or rhythm of our language.
- Breaking words into syllables is a phonological awareness skill.
- Students will need to understand syllables to help with decoding and encoding words.
- They are best taught through modeling and shared activities.
  - Tap, clap, or jump out how many syllables are in…
    - book, school, picnic, student, basketball, zebra, zoo…
  - Student names are a good choice for beginning practice.

🕮 Definition

A syllable is a word or a part of a word with one vowel sound. Teach with hand motions:

A syllable is... *(clap)*

a word… *(hold hands apart)* 

or a part of a word *(hold hands closer together)*

with 1 *(v for)* vowel sound *(point to ear)*.

Steps for teaching syllable definition

1. Use hand motions to review the concept of the syllable.
2. Practice several times.
3. Count syllables in words. Names often engage students.
4. Review definition with hand motions one final time.

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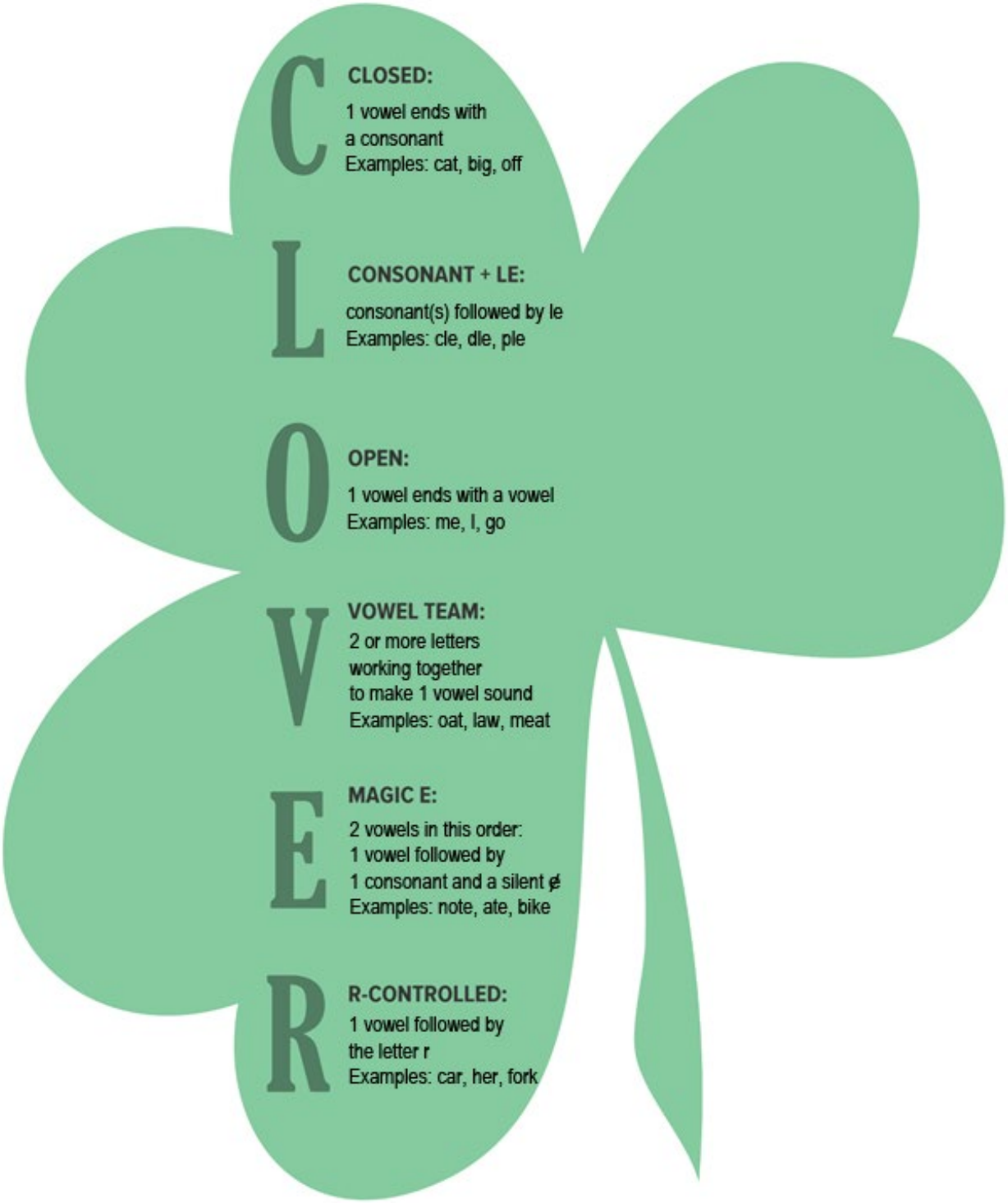
SYLLABLE TYPES

Importance of Teaching Syllable Types

- One of the trickiest issues in English is choosing the correct vowel sound.
- Knowing syllable types gives students a reliable strategy for making correct choices.



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C.L.O.V.E.R.

- A mnemonic that helps students recall and organize the six syllable types.

  C—closed
  L—consonant + le
  O—open
  V—vowel team
  E—Magic e or vowel consonant e
  R—R controlled or Bossy r

- With knowledge of the six syllable types, 85% of English words are decodable.

Order of Instruction

- The CLOVER mnemonic is not representative of the order in which we teach the syllable types.
- We begin with open and closed syllables.
  - These are introduced first because they are the most common syllable types in English.
  - It also allows us to reinforce the concept that vowels can do two things: say their short sound and their long name.
- From there we often teach the Magic e.
- R controlled and vowel teams soon follow.
- Consonant + le is often last.

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Script—Teach Open Syllables	
➢ *While pointing to the appropriate line on the card, prompt students to say the complete phrase on the right. You are helping build mental scripts to identify this syllable type.*	
Teacher	**Students**
"Today, we are going to learn a new syllable type—an open syllable. What kind?" ➢ *Display card 8.46 and point to the word open.*	"open syllable"
"An open syllable has 1 vowel. How many vowels?"	"1 vowel"
"It ends with a vowel. How does it end?"	"with a vowel"
"In an open syllable, the vowel (opens its mouth and) says its name. What does it say?"	"its name"
"Let's review: • "What type of syllable?" • "An open syllable has …" • "Ends with …" • "Vowel says…"	 • "open syllable" • "1 vowel " • "ends with a vowel" • "vowel says its name"
"So, the vowels in these syllables say…" ➢ *Point to the examples on the bottom of the card.*	"/ī/, /ē/, /ū/, /ā/, /ō/"
"Let's read the syllables." ➢ *Open syllables that are not real words often pose difficulty for beginning students (mu.sic, ta.ble)."*	"I, she, mu, ta, go"

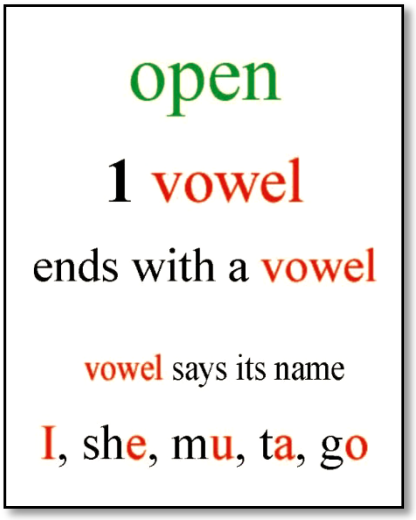

Figure 27: card 8.46

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Open Syllables

- Contain one vowel
- End with a vowel
- Vowel says its name (long name)

shy te	stay fave	he loat	spit goo	wo plu

Open	Not Open & Why

Additional Information:

- y in an open syllable says:
  - /ī/ in a one-syllable word (by, shy, try)
  - /ē/ in a two-syllable word (happy, silly, candy)

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Script—Teach Closed Syllables	
➢ *While pointing to the appropriate line on the card, prompt students to say the complete phrase on the right. You are helping build mental scripts to identify this syllable type.*	
Teacher	**Students**
"Today, we are going to learn a new syllable type—a closed syllable. What kind?" ➢ *Display card 8.44 and point to the word closed.*	"closed syllable"
"A closed syllable has 1 vowel. How many vowels?"	"1 vowel"
"It ends with a consonant. How does it end?"	"with a consonant"
"In a closed syllable, the vowel says its sound. What does it say?"	"its sound"
"Let's review: • "What type of syllable?" • "A closed syllable has…" • "Ends with …" • "Vowel says…"	 • "closed syllable " • "1 vowel " • "ends with a consonant" • "vowel says its sound"
"So, the vowels in these syllables say…" ➢ *Point to the examples on the bottom of the card.*	"/ă/, /ĭ/, /ŭ/, /ŏ/, /ĕ/"
"Let's read the syllables."	"at, dig, jump, shot, red"

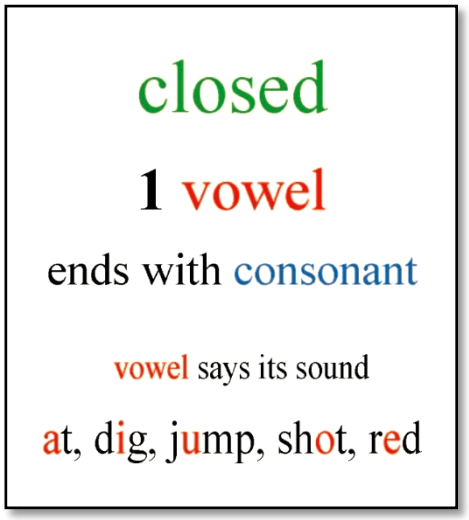

Figure 28: card 8.44

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Closed Syllables

- Contain one vowel
- End in a consonant
- Vowel makes its sound (short sound)

sub plick	it leet	sky tane	fish vill	flu blash

Closed	Not Closed & Why

Beware of these short-vowel exceptions (sve):

- -ank, ink, -ang, -ing
- -ind, -old, -ild, -ost, -olt, -oll
- These sve are not considered closed syllables.
- Other patterns easily confused with closed syllables include R controlled syllables and vowel team syllables ending with a consonant (e.g., aw, ew, ow, igh).

Open/Closed Visuals

- Cards that open and close
- Door—see following page
  - Post index cards with open syllables on a door frame (cabinet or entryway) to display open syllables when the door is open.
  - Post final consonants on the door to display closed syllables when the door is closed.

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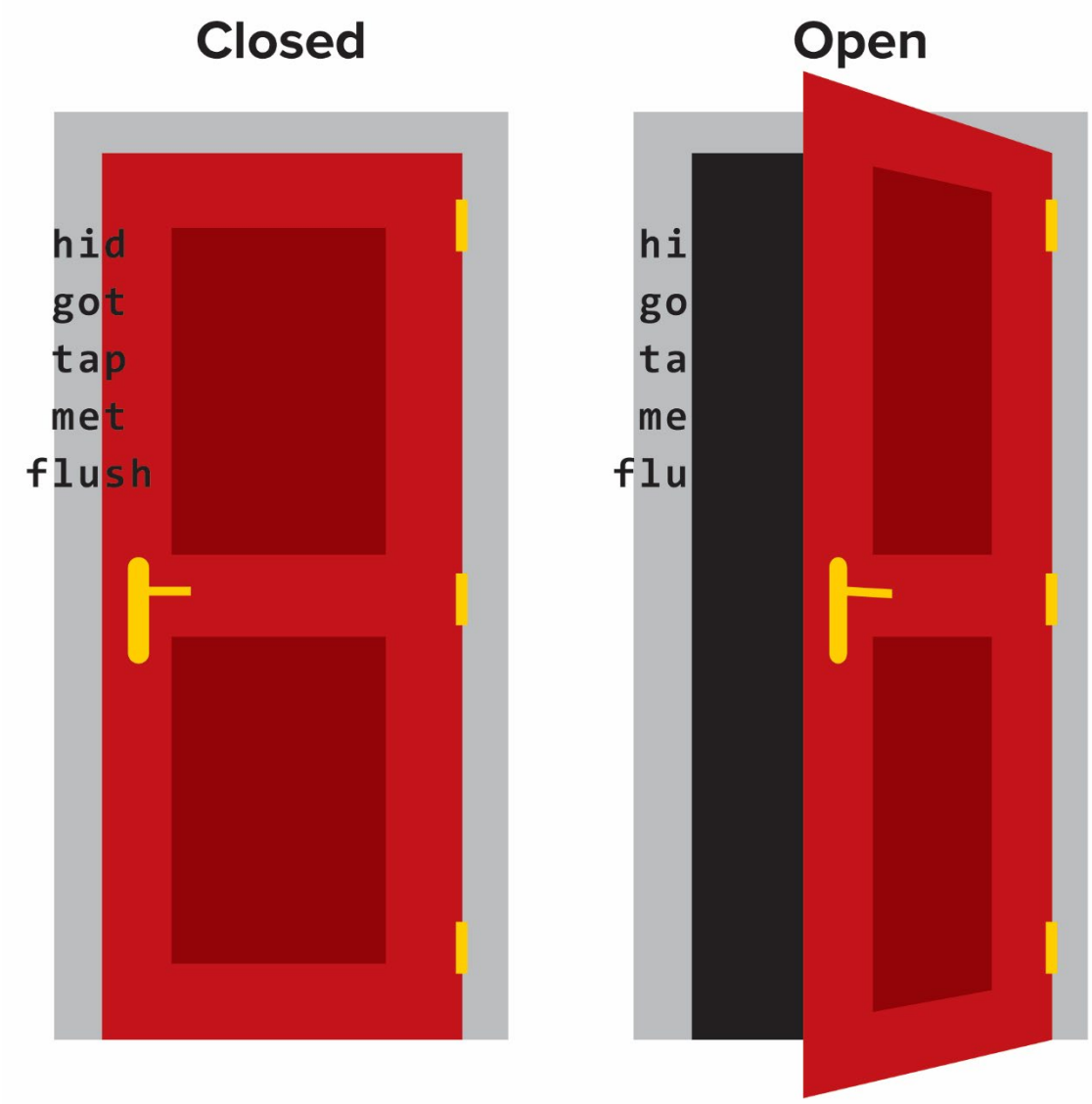
DOOR—OPEN/CLOSED VISUAL



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Script—Teach Magic e Syllable	
➢ *While pointing to the appropriate line on the card, prompt students to say the complete phrase on the right. You are helping build mental scripts to identify this syllable type.*	
Teacher	**Students**
"Today, we are going to learn a new syllable type—a Magic e syllable. What kind?" ➢ *Display card 8.49 and point to Magic e.*	"Magic e"
"A Magic e syllable has 2 vowels. How many?"	"2 vowels"
"But they must be in this order" • "1 vowel…" • "Followed by 1 consonant…" • "And a silent e…" ➢ *A single e at the end is almost always silent.*	• "1 vowel" • "followed by 1 consonant" • "and a silent e"
"The e jumps back (over the 1 consonant) and makes the (previous) vowel say its name."	"jumps back, vowel says its name"
"What does it do?"	"jumps back, vowel says its name"
"Let's review: • "What type of syllable?" • "A Magic e syllable has…" • "In this order …" • "What does the e do…"	• "a Magic e syllable" • "2 vowels" • "1 vowel followed by 1 consonant and a silent e" • "jumps back making the vowel say its name"
"So, the vowels in these syllables say…" ➢ *Point to the examples on the bottom of the card.*	"/ā/, /ī/, /ō/"
➢ *Intro new a specific Magic e pattern.*	

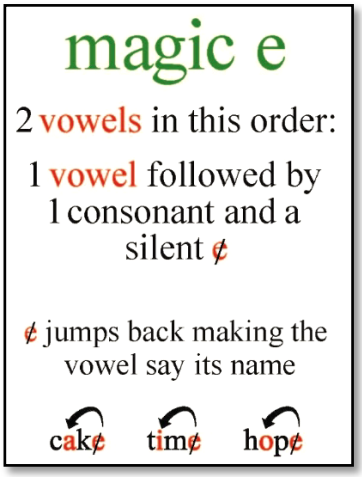

Figure 29: card 8.49

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Magic e Syllable

- Two vowels in this order:
- One vowel followed by one consonant and a silent e
- e jumps back, making the vowel say its name

make zeak	bare gleeve	she puse	time wetch	drove fune

Magic e	Not Magic e & Why

Additional information:

- Magic e trumps R controlled.
- While they do not make a clear long vowel sound (due to the impact of the r), they are considered more long than short.

  star—stare car—care fir—fire her—here
- The -or pattern sounds the same, even with a Magic e added.

  corn—core born—bore

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Script—Teach R controlled Syllables	
➢ *While pointing to the appropriate line on the card, prompt students to say the complete phrase on the right. You are helping build mental scripts to identify this syllable type.*	
Teacher	**Students**
"Today, we are going to learn a new syllable type—an R controlled syllable. What kind?" ➢ *Display card 8.50 and point to the label R controlled.*	"R controlled syllable"
"An R controlled syllable has 1 vowel. How many vowels?"	"1 vowel"
"The vowel is followed by the letter **r**. What comes after the vowel?"	"letter r"
"In an R controlled syllable, the vowel doesn't say its sound or its name."	gasp ☺
"Instead, the r controls the vowel and causes it to make a completely different sound."	
"Let's review: • "What type of syllable?" • "How many vowels?" • "Followed by …" • "Vowel is …"	• "R controlled syllable" • "1 vowel" • "followed by the letter r" • "neither long nor short"
➢ *Intro new a specific R controlled pattern.*	

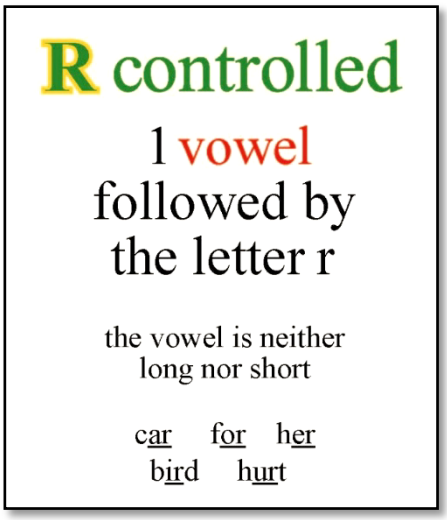

Figure 30: card 8.50

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R controlled Syllables

- One vowel followed by the letter “r”
- Vowel is neither long nor short, but heavily influenced by the r

car mare	fresh risp	or thord	here neave	dorm hurp

R controlled	Not R controlled & Why

Additional information:

- R controlled syllables trump closed syllables.
- R controlled syllables are easy to confuse with closed syllables because they look like closed syllables:
  - they contain one vowel and
  - they usually end in a consonant.
- Magic e syllables trump R controlled syllables.

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Script—Teach Vowel Team Syllables	
➢ *While pointing to the appropriate line on the card, prompt students to say the complete phrase on the right. You are helping build mental scripts to identify this syllable type.*	
Teacher	**Students**
"We're going to learn a new syllable type today—a vowel team. What kind?" ➢ *Display card 8.47 and point to the label vowel team.*	"vowel team"
"Vowel teams have 2 or more (touching) letters that work together to make one vowel sound."	
"How many letters in a vowel team?"	"2 or more"
"The letters work together to do what?"	"make 1 vowel sound"
"Some vowel teams are made of 2 vowels." ➢ *Point to the underlined patterns at the bottom.*	
"Some vowel teams include both vowel(s) and consonant(s)." ➢ *Point to the underlined patterns at the bottom.*	
"Notice that the letters that work together to make one vowel sound are touching."	
"Let's review: • "What type of syllable?" • "How many letters…" • "Doing what?"	• "vowel team" • "2 or more letters" • "working together to make 1 vowel sound"
➢ *Intro new a specific vowel team pattern.*	

Figure 31: card 8.47

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Vowel Team Syllables

- Two or more (touching) letters working together to make one vowel sound
- Some vowel teams are two vowels
- Some vowel teams include both vowel(s) and consonant(s): igh, aw, ew, ow, eigh

sleep fease	yell hown	leave chite	droop lound	might bry

Vowel Team	Not a Vowel Team & Why

Additional information:

- Magic e syllables are not vowel teams.
  - The two vowels in a Magic e syllable work together but do not touch.
- Some vowel teams are confused with closed syllables: igh, aw, ew, ow, and eigh.

Vowel Team information:

- For the blending drill, all cards that contain a vowel go in the middle position.
- However, some vowel teams are used at the end of a word. When these cards come to the top in blending, cover cards in the final position. See the card backs for this information.
- Do not teach "When two vowels go walking, the first one does the talking."
  - When we examine the vowel teams covered in the Sound Check, this is **true only 37.5% of the time (12 out of 32 occurrences).**

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Script—Teach Consonant + le Syllables	
➢ *While pointing to the appropriate line on the card, prompt students to say the complete phrase on the right. You are helping build mental scripts to identify this syllable type.*	
Teacher	**Students**
"We're going to learn a new syllable type today—a consonant + le syllable. What kind?" ➢ *Display card 8.45 and point to the consonant + le title.*	"Consonant + le"
"Consonant + le syllables must have the following: • "A consonant or consonants" • "Followed by le"	• "a consonant or consonants" • "followed by le"
"A consonant + le syllable can't stand alone. It must come after another syllable." ➢ *It is often called the final stable syllable.*	
"Let's review: • "What type of syllable?" • "A consonant + le syllable has…"	• "consonant + le" • "a consonant or consonants followed by le"
➢ *Introduce c+le graphemes and review correct pronunciation. (See deck 5.)*	
➢ *Introduce syllable division with c+le. (See syllable division, page 187.)*	

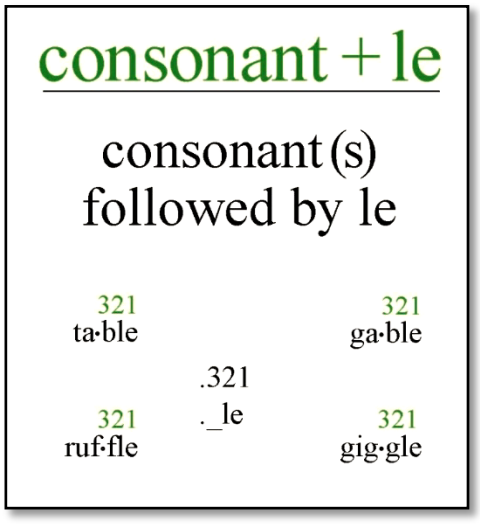

Figure 32: card 8.45

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Consonant + le Syllables

- Consonant followed by the letters le
- Occur in multisyllabic words, typically as the final syllable
- Schwa sound
  - e is silent, you hear a schwa sound between the two consonants
  - Pronounced /bəl/, /dəl/, /kəl/, etc.

ta**ble** on**gel**	noo**dle** yas**ket**	la**bel** dur**ple**	an**gle** tou**zle**	bat**tle** **fle**eding

Consonant + le	**Not Consonant + le & Why**

DIVIDED MULTISYLLABIC WORD LIST

Teaching syllable types for older students may be best approached with multisyllabic words. The list below provides examples of words divided for students to support application of syllable types for advanced decoding, without having to pause and teach syllable division right away.

Divided Open and Closed Syllables			
Open/Open	**Open/Open (y = /ē/)**	**Open/Closed**	**Closed/Open**
ha.lo	ti.dy	hu.mid	en.vy
ze.ro	la.zy	va.cant	hap.py
ve.to	na.vy	bo.nus	twen.ty
po.lo	ba.by	mo.ment	fros.ty

Divided Closed/Closed Syllables			
Without schwa		**With schwa**	
ex.tract	un.til	tun.nel	con.nect
ban.dit	sub.ject	wit.ness	can.yon
in.dex	con.tact	lev.el	at.om
dis.patch	in.spect	fel.on	ped.al

Divided Closed and Other Syllable Types			
Magic e		**R controlled**	
ath.lete	cas.cade	win.ter	in.form
ex.plode	im.plode	fer.ment	har.vest
ex.cuse	dis.pute	ex.pert	dif.fer
trib.ute	pul.sate	blun.der	pon.der

Divided with Vowel Team Syllables			
mer.maid	pro.noun	aug.ment	con.ceal
cur.tail	fur.row	as.sault	trea.son
tur.moil	cur.few	re.lease	ac.count
de.vout	aw.ful	drow.sy	saun.ter

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Materials Needed
• Syllable 8.42, closed 8.44, open 8.46, not 8.61 • Syllable sort cards—closed, open, and clearly not either (Magic e words well) • Avoid ar, er, ir, or, ur, aw, ew, ow, ey, ay, oy, igh, and eigh

Determine Syllable Type
Syllable sorting is an exercise in quick identification and application of syllable types to decode unknown words/syllables. • Look at the syllable sort card and identify the position of the vowel(s). • Apply the syllable definition to identify syllable type. • Based on the syllable type, determine the correct vowel sound. Read syllable or word.
Note: The following script assumes only open and closed are fair.

Script—Determine Syllable Type	
Teacher	**Students**
"How many vowels (displaying syllable card)?"	➢ *Respond as appropriate.*
➢ *If the answer to the prior question is one vowel...* "How does it end?"	➢ *Respond as appropriate.*
"What type of syllable is it?" ➢ *"Not" should be one of your choices.*	➢ *Respond as appropriate.*
➢ *If you have not taught syllable type, discard into "not" pile without reading.*	
➢ *If you have taught syllable type…* "The vowel says…"	➢ *Respond as appropriate.*
"The syllable says…"	➢ *Respond as appropriate.*

Additional Information:

- As students learn more syllable types, increase the categories for sorting.
- Be attentive to patterns that may be problematic and control your cards accordingly.
  - Omit R controlled vowels (ar, er, ir, or, and ur), because they may be confused with closed syllables.
  - Omit vowel teams (aw, ew, ow, and igh), because they also look like closed syllables.
  - Avoid using syllable cards with y until you have taught "when y is a vowel" vs. "when y is a consonant."
  - The u in qu patterns does not count as a vowel. So, quit is a closed syllable, quite is Magic e, queen is a vowel team, and quart is R controlled.

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SYLLABLES TYPES—SUMMARY

Open Syllable

- Has one vowel
- Ends with a vowel
- Vowel says its name (long sound)

Closed Syllable

- Has one vowel
- Ends with a consonant
- Vowel says its sound (short sound)

Magic e Syllable

- Has two vowels in this order:
  - One vowel followed by
  - One consonant and a silent e
- e jumps back over one consonant (usually)
- Vowel says its name (long sound)

Note:

- Although Magic e trumps Bossy r, the r still influences the vowel sound.
- For ESL students, you may need to teach these graphemes/phonemes directly: -are, -ere, -ire, -ore, and -ure.

R controlled Syllable

- Has one vowel
- Followed by the letter "r"
- The vowel is neither long nor short
  - r is a very bossy consonant impacting the vowel sound

Note:

- Magic e trumps Bossy r.
- R controlled trumps closed.

Vowel Team Syllable

- A vowel team syllable has two or more (consecutive) letters working together to make one vowel sound.
- Vowel teams may include two vowels, or a combination of vowel(s) and consonant(s).

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Consonant + le Syllable

- A consonant + le syllable has one consonant followed by le.
- This syllable type does not stand alone. It is the final syllable in a two or more syllable word.

Note:

- Teach correct pronunciation. There is a schwa sound between the consonant and the l. The e is silent. For example, -ble says /bəl/.
- c.kle—divide the c.k to keep the first syllable closed and the vowel short.
- s.tle—the t in -s.tle is silent.

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CHAPTER 15: SYLLABLE DIVISION

Syllable division helps identify syllable type, unlocking the pronunciation of vowels.

The Kite below is an organizing principle for syllable division strategies. Once teachers introduce a syllable division pattern, they can reference the Kite as a visual reminder.

Figure 33: syllable division kite, card 9.01

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SYLLABLE DIVISION BASIC

Note:

- During syllable division practice, you want students to chunk a word, even if they already know how to read the word.
- They are practicing a strategy they use when they see a word they do not know.

Prefix/Suffix			
• Chop off prefix/suffix. • Read base or root word. • Add back prefix/suffix, read entire word.			r e] p l a y p l a y [i n g r e] p l a y [i n g
u n t i e	m i s s p e l l e d	j u m p i n g	r e j e c t e d

Compound Words			
• Compound words are two words that come together to form a unique word. • To read a compound word, you need to recognize the words and divide between them.			i t . s e l f p o p . c o r n
c a n n o t	b a s e b a l l	w i t h o u t	o u t s i d e

Consonant + le			
• Start with e. • Count back three and divide. • What kind of syllable is the first syllable? • The first syllable says… • Add c + le syllable, so the word is…?			a p . p l e c a . b l e
s t u m b l e	c r a d l e	n e e d l e	g a r g l e
c r a c k l e	w h i s t l e	b u c k l e	c a s t l e

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Script—VCCV
Setting the Stage
“So far, we have learned some tools for breaking apart longer words.”
“We’ve chopped off suffixes.”
“We’ve divided between compound words.”
“Sometimes that isn’t enough.”
“Sometimes we need to think about the syllables in the word.”
“First, let’s review syllables.”
“What’s a syllable?” Prompt for definition…
“Let’s count the number of syllables we have in some words.”
“How many syllables in napkin?” *Prompt*…
“How many syllables in fantastic?” *Prompt*…
“We know how many syllables are in a word when we hear it.”
“Wouldn’t it be nice if we had a strategy for knowing the number of syllables when we see a word? Well, we do.”

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Script—VCCV with Alphabet Tiles

- *At first, children can have trouble grasping the concept of chunking words.*
- *Demonstrate it concretely with alphabet tiles.*

Teacher	Display	Students
"Let's look at this word." ➢ *Spell the word with letter tiles.*	i n s e c t	
"How many vowels do you see?" ➢ *Point to the vowels.*	i n s e c t	"2"
"Each syllable has 1 vowel. So, how many syllables?"		"2"
"Slide the vowels apart taking the consonants on the outside with them."	i n s e c t	
"How many consonants are left between the vowels?"	i n s e c t	"2"
"Sharing is a nice thing to do. Let's give 1 consonant to each vowel."	i n s e c t	
"What type of syllable?" ➢ *Cover the 2nd syllable.*	i n	"closed"
"So the vowel says…"	i n	"/ĭ/"
"So the syllable says?"	i n	"/ĭn/"
"What type of syllable?" ➢ *Cover the 1st syllable.*	s e c t	"closed"
"So the vowel says?"	s e c t	"/ĕ/"
"So the syllable says?"	s e c t	"/sĕkt/"
"So the word says?" ➢ *Push tiles back together.*	i n s e c t	"/ĭn.sĕkt/"

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Script—Intro VCCV	
➢ *After sufficient practice with tiles…*	• "We cannot always stop and spell out long words with alphabet tiles. • "We need a strategy for syllable division that we can do with paper and pencil. • "That's where we're going next."

Teacher	Display	Students
"Back to our definition: Every syllable has 1 vowel."		"every syllable has 1 vowel."
"Let's look at this word." ➢ *Write the word insect.*	i n s e c t	
"What are the vowels?"	i n s e c t	"i and e"
"Let's underline the vowels and label them v."	i n s e c t v v	
"How many vowels do we have?"		"2"
"How many syllables?"		"2"
"Mark the consonants in between c."	i n s e c t v c c v	
"When we see this pattern—vccv—we chop (the syllables) between the consonants." ➢ *Use a dot, not a slash, for less visual clutter.*	i n . s e c t v c . c v	
"What type of syllable?" ➢ *Cover the 2nd syllable.*	i n .	"closed"
"So the vowel says?"		"/ĭ/"
"So the syllable says?" ➢ *Scoop underneath.*	i n .	"/ĭn/"
"What type of syllable?" ➢ *Cover the 1st syllable.*	. s e c t	"closed"
"So the vowel says?"	. s e c t	"/ĕ/"
"So the syllable says?" ➢ *Scoop underneath.*	. s e c t	/sĕkt/
"So the word says?" ➢ *Scoop under both syllables.*	i n . s e c t	/ĭn.sĕkt/

WE DO. LET'S PRACTICE.

i n s e c t	b a n d i t

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VCCV			
• See preceding scripts. • When you see the VCCV pattern, chop between the consonants. • When you provide initial instruction, avoid words with schwa, page 192.			m a s . c o t v c . c v i n . d e x v c. c v
a t t i c	c o n v i c t	n a p k i n	i n s e c t
f r a n t i c	g o b l i n	c a n d i d	t r a f f i c

Script—VCCV with Limited Support		
➢ *Eventually, your students no longer need the previous level of support. Withdraw it gradually.* ➢ *Perhaps move from asking: "What kind of syllable is it?" to "What does the syllable say?"* ➢ *Ultimately, syllable division might look like this:*		
Teacher	**Display**	**Students**
"Let's look at this word." ➢ *Write the word insect.*	insect	
"Can you see the pattern?"	insect	"yes, VCCV"
"What do we do when we see this pattern?"	in.sect	"chop between the consonants—n and s"
"Great. Let's pronounce the syllables one at a time."	in.sect	"/ĭn/ /sĕkt/"
"So the word says…"	in.sect	
➢ *Support the students syllable by syllable if necessary.*		

Additional information:

- When you are working in text, it might look like this:
  - Do you see where to divide? If needed, cover the syllables with your finger.
- If students cannot decode the word with this limited procedure, simply add steps back.
  - Isolate the syllable.
  - What type of syllable is it?
  - So the vowel says…
  - So the syllable says…

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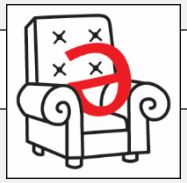
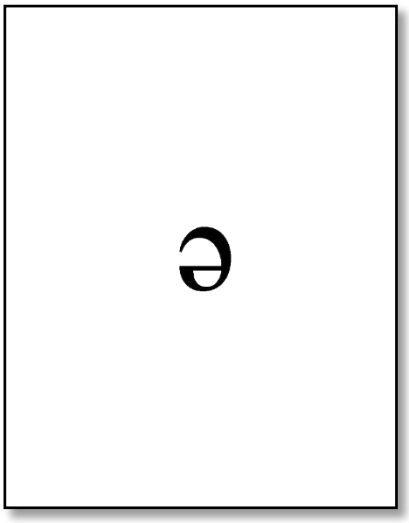
Script—Teaching Schwa	
➢ *Card 8.01. The objective is to build familiarity with the word schwa and its related sound. The student should be able to correct when prompted for the schwa sound.*	
Teacher	**Students**
"Today, I am going to teach you a new card."	
"Let's look at this card. It looks like an upside-down e, doesn't it?"	
"We call this upside-down e schwa."	
"You won't see this upside-down e in real words, but you will see it in the dictionary."	
• "Sometimes, our vowels get lazy and don't say their clear name or sound. • "We call this "lazy" sound the schwa sound."	
"What do we call it?"	"schwa"
"The schwa sound is a gentle /ŭ/."	"/ŭ/"
"In words of two or more syllables, one of the vowels often makes the schwa sound."	
"If the word doesn't sound right, try the /ŭ/ sound for one of the vowels."	
"What do you try?"	"the /ŭ/ sound for one of the vowels"
"I will put this card in tomorrow's visual drill." ➢ *Show card.* "The correct response is schwa /ŭ/."	
"What will you say when you see this card?"	"schwa /ŭ/"



Keyword: gorilla
Figure 34: card 8.01

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Note:

- If the word is in the students' oral language vocabulary, they typically synthesize and use the schwa sound automatically.
- If they do not, prompt them to try schwa.
- See article on following page.

Demonstrate Schwa Application	
Teacher	**Display**
"Our word is …" ➢ *Spell, don't pronounce.*	l e s s o n
"Divide using the appropriate syllable division pattern."	l ĕ s . s ŏ n v c . c v
"Pronounce syllables as they look. "	/ l ĕ s / . / s ŏ n /
"Now try pronouncing the second syllable using the schwa."	/ l ĕ s / . / s ə n /
"Which one do you recognize?"	/ l ĕ s / . / s ə n /
➢ *Oral instruction regarding schwa is insufficient for some students.* ➢ *If necessary, cross out the "o."*	l ĕ s . s ø n

Schwa			
b a s k e t	r a n d o m	p r o b l e m	s u d d e n

LEX • I • CON VALLEY

A BLOG ABOUT LANGUAGE
JUNE 5, 2014, 9:52 AM
By Arika Okrent
A version of this post appeared on The Week:

(Facebook.com/Happy Endings)
Penny from *Happy Endings* is a big fan of the schwa.

We all know that English spelling is rarely a good guide to pronunciation. One big reason for this is the prevalence of schwa in the spoken language. That's is why dictionaries and other written guides to pronunciation make use of a special symbol to represent the schwa sound. It looks like this: ə — an upside down e. But what is schwa anyway? Here are nine things to help you get to know this very important vowel.

ANY WRITTEN VOWEL CAN BE A SPOKEN SCHWA

A schwa is the "uh" sound found in an unstressed syllable. For example, the first syllable in amazing (ə-MA-zing), the first syllable in tenacious (tə-NA-cious), the second syllable in replicate (RE-plə-cate), the second syllable in percolate (PER-cə-late), the first syllable in supply (sə-PLY), the first syllable in syringe (sə-RINGE). That's a written A, E, I, O, U and even a Y coming out as schwa in the spoken version.

IT'S THE MOST COMMON VOWEL SOUND IN ENGLISH

And this can make things very hard for English learners, because we do not represent it in regular writing. You have to use clues about stress and syllable structure to figure out where to put it.

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THE WORD “SCHWA” COMES FROM HEBREW

In Hebrew writing, “shva” is a vowel diacritic that can be written under letters to indicate an “eh” sound (which is not the same as our schwa). The term was first used in linguistics by 19th-century Germany philologists, which is why we use the German spelling, “schwa.”

THE Ə SYMBOL WAS INVENTED TO SHOW HOW PEOPLE REALLY TALKED

The upside-down e was first used as a symbol for the schwa sound by Johann Schmeller in his 1821, “Grammar of Bavarian German.” Because he was describing the specific properties of a particular dialect, he needed a way to represent actual pronunciation.

BEFORE PEOPLE STARTED CALLING IT “SCHWA” IN ENGLISH (AROUND 1895), IT HAD A LOT OF NICKNAMES

It has been called the murmur vowel, the indeterminate vowel, the neutral vowel, the obscure vowel, and the natural vowel.

ENGLISH HAS A TENDENCY TO DELETE A SYLLABLE WITH A SCHWA

What happened to the third syllable in the following words? Caramel (car-mel), separate (sep-rate), different (dif-rent), chocolate (choc-late), camera (cam-ra). They fell victim to a terrible disease called schwa syncope (or schwa deletion). Actually, it’s not so terrible, and it happens in lots of languages. A schwa syllable following the syllable that bears the main stress says, “Well, I’m not really needed here anyway” and skips town.

BUT ENGLISH SOMETIMES HAS A TENDENCY TO STICK IN EXTRA SCHWA SYLLABLES

In some dialects, a schwa shows up to help bust up difficult consonant clusters. This process, called schwa epenthesis, can turn realtor into real-ə-tor, athlete into ath-ə-lete, nuclear into nuc-yə-ler, and film into fi-ləm. It can also come in handy in drawing out words for dramatic effect, as in “cə-raaaaaa-zy!”

SCHWA IS SO PREVALENT BECAUSE ENGLISH IS A STRESS-TIMED LANGUAGE

Some languages are syllable-timed, like Spanish, where each syllable is roughly the same length, giving the impression of a steady “machine-gun” rhythm. English is a stress-timed language, meaning that the rhythmic impression is based on the regular timing of stress peaks, not syllables. If you want to speed up in Spanish, you shorten the length of all the syllables. If you want to speed up in English, you close the distance between stressed syllables. How? By greatly reducing the unstressed syllables. What vowel do unstressed syllables tend to get? Schwa.

IT’S THE LAZIEST SOUND THERE IS

Which is not a value judgment! I love schwa! But of all the sounds we use, it demands the least of us. All you have to do to make a schwa is start up the vocal cords. Other sounds require you to

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raise or lower the tongue, or move it forward or backward. They ask you to move your lips, or open your jaw. The schwa just is. Serene and undemanding. The vibration of air through the body to the outside world. The essence of speech itself.

http://www.slate.com/blogs/lexicon_valley/2014/06/05/schwa_the_word_for_the_most_common_vowel_sound_in_english_comes_from_hebrew.html

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Script—V "many Cs" V		
➢ *vcccv or vccccv* ➢ *When there are more than two consonants between the vowels, we likely have consonants that work together.* ➢ *Do students recognize the consonants that work together?*		
Teacher	**Display**	**Students**
"Our new word today is…" ➢ *Spell don't pronounce.*	s u b t r a c t	
➢ *Have students guide you in separating the vowels and sharing the consonants.*	s u b t r a c t	"slide the 2 vowels apart share the b and r"
"Do you see the blend?" ➢ *Choose the right language. Could be a cluster, h-brother, svp, sve.*	s u b t r a c t	"yes, tr"
"If so, keep the blend together."	s u b . t r a c t	
"If not, slide the consonant into the second syllable." ➢ *Beginning blends are more common than ending blends.*	s u b . t r a c t	
"If this doesn't create a recognizable word…"	p u m . p k i n	
"Slide the extra consonant into the first syllable…"	p u m p . k i n	

This is not an exercise in dictionary syllable division. This is about unlocking and reading words. If students divide the word "pum.pkin" and recognize pumpkin, you have reached your goal and should move on to the next word.

Practice			
s u b t r a c t	h u n d r e d	i m p r i n t	s a n d w i c h

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Script—Vowels Working Together to Make 1 Vowel Sound		
Teacher	**Display**	**Students**
"We've been counting the number of vowels in a word to see how many syllables are in the word. Sometimes a syllable has 2 vowels working together to make 1 vowel sound."		
"Let's look at this word." ➢ *Write plane.*	p l a n e	
"How many vowels do you see?"		"2"
"Let's underline the vowels."	p l a n e	
"As we know, a single e at the end of a word is usually silent. So, let's cross it out."	p l a n ~~e~~	
"So, what is that e doing?"		➢ Some variation of: "making the a say its name"
"So, we have 2 vowels working together to make one vowel sound."		
"Let's connect the 2 vowels and label them v for 1 vowel sound."	p l a n ~~e~~ v	
"This concept also applies to vowel teams."		
"Let's look at this word." ➢ *Write beach.*	b e a c h	
"How many vowels do you see?"		"2"
"Let's underline the vowels."	b e a c h	
"Do we see any vowels that are working together to make 1 vowel sound?"		➢ *Some variation of:* "ea are working together to say /ē/"
"Let's connect the 2 vowels and label them v for 1 vowel sound."	b e a c h v	

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VCCV with Other Patterns			
• Up until now, we have divided words into two closed syllables. • Syllables can be any type—CLOVER. • Are there any vowels working together to make one vowel sound? • If so, connect the lines under the vowels.			en.tire cof.fee
i m m u n e	g a r m e n t	c o m b i n e	e x p o r t
a p p e a l	j u m b o	c h a r c o a l	f r e n z y

VCV			
• Teach VCV • Slide consonant into second syllable. • If that does not create a word you know, flex (slide the consonant into the first syllable). • Although the single consonant more commonly belongs in the second syllable, which side you choose first does not matter. The important point is to flex, finding a recognizable word.			m o . t e l c a b . i n
c a b i n	s l o g a n	s p o k e n	e v e n t
p r o p e r	t i m i d	l e m o n	t a l e n t

VV			
• When all else fails, divide between two touching vowels. • Sometimes, they are not a vowel team: neon, riot, or dual. • Sometimes, they are: idea, quiet, or duel. • Provide a list of vv words for practice.			n e . o n i . d e . a
l i o n	p o e m	q u i e t	d i e t

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Script—Crazy i

- *Named Crazy i because it doesn't know its correct sound.*
- *The Crazy i syllable is an "open" middle syllable in a 3 or more syllable word.*
- *Some common Crazy i syllables include: ti, ni, di, vi, tri, i.*

- *Let's consider the syllable di. As an open syllable you would expect it to say /dī/, but it does not.*
- *Depending on what follows it, di will say /dĭ/ or /dē/; e.g., cardigan and stadium.*

Teacher	Display	Students
"Today, we're going to talk about dividing words with Crazy i syllables."		
"A Crazy i is a middle syllable, looks like an 'open' syllable in a 3 or more syllable word."		
"Our new word today is…" ➢ *Spell don't pronounce*	o p t i m i s t	
"Let's find the Crazy i syllable and divide after it."	o p t i . m i s t	
"We then apply standard syllable division practices to the rest of the word." ➢ *Have students guide you in separating the vowels and sharing the consonants.*	o p . t i . m i s t	"slide the 2 vowels apart share the p and t."
"Let's look at the Crazy i syllable. Before a consonant, Crazy i says /ĭ/. • "ĭĭĭĭĭck a consonant is coming."	o p . t i . m i s t	
"So the syllable says…"		"/tĭ/"
"Let's read syllable by syllable."	o p . t i . m i s t	"/ŏp/./tĭ/. /məst/"
"So the word says…"	o p . t i . m i s t	"optimist"
"Let's look at the Crazy i syllable. Before a consonant, Crazy i says /ē/. Crazy i likes vowels. • "ēēēēē a vowel is coming."	s t u . d i . o	
"So the syllable says…"		"/dē/"
➢ *Continue as above.*	s t u . d i . o	*Respond as appropriate.*

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Crazy i			
h o s p i t a l	a n i m a l	a c c i d e n t	s u b s t i t u t e
r a d i o	s t a d i u m	c a l c i u m	m e d i u m

Crazy i—Advanced Language Concept		
• If an l or n immediately proceeds the i, Crazy i says /y/. • Through second grade, these are taught as memory words.		
s t a l l i o n	b r i l l i a n t	u n i o n
o n i o n	m i l l i o n	C a l i f o r n i a

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APPLICATION IN READING

Students must learn to practice syllable division and suffix chop in reading—not only when they read word lists during OG.

Student steps:

- Use thumb to cover the second part of the word—covering the suffix, second syllable, or second word (compound words).
- Read the first syllable.
- Uncover the suffix, second syllable, or second word.
- Read the suffix, second syllable, or second word.
    - If necessary, cover the prefix, first syllable, or first word with thumb.
    - Read the second syllable.
    - Uncover the first syllable.
    - Combine both parts and read word.

If this does not unlock the word, have students write the word on paper and use syllable division techniques to attack the word. If you are pressed for time, give them the word.

Have students practice these procedures regularly, even if they can read the words, so they are in the habit of using these steps if necessary.

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WE DO. LET'S PRACTICE.

wished bandit wonderful

Are you packing the plastic plates?

You can swim beside the whale. A humpback whale will be quite careful. It is wonderful.

YOU DO. PARTNER PRACTICE.

- Support your partner to chunk the words below.
- Practice prompting your partner to apply appropriate syllable division strategies to attack the multisyllabic words in the sentences below.

Partner A:

admit supper

The basket will be useful.

You are a mammal. So are dogs, cats, foxes, rabbits, and whales.

Partner B:

temper basket

A rabbit watched the sun rise over the hill.

Whales have soft skin. Under the skin, they have a thick layer of fat called blubber.

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Script—Spelling of Multisyllabic Words	
Teacher	**Students**
"Look at my mouth." ➢ *Point to chin.* ➢ *Pronounce the word "fantastic."*	"fantastic"
"How many syllables?"	➢ Count 3 syllables.
"Correct, there are 3 syllables in fantastic."	
"Please draw 3 horizontal lines on your paper."	➢ *Draw 3 horizontal lines on paper.* _____ _____ _____
"Our word is fantastic. What's the first syllable?"	"fan"
"Let's finger spell."	➢ *Tap out the first syllable.* "/f/ă/n/"
➢ *Signal students to write syllable.*	➢ *Write f.a.n. on the first line.* fan _____ _____
"Our word is fantastic. What's the second syllable?"	"tas"
"Let's finger spell."	➢ *Tap out the second syllable.* "/t/ă/s/"
➢ *Signal students to write syllable.*	➢ *Write t.a.s on the second line.* fan tas _____
"Our word is fantastic. What's the final syllable?"	"tic"
"Let's finger spell." ➢ *If needed, instruct students that /k/ at the end of a multisyllable word is usually spelled c.*	➢ *Tap out the third syllable.* "/t/ĭ/k/"
➢ *Signal students to write syllable.*	➢ *Write t.i.c on the third line.* fan tas tic
➢ *If desired, you may have the students rewrite, connecting the syllables.*	➢ *Optional: Rewrite the word without spaces between syllables.* fantastic

Note:

- Multisyllabic words can be complicated for students because of the schwa.
  - Any vowel can make the schwa sound.
- "Mispronounce" the word, as necessary, to exaggerate the correct vowel spelling for the schwa.
  - In the word lesson, say /sŏn/ rather than /sən/.
- When students are unsure which vowel produces the schwa, they should use the letter "u" as a default spelling.

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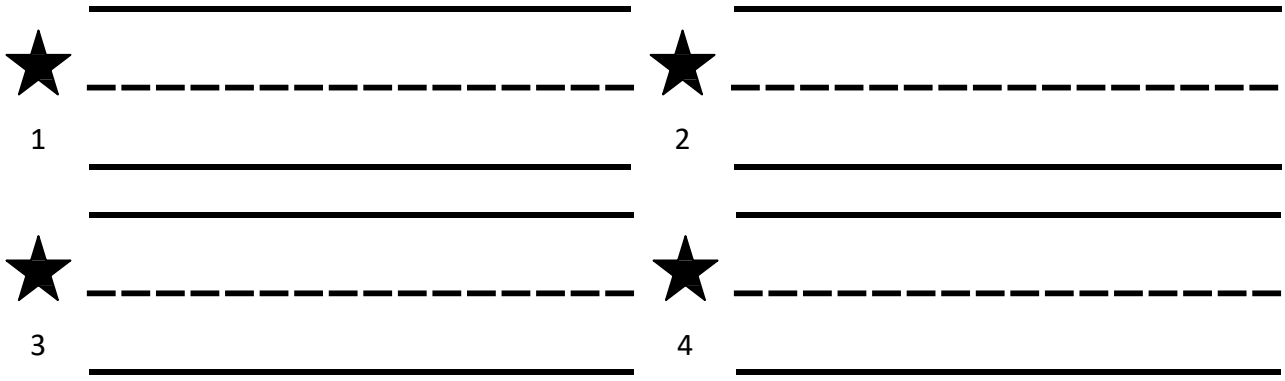
WE DO. LET'S PRACTICE



YOU DO. PARTNER PRACTICE.

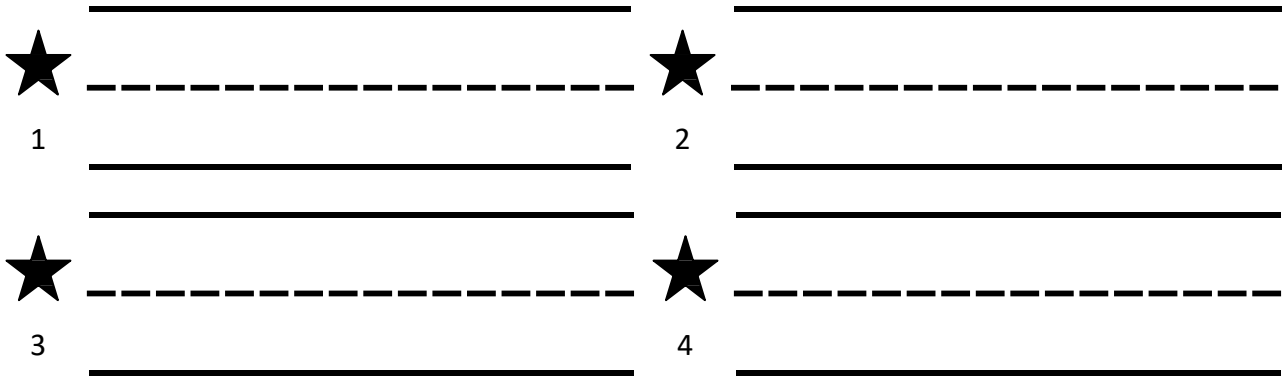
Practice dictating the words below to your partner using the Spelling Multisyllabic Words procedure.

Partner A:

subject, pumpkin

Partner B:

subtract, napkin



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SYLLABLE DIVISION PATTERNS—SUMMARY

Prefix/Suffix chop

- Cover or chop off the prefix/suffix.
- Decode the base word.
- Add the prefix/suffix and pronounce the entire word.

Compound words

- Two smaller words come together to form a new word.
- Divide between the two words.

VCCV

- Divide between the consonants.
- Words with twin consonants have only one talking consonant.
  - rab.bit ten.nis les.son hap.py

VCCCV and VCCCCV

- Divide, keeping the blends together, if the student can see them.
- If the student cannot see the blends, then divide after the first consonant. Why? Initial blends are more common.
- If this does not unlock a word the student knows, try dividing after the second consonant.

VCV

- This pattern offers more than one division option.
- Where you divide determines the vowel sound in the first syllable.
- The v.cv division pattern is the most common.
- Which method students use first (v.cv or vc.v) is irrelevant.
- The important point is to try both methods until you find a familiar word.

V.CV

- Divide before the consonant.
- The first syllable is open, so the vowel says its name.

VC.V

- Divide after the consonant.
- The first syllable is closed, so the vowel says its sound.

Consonant + le

- Identify the consonant + le syllable.
- Starting with the final e in the word, count back three and divide.

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VV

When all else fails, divide between the vowels.

Crazy i

- Letter i often appears as an open syllable within a longer word (i.e., a middle syllable).
- Typically, divide the syllable after the i, and then apply standard syllable division techniques to the remainder of the word.
- Before a consonant, Crazy i says /ĭ/:
  - "ĭ ĭ ĭ ĭ ĭ ck a consonant is coming."
- Before a vowel, Crazy i says /ē/:
  - "ē ē ē ē a vowel."
- If an l or n immediately proceeds the i, Crazy i says /y/.

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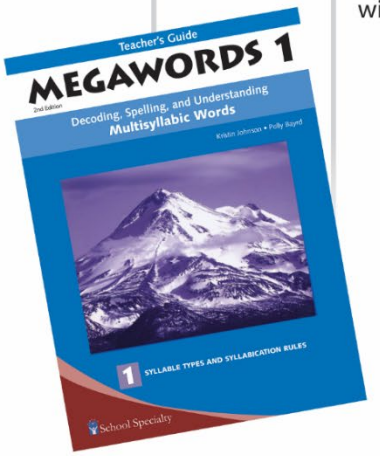
WORD LIST 2

/ă/		/ĕ/	/ĭ/	/ŏ/	/ŭ/
absent*	frantic	dental	children*	blossom	button*
actress	gallon*	dentist*	chipmunk	bonnet	custom
address*	gallop	enchant	infant	bottom*	humbug
annex	happen*	hectic	infect	coffin	hundred*
atlas	magnet*	lesson*	insect*	collect	husband
attic	mammal*	mental	insult	common*	muffin
bandit	mantis	pretzel	kidnap	congress*	musket
basket*	mascot	seldom	kitten*	connect*	nutmeg
blanket*	napkin*	selfish	mitten	conquest	public*
cactus	rabbit	splendid	Phillip	consent	publish*
campus	random*	tendon	picnic*	contact*	pumpkin
candid	sandal	tennis*	pilgrim*	contest*	puppet
canyon	sandwich*		quintet	convict	subject*
catnip	tablet		ribbon	cotton	subtract*
channel*	talcum		signal	fossil*	sudden*
Dallas	traffic*		tinsel	goblet	trumpet
flannel			wisdom	goblin	tunnel
				gossip	until*
				object*	
				optic	
				ostrich	
				problem*	
				progress	
				tonsil	



Megawords Teacher's Guide 1
Amazon - $13.95

Three-Syllable Words:

Atlantic	badminton	establish	fantastic	Wisconsin

Notes:

List words are classified according to the vowel of the first syllable.
Suggestions for practical spelling words are indicated with an asterisk (*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.
Some list words have multiple pronunciations and/or meanings. Discuss these with students as appropriate.

Source: Johnson, Kristin, and Polly Bayrd. (2010). *Teacher's Guide MEGAWORDS 2*: *Decoding, Spelling and Understanding Multisyllabic Words* (2nd ed.). Mayfield, PA: School Specialty, Inc.

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CHAPTER 16: SIGHT WORDS, HIGH-FREQUENCY WORDS, MEMORY WORDS, RED WORDS

OVERVIEW

- Terminology—Sight Words, High Frequency Words, Memory Words
- Memory Words must be learned through rote memorization. Do not sound them out!
- Can require 20 or more repetitions to turn into an automatic word.
- It can be helpful to map the unfair portions of the word for the students.
  - This is the word said.
  - You would think the word said was spelled with a short e /ĕ/.
  - It is not!
  - Explain, while pointing to the ai, that this is the part of the word that is unfair.

ON THE ROAD TO SIGHT WORDS

Often used interchangeably, the word labels—sight words, high frequency words, memory words, red words—convey **different** thoughts and meanings. As a result, we all walk away confused. For the purpose of this manual and related training, we use the following definitions:

Sight words: Words the reader recognizes instantaneously. The simple words "has," "they," and "we" are not sight words if the reader does not identify them immediately in text. For the advanced reader, challenging words such as "extemporaneous," "photosynthesis," and "counterproductive" can be sight words if they are recognized and understood instantly. **Our ultimate goal is to make all words sight words.**

High-Frequency Words: A number of lists attempt to identify the most frequently used words in written English. Many educators agonize, trying to identify the "best" list to use with students. Eventually, our students achieve automatic recognition of the words on all these lists. Our best advice: There is no "best" list. Choose one—at the school level so all teachers are working together—and stick with it.

The Dolch list and the Fry list appear to be the most commonly used in the educational community. Both include decodable words and memory words. We chose to work with the Fry list because of its abundance of supporting teacher materials.

Dolch list:

- 220 words excluding nouns
- 95 nouns
- published in 1936

Fry list:

- 1,000 words, including all parts of speech
- originally published in 1957 and revised in 1980

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Dr. Fry expanded on Dolch's list and published a book entitled *Fry 1000 Instant Words*. In his research, Dr. Fry found the following results:

- 25 words represent approximately 33% of all words found in publications.
- 100 words represent 50% of all words found.
- 300 words represent 65% of all words.

Dolch's list: http://www.uniqueteachingresources.com/dolch-sight-words.html
Fry's list: http://www.uniqueteachingresources.com/Fry-1000-Instant-Words.html

Memory Words: Words that must be learned through rote memorization, either because their irregular spellings do not follow phonetic rules or because students have not yet learned the phonetic rules. We teach these words through letter names, not letter sounds— "**w**" "**a**" "**s**" says **/was/**, not **/w/ă/s/** says **/was/** (because it does not).

Red Words: This common term in the Orton Gillingham community refers to a word that is always phonetically irregular and must be memorized. Depending on who assembles this list, it may contain a few decodable words.

Orthographic mapping is the process of matching the phonemes in a word to their corresponding graphemes. This process may be helpful when teaching memory words that are true red words. Most red words are phonetically fair, with the exception of one portion of the word. By drawing attention to the unfair portion some students may be more successful in retaining the correct pronunciation and spelling of an irregular word.

This can be done visually, by underling or highlighting the unfair portion of the word, while providing a quick verbal explanation of the irregularity. For example, the word ***said*** does not map consistently. While pronounced **/s/ĕ/d/**, it is written as if it should be pronounced **/s/ā/d/**. The part of the word that does not map consistently is the **ai** grapheme. While displaying the word **s<u>ai</u>d**, the instructor verbalizes, while pointing to **<u>ai</u>**, that this part of the word is unfair. We would expect for there to be an **e** in this position.

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SIGHT WORDS AND FLUENCY

- The limited size of children's "sight word" vocabulary poses the most important limit on their reading fluency. The need to slow down to decode a word has the greatest effect on fluency.
- The effort and attention involved in decoding or guessing from context distract the reader's attention from building meaning. (Torgeson et al., 2006)
- Well-practiced words achieve automatic recognition and require little cognitive effort.
- Practice must include decodable and memory words.
- The number of repetitions required to recognize a word by sight varies.

Developing Automatic Words

NICHD Finding: Repetitions required to turn an unknown word into an automatic word.

Type of learner	Number of repetitions
Most able	1 or 2
Average	4 to 14
Least able	20 or more

Adapted from Howe, Kathryn (2004)

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DIBELS—WORD ANALYSIS

To build fluent readers you need both a good decoding strategy and a good high-frequency word strategy. Examination of first and second grade EOY DIBELS passages finds that only 35–40% of words are decodable while over 70% are in the first 400 Fry Words.

	EOY First Grade			EOY Second Grade	
Type					
Red	50	33%		75	30%
Basic	52	34%		96	38%
Intermediate	20	13%		28	11%
Other	24	16%		41	16%
Proper Noun	5	3%		11	4%
Total	151	100%		251	100%
Frequency					
1st 400	110	73%	(50% 1st 100)	178	71%
Basic + intermediate	16	11%		35	14%
Proper Noun	5	3%		11	4%
Other	20	13%		27	11%
Total	151	100%		251	100%

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STUDENT DECK

Creating your students' deck:

- You already may have developed an approach to the task of teaching these words.
- If so, and if it is effective for you and your students, please continue.

Some thoughts:

- Assume you are working with the first 100 Fry words, and open, closed, and Magic e syllables are fair.
- Sort the 1–100 between Fair and All Else (unfair).

- Fair
  - Do a quick reading of fair words with your students.
  - Retire to independent practice so students can work on automaticity.
  - Assess progress periodically, preferably bi-weekly.

- All else (unfair)
  - Give a group spelling assessment. (Assess a maximum of 10 words per day.)
  - Words spelled correctly should be retired to independent practice alongside fair words.
  - Remaining words to be taught one word per day.
    - Review continuously.
    - Retire to independent practice deck after five consecutive correct reads.
  - Periodically assess progress.

Even if you are using MARF lesson plans, we suggest you create a fair deck for independent practice.

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LOUISA MOATS WORDS

100 words commonly used in children's writing

We love this list for our little ones!
We've taken the liberty of adding "please" and "thank you."

I	for	are	came	down	please
and	but	just	time	did	thank you
the	have	because	back	mother	
a	up	what	will	our	
to	had	if	can	don't	
was	there	day	people	school	
in	with	his	from	little	
it	one	this	saw	into	
of	be	not	now	who	
my	so	very	or	after	
he	all	go	know	no	
is	said	do	your	am	
you	were	about	home	well	
that	then	some	house	two	
we	like	her	an	put	
when	went	him	around	man	
they	them	as	see	didn't	
on	she	could	think	us	
would	out	get	by	things	
me	at	got	over	too	

Note:

- Words appear in descending order by frequency and are categorized as decodable or memory (bold).
- Words such as "because" can be decoded but require a high level of phonics instruction.

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CHAPTER 17: FLUENCY

OVERVIEW

Fluency is not reading faster!

- To read fluently is to read smoothly and effortlessly with accuracy, appropriate rate, phrasing, and prosody (rhythm and pitch as we speak).
- Kuhn, Schwanenflugel, and Meisinger (2010) inform us that "fluency combines accuracy, automaticity, and oral reading prosody, which taken together, facilitate the reader's construction of meaning."

Fluency is built from the bottom up.

- Words build to phrases which build to sentences and finally to passages.
- **Use fair text to build fluency**. Fair means the reader already knows or has been explicitly taught the skills needed to decode 98% of the text.
- We want them to practice decoding not guessing!

Fluency can be built through repeated reading or continuous reading.

Research finds that continuous reading has a slightly better transfer to comprehension.

Fluency and comprehension

- Despite the importance of accurate word reading through decoding, research shows an important link between fluency and comprehension.
- Comprehension is the "sine qua non" of reading. Always include a comprehension element when practicing fluency.
    - Students need to realize they read for meaning and adjust when they do not understand.
    - Practice retell. Consider five-finger retell: character, setting, beginning, middle, and end.
    - Pose a thought for consideration while reading.

Practically speaking, the amount of reading required for successful completion of high school and college poses an onerous task unless students read fluently at a rate of at least 100–130 wcpm.

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FLUENCY—BUILT FROM THE BOTTOM UP

Fluency Stages

Print Concepts

- Students naturally track left to right and top to bottom without pausing to determine directionality.
- Students develop an understanding of the one-to-one correspondence of written and spoken words before being able to decode the words they track.

The dog ran after the cat.

The dog ran fast, but the cat ran faster.

Letter Naming Fluency—LNF

Students name letters in random order, building letter naming skills.

d m p O a R x n H w Q z e L I

Sound Fluency—NWF/cls (correct letter sounds)

- Nonsense Word Fluency (NWF) teaches students the habit of relying on their sound-symbol knowledge to decode words.
- Students recognize and produce the sounds of letters with automaticity.
- Initially, students may produce just the sounds in isolation (**/h/ŭ/b/**).
- Students then progress to blending the sounds (**/h/ŭ/b/… /h ŭ b/**).

hub wid lan rep ix

Sound Fluency—NWF/wwr (whole words read)

- Sound-by-sound blending is difficult when word length exceeds five phonemes. Example: **/s/k/r/ă/ch/ĭ/z/.**
- wwr of nonsense words is an important step in reading real words in text. You want students to trust their blending skills to read **/dôg/** rather than **/d/ô/g/dôg/.**
- Pushing students to read syllables is an important step toward reading base words with suffixes and multisyllabic words. Example: **/kəl/ăps/**.

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Word-Level Fluency

Students whole-word read lists of words.

- Decodable, pattern-based words

  catch match s witch fetch latch pitch

- Phonetically irregular words

  said they are was two says

Phrases

- Students read 3–4 word phrases with expression and automaticity.
- Phrases combine high-frequency and decodable patterns taught.

  they were here

  by their house

Sentences

Students read sentences with fair decodable words and high-frequency words.

My dad sat in the van.

The rabbit hopped off the log and dashed away.

Text

- Use fair text to build fluency. Fair does not mean easy. Fair means the reader already knows or has been explicitly taught the skills needed to decode 98% of the text.
- However, it always is important to know where your students stand relative to grade-level text.

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BUILDING FLUENCY IN THE SCHOOL ENVIRONMENT

Research supports text fluency practice.

In the school environment, include these important components of fluency building:

1. Provide dedicated time for practice (20 minutes at least three times per week over a school year).
    a. For fourth-grade students with reading disabilities, 20-minute practice periods produced more than three times the gain realized through 10-minute periods (O'Connor et al., 2013).
    b. For second graders, 10 minutes of additional practice produced the same gain as 20 minutes.
2. Pace practice appropriately (quick and energetic).
3. Select accessible text.
    a. Use both controlled (fair) and trade text, as needed.
    b. Text level should be at the instructional level (90–94% accuracy) or independent level (95%+ accuracy).
4. Use a variety of repeated reading or continuous reading.[1]
5. Partner students with peers at a similar level to practice reading aloud.
6. Encourage the listener to help with tracking and corrective feedback

Always include a comprehension element.

- At a minimum, what was the story about?
- Teach five-finger retell.
- Reading offers no value if it does not make sense.

To the educator, fluency is a year-round commitment, every year, until the student reaches a minimum of 100–130 wcpm.

Repeated Reading Versus Continuous Reading:

- Repeated Reading involves reading the same text multiple times until it is read proficiently and fluently.
    - This usually involves reading small sections of the overall passage.
- Continuous Reading involves reading the entire passage.
    - Second- and third-grade reading materials show a high redundancy (40–53%) in word usage (O'Connor et al., 2010).
    - This natural redundancy provides multiple exposures, much like repeated reading.
    - For older students, continuous reading of an appropriate book may be a more enjoyable way to increase motivation than repeated reading.

[1] Although both methods are effective, continuous reading offers a slightly better transfer to comprehension than repeated reading.

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Ample evidence demonstrates that one of the major differences between good and poor readers is the amount of time they spend reading. This difference partially stems from reading in school, but better readers choose to read more outside of school as well. Remember the 20 minutes a night we all encourage?

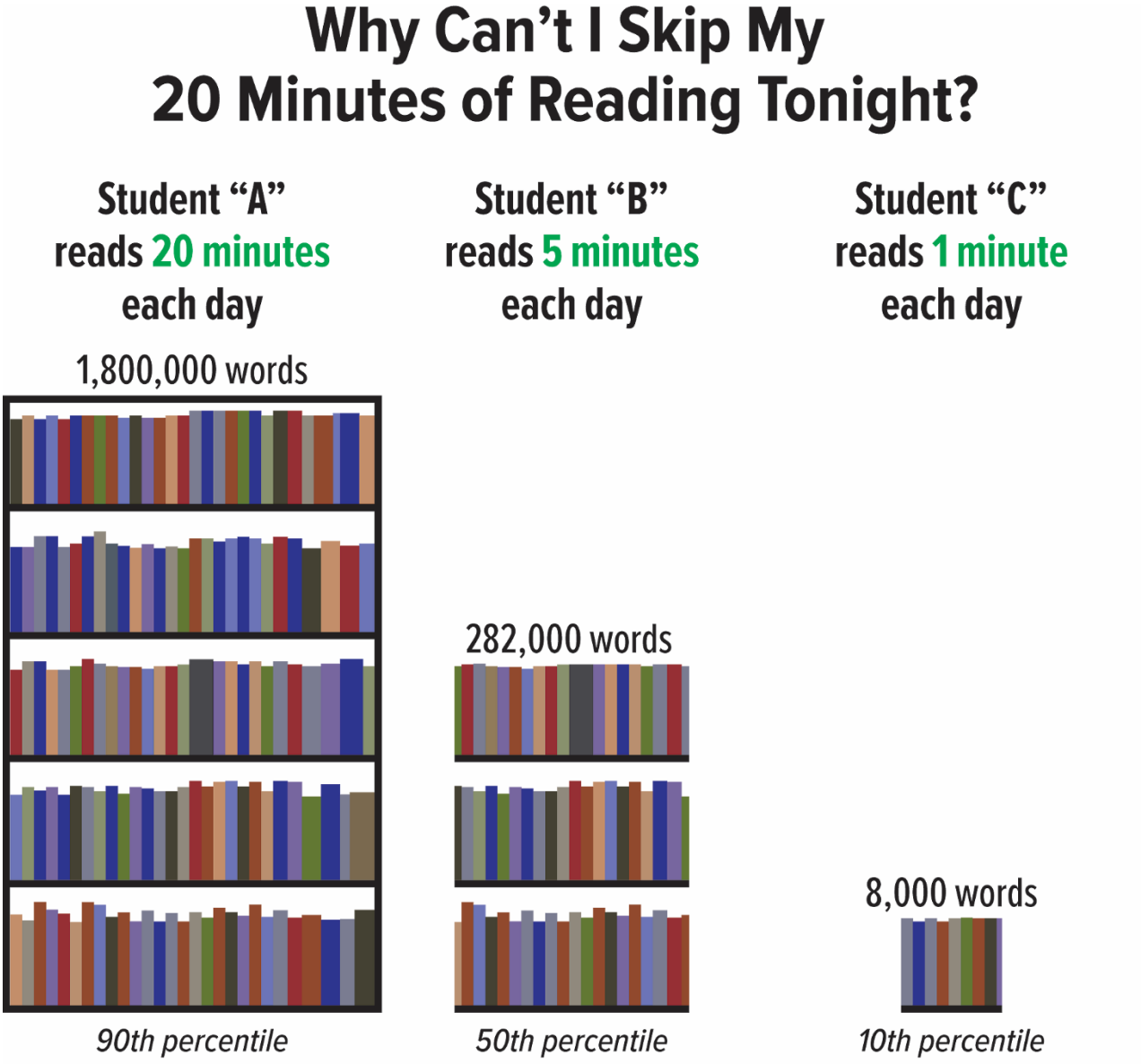

Figure 35: Why Can't I Skip my 20 Minutes of Reading Tonight?

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KNOW YOUR STUDENT'S FLUENCY LEVEL

- Begin with the oral reading fluency (ORF) passage at the student's grade level.
  - If the student falls below the benchmark, back up and administer easier (including fair) passages, until you find where the student can read at the benchmark goal.
  - **Use grade-appropriate benchmarks when surveying with a fair passage.**

- If the student is below benchmark, monitor progress with fair text every two weeks.

- DIBELS Next Cut Scores and Hasbrouck Tindal Norms follow.
  - DIBELS can be administered with paper/pencil and is available at no cost from Acadience (formerly Dynamic Measurement Group) at https://acadiencelearning.org/.

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DIBELS Next®: Summary of Benchmark Goals and Cut Points for Risk

	Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		
	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
DIBELS Composite Score	38	156	152	129	177	208	202	256	287	289	349	405	341	383	446	386	411	466	435	461	478
	26	**122**	**119**	**113**	**130**	**155**	**141**	**190**	**238**	**220**	**285**	**330**	**290**	**330**	**391**	**357**	**372**	**415**	**344**	**358**	**380**
	13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324
First Sound Fluency (FSF)	16	43																			
	10	**30**																			
	5	20																			
Phoneme Segmentation Fluency (PSF)	44	56	47																		
	20	**40**	**40**																		
	10	25	25																		
Nonsense Word Fluency (NWF)																					
Correct Letter Sounds	28	40	34	59	81	72															
	17	**28**	**27**	**43**	**58**	**54**															
	8	15	18	33	47	35															
Whole Words Read			4	17	25	21															
			1	**8**	**13**	**13**															
			0	3	6	6															
DIBELS Oral Reading Fluency (DORF)																					
Words Correct			34	67	68	91	104	90	105	118	104	121	133	121	133	143	139	141	151		
			23	**47**	**52**	**72**	**87**	**70**	**86**	**100**	**90**	**103**	**115**	**111**	**120**	**130**	**107**	**109**	**120**		
			16	32	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95		
Accuracy			86%	97%	96%	99%	99%	98%	99%	99%	98%	99%	100%	99%	99%	100%	99%	99%	100%		
			78%	**90%**	**90%**	**96%**	**97%**	**95%**	**96%**	**97%**	**96%**	**97%**	**98%**	**98%**	**98%**	**99%**	**97%**	**97%**	**98%**		
			68%	82%	81%	91%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%		
Retell				17	25	31	39	33	40	46	36	39	46	40	46	52	43	48	50		
				15	**16**	**21**	**27**	**20**	**26**	**30**	**27**	**30**	**33**	**33**	**36**	**36**	**27**	**29**	**32**		
				0	8	13	18	10	18	20	14	20	24	22	25	25	16	18	24		
Retell Quality of Response						2	2	2	2	3	2	2	3	2	3	3	2	2	3		
						1	1	1	1	2	1	1	2	1	2	2	1	1	2		
Daze Adjusted Score								11	16	23	18	20	28	21	21	28	27	30	30		
								8	**11**	**19**	**15**	**17**	**24**	**18**	**20**	**24**	**18**	**19**	**21**		
								5	7	14	10	12	20	12	13	18	14	14	15		

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99% overall). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Note: There is no benchmark goal for Letter Naming Fluency (LNF).

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

DIBELS is a registered trademark of Dynamic Measurement Group, Inc.This page is adapted from a chart developed by Cache County School District.

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2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency. Published in a technical report entitled "Oral Reading Fluency: 90 Years of Measurement," these findings are available on the University of Oregon's website at http://www.brtprojects.org/, and in The Reading Teacher (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

Use these data to draw conclusions and make decisions about your students' oral reading fluency, and to set long-term fluency goals for struggling readers. **Students who score 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.**

Average weekly improvement represents the average words-per-week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between fall and spring assessments. Grade 1 has no fall assessment, so average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 18, the typical number of weeks between winter and spring assessments.

		Words Correct Per Minute			Avg. Weekly
Grade	Percentile	Fall	Winter	Spring	Improvement
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	127	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

Average Weekly Improvement represents average growth in words per week

www.readnaturally.com

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CHAPTER 18: ERROR CORRECTION

Error correction supports students as they apply previously taught skills toward increasing independence, avoiding scenarios in which the teacher simply corrects the error.

Quick and simple error-correction procedures are essential.

- Support students in correcting the error on their own through:
  - Isolating the error,
  - Cueing with simple prompts,
  - Providing the correct sound/spelling/rule only as a last resort, and
  - Supporting students in applying the correct information and attempting the task again.
- Avoid the temptation to reteach a skill or concept.
  - Limit teacher talk.
  - Support only until the correction is made, and then move on.
  - When applicable, note error patterns to address later in instruction.

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READING ERRORS

INSERTIONS, DELETIONS, AND TRANSPOSITIONS

- Insertions involve adding erroneous letter(s) to a word.
  - Reading or spelling the word **stand** when the read word is **sand.**
  - The letter t was inserted.
- Deletions involve omitting a letter from a word.
  - Reading or spelling the word **slash** when the real word was **splash**.
  - The letter p was deleted.
- Transpositions involve mixing up the order of letters in a word.
  - Reading or spelling the word **grill** when the read word was **girl**.
  - The letters r and i were transposed.
- Correction
  - Point to the word for correction. This often is enough.
  - Prompt students to blend the word sound by sound.
  - Optionally, prompt students to trace each letter while blending, providing necessary multisensory support.

B/D REVERSALS

- Prompt students to use their b-checker (left hand) to determine if it is a **b** or **not a b**.
  (See “b-checker” on page 37.)
- If you prompt only when students err, they only learn to switch from one choice to the other. Occasionally ask “**b** or **d**” when they make the correct choice.
- Teach letter formation of **b** and **d** differently to provide additional handwriting support.

SOUND ERRORS

When students use incorrect sounds:

- Isolate the error, cover the rest of the word or point to the error.
- Provide the keyword to help students unlock the correct sound.

SYLLABLE TYPE & RULE BASED ERRORS

In response to syllable type or rule-based errors:

- Isolate the error, cover the rest of the word or point to the error.
- Syllable type errors: identify the syllable pattern to unlock the correct spelling.
- Rule-based errors: assist students in identifying and applying the appropriate rule to correct the error.

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READING ERROR ANALYSIS

Directions: Determine the type of error and how to support student for correction.

Common Errors	Correction Steps
b/**d** confusion	Use b-checker.
Phoneme/grapheme error (incorrect sound)	Isolate the error, keyword prompt.
Rule-based (soft **c**/**g**, short-vowel pointer, etc.)	Isolate the error, prompt for rule (c says __ when followed by a stick vowel).
Syllable type error (reads Magic e syllables as closed, closed as open, etc.)	Support recognition of syllable type to correct vowel.
Inserted or omitted sound	Sound by sound blend (make multisensory by tracing letters while producing sounds).

Word	Response	Analysis/Correction Steps
hid		
plan		
sick		
brush		
slid		
mild		
coil		
face		
striped		
sludge		
bake		

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SPELLING ERRORS

INSERTIONS, DELETIONS, OR TRANSPOSITIONS

When letters in words are inserted, deleted, or transposed:

- Repeat the word.
- Prompt students to isolate and tap out each sound in the word on their spelling hand.

SOUND ERRORS

When sounds are spelled incorrectly:

- Isolate the error, cover the rest of the word or point to the error.
- If the sound has multiple spellings, provide the keyword to help students retrieve the correct spelling.
- If students spelled the sound incorrectly (e for i, etc.), isolate the error and repeat the word. Provide the keyword if necessary.

SYLLABLE TYPE, RULE BASED, & POSITION ERRORS

In response to syllable type, rule-based, or position errors:

- Isolate the error, cover the rest of the word or point to the error.
- Syllable type errors: identify the syllable pattern to unlock the correct spelling.
- Rule based errors: assist students in identifying and applying the appropriate rule to correct the error.
- Position errors: assist students in applying the correct spelling for the position in the word. If needed, provide the keyword.

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SPELLING ERROR ANALYSIS

Directions: Determine the type of error and how to support student for correction.

Common Errors	Correction Steps
b/d confusion	Use the b-checker.
Phoneme/grapheme error (incorrect sound)	Repeat the word and finger spell to isolate the error, provide keyword prompt, use hand motions for short-vowel errors.
Rule-based (1+1+1 Doubling, e Drop, Magic e, soft c/g, etc.)	Prompt for spelling script/rule (at the end of a one-syllable word, after one short vowel…).
Inserted or omitted sound	Repeat the word and prompt students to finger spell, stopping at the error.

Word	Response	Analysis/Correction Steps
fell		
quit		
fed		
tack		
dress		
played		
foxes		
trying		
clapping		
making		
nurse		
park		
have		

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CHAPTER 19: ASSESSMENTS

IMPORTANT TERMS

🕮 Definitions

Norm-Referenced Test

- Norm-referenced tests are designed to compare and rank test takers in relationship to one another. These tests report whether a student performed better or worse than the "average" student typically of the same age or grade level.
- Have historically been used to make distinctions between students, often for course placement, program eligibility, school admission.
- Common norm-referenced tests include NWEA, PSAT, SAT, ACT.

Percentile Score or Rank

- Norm-referenced scores are generally reported as a percentile ranking.
- For example, a student who scores at the 70th percentile performed as well or better than 70% of other test takes of the same age of grade level, and 30% of students performed better.

Criterion-Referenced Test

- Criterion-referenced tests are designed to measure a student's performance against a fixed set of predetermined criteria or learning standards.
- They address the question, "Have the students learned a specific body of knowledge or acquired a specific skill set?"
- ILEARN (ISTEP), DIBELS, and many of the other universal screeners required by dyslexia legislation are criterion-referenced tests.

Benchmark

In criterion-referenced testing, the benchmark scores represent adequate progress or adequate acquisition of skill for the age and grade level.

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HOW DO I KNOW WHAT THE PROBLEM IS?

Our goal is for students to be able to comprehend what they read. If they are not, what do I do? How do I know what the problem is?

The end goal in reading instruction is to enable an individual to understand grade/age appropriate independently. In order to accomplish this goal, it is important for educators to be aware of all the subskills that must be mastered for this to happen. McKenna and Shal's (2009) Cognitive Model illustrates the complex support structure that must be built for his to occur (page 3).

Problem Solving Model

The first step in determining reading performance is to assess the end goal: reading comprehension. It is important to note that comprehension tests may indicate a deficiency in one or more domains; however, further investigation often is needed to pinpoint in which domain (and at what stage) the deficiency has occurred.

- Most reading comprehension assessments are dependent upon background knowledge to understand and respond to questions about the passage.
- See the article, "There's No Such Things as a Reading Comprehension Test." https://files.eric.ed.gov/fulltext/EJ909947.pdf
- If a student does not perform well on a reading comprehension text and background knowledge is not the concern, drill down by isolating the following variables as factors.
    - Working Memory
    - Language Comprehension
    - Strategic Knowledge
    - Word Recognition

Working Memory

To determine if working memory is an issue, you may need to consult with a special education professional. There are many age/grade-level appropriate working memory assessments/tasks available to assessors, to rule out working memory as a significant factor.

Language Comprehension

To determine if language comprehension is an issue, assess oral comprehension ability.

- To eliminate background knowledge as a variable, select two or three grade-level passages on topics that are likely to be familiar to the student.
- Read the passage(s) to the student.
- Ask the student to provide a brief retell or summary of the passage and respond to text dependent questions.
- If you suspect working memory as a variable, modify this assessment by breaking the retell and questioning components down into smaller sections of text.

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Strategic Knowledge

To determine if strategic knowledge is an issue, complete the same assessment as described in the language comprehension section above, except:

- Verbalize for the student ahead of the assessment what you would like him/her to do.
- Model application of the skill (determining author's purpose, identifying main idea, etc.).
- Allow the student to demonstrate this skill after you have read aloud a different text for him/her to apply.

Word Recognition

To determine if there is a deficiency in automatic word recognition, administer a timed oral reading assessment.

- Select three grade-level oral reading fluency passages.
- Time the reader for one-minute, recoding errors (miscues, blocks, substitutions, and provided words).
- Calculate the number of words read correctly (total words read minus errors).
- Calculate the accuracy percentage (words correct divided by total words read).
- Use an appropriate grade-level fluency norms chart (Hasbrouck and Tindal, DIBELS, AIMSWEB, etc.), to determine if the student is decoding at grade-level standards.

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ASSESSMENT TYPES

Assessment tools vary in design according to their audience and purpose. Types include:

- Universal screeners
- Progress monitoring tools
- Diagnostic assessments.

Universal Screeners

- The objective of a screener is to conduct brief, evidence-based, and developmentally appropriate assessment to guide instruction or indicate more detailed assessments are needed.
- They are not intended to be comprehensive, in-depth assessments. Well-designed screeners measure key components that are representative and predictive.

Universal Screener		
Audience	**Purpose**	**Samples**
• All students ○ Kindergarten through Second • Students with reading concerns in third grade and above	Determine if students are on grade-level or at risk	• DIBELS • AIMS Web • NWEA
• Administered 2–3 times per year (BOY, MOY, EOY). • Generally quick to administer. • DIBELS can be administered paper/pencil and is available at no cost from Acadience (formerly Dynamic Measurement Group). https://acadiencelearning.org/		

Progress-Monitoring Measure		
Audience	**Purpose**	**Samples**
• All students (K-2) monthly • Intervention students every two weeks	• Is intervention effective • Is student making adequate progress	• DIBELS: LNF, PSF, NWF, ORF • Fair text • Guided Reading on level

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Diagnostic Assessment

- Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction.
- Primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

Diagnostic Assessment		
Audience	**Purpose**	**Samples**
Targeted population • At-risk students • Below grade-level students	• Identify strengths and deficits • Identify skills needing remediation • Guide instruction	• Quick Phonics Screener • Gallistel-Ellis • DIBELS Deep
• Depending on depth of diagnosis, may take 90 minutes or more. • Before investing the time needed to properly diagnosis, make sure you have the capacity to provide the intervention.		

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UNIVERSAL SCREENERS

Universal screeners have been available to the educational community for many years. Within the literacy community these screeners are intended to be brief indicators of foundational early literacy skills that:

- are quick and efficient to administer and score,
- identify students in need of intervention support,
- evaluate the effectiveness of interventions when used for progress monitoring, and
- support the RTI model.

INDIANA LEGISLATION

In 2018, Indiana law established a universal screening process for dyslexia. Under this law, all students kindergarten through Grade 2 shall be screened for dyslexia using a predictive tool approved by the IDOE. Students in Grade 3 or higher with difficulty, as noted by the classroom teacher, in phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills shall also be screened.

Universal screeners which are used for the initial screening of students shall include the following, as determined to be developmentally appropriate for each student:

1. Phonological and phonemic awareness,
2. Sound symbol recognition,
3. Alphabet knowledge,
4. Decoding skills,
5. Rapid naming, and
6. Encoding skills.

Districts may select the universal screeners from a list of IDOE approved screeners. After an extensive review the IDOE determined that there is not a single screener that assesses all six required subsets. Instead, they stated that districts will need to select several screeners to address all subsets. IDOE provides two tools to assist in this process: 1) Arkansas Rapid Automized Naming Screener and 2) “Universal Screener Planning Checklist” with an example.

Furthermore, the IDOE states, “Personnel administering the screener must be trained to implement the specific tools in a valid and reliable manner. This requires communicating with the publisher of the screener to receive training and setting aside time and money for attending screening training. School resources and student enrollment will influence individual corporation’s decision about who should give and score the screening tools. Because the data will be used to help guide instruction, it may be useful for those that work directly with students during literacy instruction participate in screening, scoring, and progress monitoring.”
https://www.doe.in.gov/literacy/dyslexia-resources.

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USING UNIVERSAL SCREENERS

In considering screener use, the IDOE finds, "The performance criteria (i.e. cut-points, benchmarks) from the universal screener will determine if the student is unlikely to achieve reading goals without additional targeted intensive support. Universal screeners are predictive assessment that measure risk factors through a 'snapshot' of the student's reading. The results may not provide the details needed to develop an instructional plan of appropriate interventions." Additional assessment may be needed to satisfy these needs.

Universal screeners generally have a composite score and a number of component scores. In guiding instruction and monitoring progress, it is important to interpret the overall score and the various components. How component scores are combined for a composite score vary based on time of administration. If one ignores the component scores, unpleasant surprises may await when a high-scoring component is dropped or weighted differently in the composite calculation.

While these components can vary from screener to screener, the following explanations (in italics) have been extracted directly from the Acadience (DIBELS) Reading Assessment Manual.

PHONOLOGICAL AND PHONEMIC AWARENESS

First Sound Fluency (FSF)

- *FSF is a brief, direct measure of a student's fluency in identifying the initial sounds in words.*
- *The ability to isolate the first sound in a word is an important phonemic awareness skill that is highly related to reading acquisition and reading achievement (Yopp, 1988).*
- *The ability to isolate and identify the first phoneme in a word is an easier skill than segmenting words or manipulating phonemes in words, thus FSF is used as a measure of developing phonemic awareness at the beginning and middle of Kindergarten.*

Phoneme Segmentation Fluency (PSF)

- *Phonemic awareness is the explicit awareness that spoken words are made up of individual sounds or phonemes.*
- *A convergence of research on the acquisition of reading skills has demonstrated that phonemic awareness is highly predictive of success in learning to read (Gillon, 2004; Stahl & Murray, 2006). Additionally, effective instruction in phonemic awareness leads to significant differences in reading achievement (Ehri, 2004; National Reading Panel, 2000).*
- *PSF is a brief, direct measure of phonemic awareness. PSF assesses the student's fluency in segmenting a spoken word into its component parts of sound segments.*

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SOUND SYMBOL RECOGNITION

Nonsense Word Fluency (NWF)

- *NWF is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into CVC and VC words.*
- *One reason that nonsense word measures are considered to be a good indicator of the alphabetic principle is that "pseudo-words have a lexical entry, {and thus} pseudo-word reading provides a relatively pure assessment of students' ability to apply grapheme-phoneme knowledge in decoding" (Rathvon, 2004, p.138).*

- Alphabetic principle is simply the principle that visual symbols (letters) represent speech sounds (phonemes) and that speech sounds can be represented by individual letters.
- Phonics is a teaching approach. It teaches the relationship between letters or letter combinations in written language and sounds in spoken language. It is the foundation for decoding words in print.

- For those with low NWF results, you may want to play guess my word.
- Pronounce sounds in isolation and have student provide word.

/r/a/g/	/b/i/ke/	/r/o/ck/
/d/r/a/g/	/f/r/e/sh/	/j/u/m/p/

ALPHABET KNOWLEDGE

Letter Recognition/Naming (LNF)

- *LNF is a brief, direct measure of a student's fluency in naming letters. LNF assesses a student's ability to recognize individual letters and say their names.*
- *The purpose of LNF is to measure students' automaticity with letter naming. Fluency in naming letters is a strong and robust predictor of later reading achievement (Adams, 1990) but is not a powerful instructional target, i.e., focusing instruction on letter names should not be expected to lead to better reading outcomes.*
- However, research suggests that teaching letter names is still worthwhile. (Shayne B. Piasta, David J. Purpura, and Richard K. Wagner, "Fostering Alphabet Knowledge Development; A Comparison of Two Instructional Approaches," *Reading and Writing Quarterly* 23(2010) p. 607-626.) See page 40 about the importance of letter naming.

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DECODING

Oral Reading Fluency (ORF)

- *ORF or DORF (DIBELS Oral Reading Fluency) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.*
- *There are two components to DORF: oral reading fluency and passage retell.*
  - Oral reading fluency. Accuracy and fluency with connected text, both critical components of skilled reading, allow meaning to be gained from text.
  - Passage retell is intended to provide a comprehension check for the DORF assessment, and provides an indication that the student is reading for meaning. Speed-reading without attending to text comprehension is undesirable and will be readily apparent in the student's retell.

RAPID AUTOMATIC NAMING (RAN)

- Rapid naming is intended to be a measure of a student's overall processing speed.
- RAN is not an assessment of whether students know their letters, colors, or objects.
- Instead, the assessor should select a screening tool that requires students to name items that the assessor is certain the student already knows.

ENCODING

- Encoding assessments provide data on the accuracy of grade-appropriate spelling generalizations.
- Spelling inventories range in difficulty and may include assessments on phonetically irregular words.

LEVEL 1 AND LEVEL 2 SCREENERS

- Level 1 Screeners identify the area of needed intervention for a student using informal, diagnostic tools. This information provides necessary guidance on appropriate interventions and progress monitoring goals.
- Level 2 Screeners are more formal assessments, often using norm-referenced criteria to identify a student's strength and weakness and to determine instructional needs.

PROGRESS MONITORING

Students not reaching benchmark targets should be frequently progress monitored. The purpose of progress monitoring is to provide ongoing feedback to the teacher about the effectiveness of instruction and to make timely decisions about changes in to instruction so students will meet grade-level goals.

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DIAGNOSTIC ASSESSMENTS

Using Diagnostic Assessments

Diagnostic assessments are individually-administered, untimed assessments of critical reading skills for students. The precise information provided by these assessments helps educators make informed decisions and answer questions to better target instruction for struggling readers:

- What types of support do students need (i.e., prompts, modeling, or scaffolding)?
- What specific skills should be the focus of instruction or intervention?
- What instructional strategies should be implemented?

Rigorously researched diagnostic tools are available from Acadience Reading (DIBELS DEEP) and William Van Cleave (Gallistel-Ellis). In our practice over the years, we have developed some of our own diagnostic tools. They are available here for your use.

Diagnostic Assessment Overview

In our work with students we find a fluency passage and a quick phonics screener are generally adequate in guiding intervention. The other skills can be assessed as an element of instruction.

However, a complete review would include these components:

1. Fluency
2. Quick Phonics Screener—Sound Assessment
3. Quick Phonics Screener—Word List
4. Alphabet/Handwriting/Vowel/Consonant
5. Auditory Drill
6. Spelling
7. Memory words—spelling
8. High-frequency words—reading
9. Phonemic Awareness
10. Rapid Automatic Naming

FLUENCY

Begin with the ORF passage at the student's grade level.

- If below benchmark, survey back to easier passages, including fair passages, until you find the level where the student is reading at benchmark.
- If surveying with a first grade passage, use first grade benchmarks; if surveying with a second grade passage, use second grade benchmarks; etc.
- If surveying with a fair passage, use grade appropriate benchmarks.

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- Use visual drill cards.
  - Prepare card deck by organizing first by section (Section 1, Section 2, Section 3) and then by column; e.g., a, e, i, m, q, u, y, wh, ...
  - Display card.
  - Student provides all known sounds for each card.
  - If needed, prompt by asking: Do you know any other sound this letter(s) make?
  - Record incorrect responses by crossing out unknown/incorrect sounds.
- Stop as appropriate and ask:
  - Do you know a rule anything special about j?
  - Do you know when the letter c makes the /s/ sound?
  - Do you know when the letter g makes the /j/ sound?
  - Do you know when y says/y/? when y says /ī/? when y says /ē/?
  - What letter is always paired with q?
  - Do you know anything special about v?
  - For the short-vowel pointers (-ck, -tch, -dge, -ff, -ll, -ss): Where do you find this spelling in a word? Is it at the beginning, middle, or end? What does it come after?
- Record the number of letter(s) where the sound was correct. Complete for each section and overall. Also mark whether the rules were known.

Note:

- The Quick Phonics Screener is not timed. If a student goes too fast for you to take adequate notes, ask the child to slow down.
- If you prefer to do the sound check with paper versus cards, support this with the student sheet found in the teacher materials following the QPS.

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Quick Phonics Screener (QPS)

Name: _____ Date: _____ Assessor:_____

Vowels and consonants:
Blending:
Notes:

Cross through incorrect sounds.

Section 1

a /ă/ /ā/	b	c /k/ /s/ *rule*	d
e /ĕ/ /ē/	f	g /g/ /j/ *rule*	h
i /ĭ/ /ī/	j *rule*	k	l
m	n	o /ŏ/ /ō/	p
qu *rule*	r	s /s/ /z/	t
u /ŭ/ /ū/ /o͞o/	v *rule*	w	x
y /y/ /ī/ /ē/ *rules*	z	sh	ch
wh	th		
Correct: /41			

Section 2:

-ss *rule*	-ll *rule*	-ff *rule*	-ck *rule*
-tch *rule*	-dge *rule*	al /ăl/ /ôl/	all
ang	ing	ong	ung
ank	ink	onk	unk
Correct: /17			

Section 3:

ar /är/	or /ôr/	er /ûr/	ir /ûr/
ur /ûr/	ai /ā/	ay /ā/	ee /ē/
ea /ē/ /ĕ/	oa /ō/	oi /oi/	oy /oi/
Correct: /13			
Total: /71			

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Quick Phonics Screener (QPS)

Name: Jason Date: 1/17 Assessor: Rooney

Vowels and consonants: OL
Blending: 5/25
Notes: 2nd Grade 10 wcpm 30/3 nwf

Cross through incorrect sounds.

Section 1

a /ă/ /ā/	b	c /k/ /s/ *rule*	d
e /ĕ/ /ē/	f	g /g/ /j/ *rule*	h
i /ĭ/ /ī/	j *rule*	k	l
m	n	o /ŏ/ /ō/	p
qu *rule*	r	s /s/ /z/	t
u /ŭ/ /ū/ /o͝o/	v *rule*	w	x
y /y/ /ĭ/ /ē/ *rules*	z	sh	ch
wh	th		
Correct: 32 /41			

Section 2

-ss *rule*	-ll *rule*	-ff *rule*	-ck *rule*
-tch *rule*	-dge *rule*	al /ăl/ /ôl/	all
ang	ing	ong	ung
ank	ink	onk	unk
Correct: 5 /17			

Section 3

ar /är/	or /ôr/	er /ûr/	ir /ûr/
ur /ûr/	ai /ā/	ay /ā/	ee /ē/
ea /ē/ /ĕ/	oa /ō/	oi /oi/	oy /oi/
Correct: /13			
Total: 37/71 52%			

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QUICK PHONICS SCREENER–WORD LIST

- Prepare student sheets.

- Have students read across the page.
  - To aid diagnosis, words within a row use a similar pattern.
  - In Section 1, the first row contains cvc words, second row adds h-brothers, and third row includes blends and short-vowel pointers.

- Strike through errors. If possible, record what the student said.

  ham ~~ham~~ him or h~~a~~i m

- Stop a section if the student makes 5 consecutive errors. Mark where you stopped.

rake	bone	~~pile~~ pill	~~tube~~ tub	~~eve~~ ever
~~spade~~ spad	~~flute~~ flut]	prize	stove	snake

- Move on to the next section at your discretion.
  - Students do not necessarily learn skills linearly. For example, they may know many R controlled words without being solid on Magic e.
  - Stop assessment when you have enough information to begin instruction.

- If you get to words with suffixes or two-syllable words, does the student have a strategy for attacking these words?

- Record the number of words read correctly, both in each section and overall.

- Fluency:
  - Use assessor judgment.
  - It is possible to read accurately without being fluent.
    - Does the student sound-by-sound blend (SBS) or pause for some time between words?
  - Also, it is possible to be fluent and inaccurate.

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Quick Phonics Screener (QPS)

Name: _____ Date: _____ Assessor: _____

• Strike through errors. If possible, record what the student said. • Stop, indicating where, after five consecutive errors. Continue to next.					**Accuracy**	**Fluency**
Section 1: cvc and blends						
ham	jig	cod	mug	bet	/15	Yes/No
dash	path	thud	chop	when		
stitch	cluck	swell	brass	ledge		
Section 2: Magic e						
rake	bone	pile	tube	eve	/15	Yes/No
spade	flute	prize	stove	snake		
slope	frame	scrape	stroke	shrine		
Section 3: Bossy r						
stern	perk	jerk	fern	perch	/20	Yes/No
smirk	shirt	skirt	firm	dirt		
church	blur	burst	curb	hurt		
stark	harsh	storm	march	porch		
Section 4: common vowel teams						
grain	gray	clay	paint	sway	/15	Yes/No
bleed	speech	dream	sweep	feast		
throat	float	join	groan	joy		
Section 5: suffixes						
landed	tested	asked	jumped	pinched	/20	Yes/No
brushes	dishes	smallest	wishing	taxes		
hopping	sloppy	hotter	filling	lapped		
filed	muted	taping	useful	piling		
Section 6: vccv syllable division						
admit	intact	runny	absent	until	/15	Yes/No
compete	combine	ignore	costume	escape		
permit	confirm	burden	garden	forgave		
Overall:					/100	

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Quick Phonics Screener (QPS)

Name: Jason Date: 1/17 Assessor: Rooney

prompted SBS

• Strike through errors. If possible, record what the student said. • Stop, indicating where, after five consecutive errors. Continue to next.					Accuracy	Fluency
Section 1: cvc and blends						
ham	jig	cod/b	mug	bet	9/15	Yes/No
dash	path/f	thud/b	chop	when		
stitch	cluck	swell	brass	ledge		
Section 2: Magic e						
rake	bone	pile/pal	tube	eve	7/15	Yes/No
spade/spay	flute	prize/prez	stove	snake		
slope/soup	frame/fame	scrape	stroke	shrine		
Section 3: Bossy r					16/30	
stern	perk	jerk	fern	perch ✓	0/20	Yes/No
smirk	shirt	skirt	firm	dirt		
church	blur	burst	curb	hurt		
stark	harsh	storm	march	porch		
Section 4: common vowel teams						
grain	gray	clay	paint	sway ✓	0/15	Yes/No
bleed	speech	dream	sweep	feast		
throat	float	join	groan	joy		
Section 5: suffixes						
landed	tested	asked	jumped	pinched	/20	Yes/No
brushes	dishes	smallest	wishing	taxes		
hopping	sloppy	hotter	filling	lapped		
filed	muted	taping	useful	piling		
Section 6: vccv syllable division						
admit	intact	runny	absent	until	/15	Yes/No
compete	combine	ignore	costume	escape		
permit	confirm	burden	garden	forgave		
Overall:					16 /100	

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ALPHABET/HANDWRITING/VOWEL/CONSONANT

- Say the alphabet. Record omitted letters:

  _____

- Write alphabet in lowercase or dictate (out of order) and have student write the letter. Record inaccuracies and incorrect formation:

  _____

- Can the student read the words: vowel and consonant? _____
- Identify the vowels. Note errors: _____

  _____

- Ask if xxx (letter name) is a consonant or vowel; e.g., "Is e a vowel or consonant? Is t a vowel or consonant? Is u a vowel or consonant?" Note conclusion: Does the student know which letters are vowels and which are consonants?

  _____

  _____

AUDITORY DRILL

Dictate only those sounds where the student was able to produce the correct sound when provided the letter(s).

- Provide the student lined paper for auditory drill, spelling, and rote words.
- Procedure:
  - Instruct the student to watch my mouth.
  - Say the sound.
  - Student repeats the sound.
  - Student writes the letter or letters that represent that sound.
- Using the QPS Sound Assessment as support:
  - Dictate sounds by section (Section 1, then 2, and finally 3).
  - Dictate sounds down the columns, so letters are not dictated in alphabetical order; e.g., /ă/, /ā/, /ĕ/, /ē/…
- Watch for sounds with multiple spellings.
  - There is no need to dictate the sound multiple times.
  - On the first occurrence say: Write all the ways you know to spell /xxx/; e.g., teacher says /k/ and student writes *c, k, ck*.
  - Feel free to ask if another way to spell the sound is known.
- Highlight those graphemes that the student was able to correctly spell.
  - Dictate /ĕ/, student writes only *e*, circle /ĕ/.
  - Dictate /ĕ/, student writes *e* and *ea*, circle /ĕ/ and ea /ĕ/.

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SPELLING

Spelling words are intended to match the skills required in the QPS word list. A spelling assessment is desirable but optional.

- Section 1: fan, pet, dig, mob, tub
- Section 1: duck, mass, off, hill, match, fudge
- Section 2: rake, shine, bone, mule
- Section 3: her, bird, cart, horn, hurt
- Dictate common vowel teams, suffixes and vccv syllable division if the student is reading at this level. Some options include:
  - paint, stray, feet, dream, bread, float, toy, coin
  - jumped, played, landed, running, baking, fastest
  - puppy, happen, basket, napkin
- Does student have a strategy for spelling two syllable words?

MEMORY WORDS/HIGH FREQUENCY WORDS

Memory Words/Red Words—Spelling Focus

- Administered spelling assessment one-on-one or in a group (including whole class).
- Consider assessing over multiple days, dictating 10 or so words per day.
- Stop assessment after 10 or so words have been missed as you have adequate material for instruction.
- Resume assessment when more words are needed.

High-Frequency Words—Reading Focus

- Fry Word Goals
  - Kindergarten: 1–100
  - First grade: 1–200
  - Second grade: 1–400 minimum
- Provide student Fry word list or use Fry word cards.
- Sort results as follows:
  - Automatic (student read word as fast as a finger snap).
  - Student decoded word correctly but not automatically.
  - Student did not know the word, but it is a pattern the student should know.
  - Student did not know the word, and it is a pattern that needs to be taught as a memory word.

PHONEMIC AWARENESS

If student is having difficulty blending or segmenting, consider PA assessments of FSF/PSF and/or playing Guess My Word (page19).

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RAPID AUTOMATIC NAMING (RAN)

RAN refers to the ability to quickly name aloud a series of familiar items on a page. This includes letters, numbers, colors, or objects. Experts agree that RAN tests can tell us a lot about kids' reading skills. But they do not all see eye to eye on why. There are two main viewpoints.

1. How we recall and say the sounds for the names of the items.
    - RAN affects reading because it involves how well we can retrieve phonological information.
2. More than just phonological awareness.
    - Reading brings together a number of complex processes.
    - These involve our verbal, visual, and motor systems.
    - Experts say RAN covers all of them, serving almost as a small-scale version of reading even before kids actually learn to read.

Double Deficit

- Kids with problems in both RAN and phonemic awareness have what is called a "double deficit."
- They usually have more severe reading problems.
- And, they may have a harder time improving their reading than kids who only struggle with phonemes.

https://www.understood.org/en/school-learning/evaluations/types-of-tests/rapid-automatized-naming-tests-what-you-need-to-know

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CHAPTER 20: DEVELOPING PRESCRIPTIVE LESSONS

LESSON PLAN STEPS

1. Determine the best lesson plan structure.
   - Determine time available and lesson content.
   - Is there content that can be excluded because it is taught elsewhere in the day?
   - Are phonemic awareness activities necessary?

2. Summarize assessment results on sequence chart.
   - If only reading skills were assessed, highlight known skills.
   - If both reading and spelling were assessed, use a method that distinguishes reading vs. spelling. Perhaps underline the skills demonstrated in spelling.
   - Select appropriate instructional starting point from the sequence chart.

3. Write lesson plan or use MARF lesson plans (all or part).
   - Suggest you always start with open syllables, closed syllables, and back fill any of the 26 letters/sounds of the alphabet, h-brothers, FLOSS, and -ck.
   - With older students consider moving next into syllable division.
     - You can work on short vowels, Magic e, and Bossy r using multi-syllabic words.
   - Further discussion of scope and sequence begins on page 266.

4. Prepare for lesson delivery.
   - Create a student deck for visual and blending drill. Use only fair cards.
   - Pull new cards for Teach New and drills.
   - Create the review and new word lists of words to read.
   - Copy the fluency passage.
   - Create the SRS answer key—auditory drill, review and new words to spell, and sentence for dictation.
   - Memory words—Teach New and deck.

5. Deliver the plan, noting student issues during delivery.

6. Complete the lesson log and update the sequence chart.

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LESSON PLAN LENGTH

40-minute lesson plan 😊 😊 😊

30-minute lesson plan 😊

20-minute lesson plan

Component		40 min	30 min	20 min
Decoding	Drills: Visual Blending	5	5	5
	Review words to read	5	3	3
	Intro new • Teach New • New words to read	7	3	3
	Oral reading—Fair text	10	7	5
	Decoding	**27**	**18**	**16**
Encoding	Auditory	10	10	
	Review			
	Intro new: • Phoneme/grapheme • Words			
	Memory words			2
	Sentence			
	Encoding	**10**	**10**	**2**
Teacher judgment *Phonemic Awareness Activities?*		3	2	2
Grand Total		**40**	**30**	**20**

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SEQUENCE CHART: CASE STUDY

Phonemic Awareness

Phoneme recognition
Phoneme isolation (beginning—ending—middle)
Phoneme segmentation
Phoneme blending—onset and rime, sound by sound (2 phonemes, 3 phonemes, 4 phonemes)

Phoneme Grapheme

Basic A-Z+

- a/ă/ā/, b, c/k/s/, d, e/ĕ/ē, f,
- g/g/j/, h, i/ĭ/ī/, j, k, l, m, n,
- o/ŏ/ō/, p, qu, r, s/s/z/, t,
- u/ŭ/y͞oo/o͞o/, v, w, x, y/y/ī/, z
- optional: al/ăl/ôl/, all/ôll/, wa/wô/

- no English word ends with j
- q is always followed by u
- When y/y/?
- When y/ī/?

- /k/ is spelled k before a stick vowel E,I, Y
- /k/ is spelled c before a round vowel a, o, u or a consonant
- /k/ spelling at the end of a word or syllable—-ck, -c

Consonant Digraphs (h-brothers)

- ch, sh, th, wh
- ph optional, few K-2 friendly words

Consonant Blends and Clusters (as needed)

- initial blends/clusters—s blends, l blends, r blends, clusters
- final blends

Short-Vowel Pointers

Reading	Spelling
• floss -ff, -ll, -ss (-zz optional) • -ck, -tch, -dge	• floss -ff, -ll, -ss (-zz optional) • -ck, -tch, -dge

Other

- b-checker
- vowel/consonant
- short sound, long name
- blending–sound by sound
- blending–wwr
  - vc
  - cvc
  - ccvc
  - cvcc
  - all

Syllable Types

- open
- closed

Suffixes

- definition
- vowel vs. consonant
- just add/chop
- base word
- s /s/, /z/
- -ed /əd/, /d/, /t/ (see note next page)
- -er
- -es
- -est
- -ing
- doubling/chop

Magic e

- a_e, i_e, o_e, u_e with 2 sounds of long u—/y͞oo/ and /o͞o/
- e_e, y_e /ī/—few words but follow the same pattern
- s between 2 vowels often says /z/
- no English word ends with v, always add a silent e
- stick vowels (E, I, Y) with c and g
  - c/s/ when followed by E, I, Y—place, mice, nice
  - g/j/ when followed by E, I, Y—wage, stage, huge

Magic e

e Drop/chop

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Student(s):
Date:
Lesson: #

Decoding (30 min)

Phonemic Awareness Activities

Drills (5 min):
Visual:

Blending:

Review (5 min): *K: 6–9 words*
1: 9–12 words
2: 10–25 words

Introduction New (5 Min): *K: 6–9 words*
1: 9–12 words
2: 10–25 words

Oral Reading (10 min):

Encoding (10 min)

Auditory: *K and 1: up to 12 sounds*

2: 4+sounds

Review: *K+: up to 4 words*

Intro New:
- Phoneme/grapheme
- Words *K+: up to 4 words*

Red Words:
- Introduce: *K+: 1 new, 2 review*
- Deck: *K+: 10-15 words*

Sentence: *K: 3–7 word length*
1: 5–9 word length
2: 6+ word length

Diagnostic/Prescriptive Notes:

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Lesson Plan Basic Preparation

Student(s): **Jason**
Date: **xx/xx/xx**
Lesson: **# 1**

Decoding (30 min)

Phonemic Awareness Activities Guess My Word (1.025)

Drills (5 min): deck: ~~v/c~~, ~~vowel/r~~ pics, ~~a~~, ~~b~~, c, ~~d~~, ~~e~~, ~~f~~, g, ~~h~~, ~~i~~, ~~j~~, ~~k~~, ~~l~~, ~~m~~, n, ~~o~~, ~~p~~,
Visual: qu, ~~r~~, ~~s~~, ~~t~~, ~~u~~, ~~v~~, ~~w~~, x, ~~y~~, ~~z~~, sh, ~~ch~~, ~~th~~, wh, ~~-ff~~, ~~-ll~~, ~~-ss~~, -zz, ~~-ck~~, -tch, -dge, -all, -al, wa-

teach: qu sound/script, g/g/

Blending: cloud

Review (5 min): —

Introduction New (5 Min): bchecku
open/closed
nap, hum, gas, led, on
go, he, no, lip, cot

Oral Reading (10 min): SPIRE #1, p 47 (level? ending blends?)

Encoding (10 min)

Auditory: c̆, ă, ŏ, g, qu, ŭ

Review: —

Intro New:
- Phoneme/grapheme g/g/
- Words bed, sat, tot (meaning), up

Red Words:
- Assess:
- Introduce:
- Deck:

build SPIRE pack: the, has, is, a, his, I, was, to
do, said, what, you, who, into

Sentence: The tot sat up in bed.

Diagnostic/Prescriptive Notes:

clean up: c/k/, g/g/, qu, x, s/z/, u/o͞o/

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LESSON PREPARATION STRATEGY

Materials	Components	Preparation
PA	Guess My Word Segmentation	• Select from First Grade Overview
Prepare Card Decks	Visual Drill New Phonogram Blending Drill	• Is picture deck and/or basic deck needed? • Make sure the review cards are in your deck for the visual drill. • Pull the new cards for Teach New. Band and keep separate. Add to visual drill once taught. • Discard the cards that are not needed (tool cards, a-e, etc.) for your blending drill. • Sort cards into appropriate piles when transitioning from visual to blending (see card backs).
Word Lists	Review Reading New Reading	**Kindergarten & First Grade (Semester 1):** • Write the words, one sound at a time (during the lesson), prompting students to read each sound and then blend the word. **First Grade (Semester 2) & Second Grade:** • Write words ahead of time on your dry-erase board or chart paper. • To provide more visual support, you may opt to write suffixes in a different color, underline new graphemes, etc.
Passages	Fluency	• Copy fluency passages for the week. • Reserve a copy of each passage to display on your document camera.
Student Response Sheet	Auditory Drill (Form Specific) Review Spelling New Spelling Dictation	• Create an answer key for each lesson using SRS. • Write key words for the auditory drill sounds on SRS next to the grapheme. • Write new and review spelling words on SRS. • Write sentence on SRS.
HF Card Decks	Memory Words	• Write new memory word(s) on note card(s). • Create a flash deck from review memory word cards.
Additional Resources	Spelling Rule or Syllabication	• Prepare additional teaching resources (as noted): ○ Practice sheets, syllable sort cards, etc.

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Lessons 1.025-1.029 Overview

Components	Lesson 1.025	Lesson 1.026	Lesson 1.027	Lesson 1.028	Lesson 1.029
Tactile Drill	**Picture Deck:** a-z, h-brothers, s (nose). Emphasize correct formation of letters while saying letter name, keyword, and sound.				
Visual Drill	**Basic Deck:** Use all a-z cards, **o. Tap:** Twice for a, e, i, o, u (short sound and name), s for /s/ & /z/ and all other letters once **Prompt for scripts**: for j, qu, and v (see card backs)				
Blending Drill	Flex between blending Open and Closed by covering the consonant in the final position.				
		c, w, y, l, f, s, h, v, j, k, r, qu	a, i	b, g, d, t, x ,n, m, p, z	
Phonemic Awareness Phoneme blending	/p/a/ge/, /g/a/te/, /l/o/ck, /h/i/ll/, /d/o/g/, /c/a/ke/, /k/i/d/, /b/e/t/	/p/i/n/, /ch/i/p/, /s/i/ck/, /l/a/te/, /s/o/ck/, /p/e/g/, /w/i/n/, /l/o/g/	/d/i/ve/, /m/i/ne/, /sh/a/ke/, /f/i/ll/, /m/i/ss/, /h/o/pe/, /s/e/ll/, /w/i/pe/	/l/igh/t/, /p/o/ke/, /l/a/p/, /f/i/ne/, /sh/ee/t/, /g/u/m/, /h/i/m/, /sh/e/ll/	/t/i/p/, /w/e/t/, /gu/e/ss/, /c/a/ke/, /b/i/t/, /ch/i/p/, /l/a/te/, /g/a/me/
Spelling Rule or Syllabication	1. Build automaticity of Closed Syllables and Open (Visual cues and door illustration). 2. Students should be able to name each syllable type (open/closed) and read them accurately, knowing when the vowel makes its short sound or says its name.				
Review Reading	dig, him, ham, tap, pad, big, van, gag, sap	rim, dam, fan, bag, mid, tan, sit, kit, cap	mad, bat, bit, win, fix, sag, rip, dig, lad	dig, hip, pit, jam, Tim, ham, rat, fax, lit	bit, rap, nip, tag, tin, fix, hat, van, sip
Fluency LNF - Optional	Model, choral read, and partner read letter naming fluency procedure.				
	LNF 1 & Bonnie Kline: Level 1, page 49	LNF 2 & Bonnie Kline: Level 1, page 50	LNF 3 & Bonnie Kline: Level 1, page 51	LNF 4 & Bonnie Kline: Level 1, page 52	LNF 5 & Bonnie Kline: Level 1, page 53
Teach New	Teach o says /ŏ/ as in ox in a closed syllable. Model the hand signal for the /ŏ/ sound by opening your mouth and drawing a circle around your mouth with your finger as you say /ŏ/. Have students use this hand signal every time when saying the /ŏ/ sound.				
New Reading	fox, dot, cob, jog, dog, hot, rod, top, lot	box, on, mob, got, dot, rob, nod, pot, fog	ox, sod, mop, not, dog, cot, fox, lot, pop	nod, tot, top, hog, box, cob, dot, hot, on	fog, rot, sob, dog, not, hop, hot, cop, mom
Auditory Drill **Teacher Supported** **SRS Form B** Position: Beginning	L: y, v, x, z S: /ă/, /s/, /n/, /b/ K: ox, yo-yo, van, box P: can, rat, lap, dad	L: j, f, l, x S: /p/, /x /, /ŏ/, /z/ K: apple, cat, rat, fish P: bag, tap, van, had	L: p, a, c, n S: /l/, /r/, /ĭ/, /c/ K: rat, apple, van, pig P: fan, sad, mat, wag	L: t, k, o, b S: /p/, /ĭ/, /g/, /ŏ/ K: kite, goat, van, nest P: zap, nag, gas, jam	L: m, z, r, i S: /ĭ/, /v/, /h/, /ă/ K: snake, jam, hat, boy P: cab, man, rat, bag
Phoneme Segmentation	mix, shop, gut, yes, go, deep	wax, cut, yet, zoo, hug, rake	fox, sock, poke, jog, less, pet	bow, bake, toss, be, eat, slow	boss, wet, rash, chip, nod, me
Review Spelling	tap, big, van, him	fan, kit, bag, quit	win, fix, sag, mad	dig, jam, lit, rat	fix, hat, van, sip
New Spelling	jog, cob, rod, fox	mob, log, got, nod	bog, cot, ox, mop	hog, dot, box, nod	sob, fog, hop, rot
Memory Words	Reading review of all previously taught words using the flash deck.				
	for, was, that	**are**, for, was	**are**, for, was	**as**, are, for	**as**, are, for
Dictation	Bob hid the jam.	The lid is hot.	Sam bit the hot dog.	The dog can jog.	The fox can nap.

Note: The fluency passages have –ck words. Provide the sound and support students in decoding.

Name: Jason Date: xx/xx/xx

Sounds:

1. ĕ (edge)
2. ă (apple)
3. ŏ (ox)
4. g (goat)

~~Review Words to Spell~~:

1. qu (queen)
2. ŭ (up)
3.
4.

New Pattern: g g g

New Words to Spell:

1. bed
2. sat
3. tot (meaning)
4. up

New Memory Word:

assess

Check:

Review Memory Words:

COPS

Sentence Dictation:

The tot sat up in bed.

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Lesson Plan Basic

Student(s): Jason
Date: xx/xx/xx
Lesson: # 1

Taught

Decoding (30 min)

Phonemic Awareness Activities ✓Group My World (1.025)

Drills (5 min): ✓deck: ~~v/c~~, ~~vowel/r~~ pics, ~~a~~, ~~b~~, c, ~~d~~, ~~e~~, ~~f~~, g, ~~h~~, ~~i~~, ~~j~~, ~~k~~, ~~l~~, ~~m~~, ~~n~~, ~~o~~, ~~p~~,
Visual: qu, ~~r~~, ~~s~~, ~~t~~, ~~u~~, ~~v~~, ~~w~~, x, ~~y~~, ~~z~~, sh, ~~ch~~, ~~th~~, wh, ~~-ff~~, ~~-ll~~, ~~-ss~~, -zz, ~~-ck~~, -tch, -dge, -all, -al, wa-

✓teach: qu sound/script, g/g/

Blending: ✓cloud

Review (5 min): —

Introduction New (5 Min): ✓bchecku
✓open/closed
✓nap, hum, gas, led, on
go, he, no, lip, cotuntain (cot)

Oral Reading (10 min): ✓SPIRE #1, p 47 (level? ending blends?)
SBSal ok

Encoding (10 min)

Auditory: ✓~~q~~, ă, ŏ, g, qu, ŭ

Review: —

Intro New:
- Phoneme/grapheme ✓g/g/
- Words ✓~~bed~~, sat, tot (meaning), up
bldreversal

Red Words:
- Assess:
- Introduce:
- Deck:

build SPIRE pack: ~~the~~, has, ~~is~~, ~~a~~, his, ~~I~~, ~~was~~, to
do, said, what, ~~you~~, who, into

Sentence: ✓The tot sat up in bed.

Diagnostic/Prescriptive Notes:

clean up: c/k/, ~~g/g/~~, ~~qu~~, x, s/z/, u/oo/

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Lesson Log

Student/Group: Jason

Teacher: Rooney

Date	Lesson #	Review	New	Reading Passage	High Freq Y/N
xx/xx	1	—	b-checker, g/g/ open/closed, qu	Ben, the Dog 51, 47	Y/N
xx\xx	2	open/closed g, qu			Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N

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YOU DO. LESSON PLAN 2

Teach New Options:

- sh
- ch
- y=/ī/
- floss spelling
- -ck spelling

Review Words			
closed	**closed with blends**	**closed with ch**	**open**
t o p	s l a b	c h a p	g o
w e b	s t o p	c h a t	m e
b u g	s l a m	c h i n	h i
m e n	s p i n	c h i p	s o
m a p	s t e p	c h o p	h e
l o t	s t e m	c h u g	n o

Teach New				
sh	**wh**	**floss**	**-ck**	**y=/ī/**
s h i p	w h e n	c u f f	b a c k	b y
h u s h	w h i p	p u f f	s i c k	m y
d a s h	w h i m	o f f	d o c k	t r y
s h u t	w h i z	s t u f f	d u c k	f l y
f i s h	w h i s k	t e l l	n e c k	s p y
c a s h	w h i c h	h i l l	s m a c k	c r y
s h o p		s m e l l	s t a c k	p r y
s h e d		b a s s	s p e c k	s h y
s h o t		m o s s	s t u c k	f r y
s h u t		c h e s s	c h e c k	d r y

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Preparation

Lesson Plan Basic

Student(s): **Jason**
Date: **xx/xx/xx**
Lesson: **# 2**

Decoding (30 min)

Phonemic Awareness Activities Guess My Word (1.026)

Drills (5 min): deck: v/c, vowel/r pics, ~~a, b,~~ c, ~~d, e, f, g, h, i, j, k, l, m, n, o, p,~~ ~~qu, r, s, t, u, v, w,~~ x, ~~y, z,~~ sh, ~~ch, th,~~ wh, ~~-ff, -ll, -ss,~~ -zz, ~~-ck,~~ -tch, -dge, -all, -al, wa-

Visual:

teach: c/k/

Blending: open / closed

Review (5 min):

Introduction New (5 Min):

Oral Reading (10 min):

Encoding (10 min)

Auditory: i, e, c/k/, qu,

Review:

Intro New:
- Phoneme/grapheme
- Words

Red Words:
- Assess:
- Introduce:
- Deck:

build SPIRE pack: ~~the~~, has, ~~is~~, ~~a~~, his, ~~I~~, ~~was~~, to do, said, what, ~~you~~, who, into

Sentence:

Diagnostic/Prescriptive Notes:
clean up: c/k/, ~~g~~ gh, ~~qu~~, x, s/z/, u/oo/

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WRITING LESSON PLANS FROM SPIRE

Overview

Clark-Edmands, S. (2012). *S.P.I.R.E. 3rd Edition.* Benton Harbor, MI: School Specialty, Inc.

SPIRE is a series of eight books, Levels 1-8. We principally use Levels 1-4. Once students reach the skill level needed to decode level 5, trade text is much more approachable.

Review table of contents is SPIRE Level 1–3:

1. Determine new content.
2. Determine review content.
3. Locate review and new sight words needed.
4. Select pages, review and delete unfair words.
5. Prepare auditory section of lesson.

Sample Lesson Plan 1:

1. New: a_e, SPIRE Level 2, page 69
2. Review: SPIRE Level 2, page 38 and 39
    - Not fair: wa, al, ng, nk
3. Sight words: SPIRE Level 2, page 73
    - assess and prepare cards
4. Pages
    - New: page 69—all fair
    - Review: page 38—delete junk, wing, king, king, wink, bong, sank, rink, malt, wall
    - Sentences: page 38, only 2 and 3 are fair
    - Passage: page 39, pre-teach bank, think
5. Auditory
    - Select sounds for dictation
    - Review words: select from page 38
    - New words: select from page 69
    - Sentence: select from page 38. Adjust length as needed.

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Sample Lesson Plan 2:
Background: older student reading 50 wcpm but with lots of holes.**)**

1. New: -tch, SPIRE Level 2, page 57
2. Review: SPIRE Level 3, page 37 and 38
    - How does student do with -ed and Magic e without instruction?
    - I still plan to instruct on both, but I want to respect existing skills and age.
3. Sight words: SPIRE Level 3, page 36
    - assess and prepare cards
4. Pages:
    - New: SPIRE 2, page 57—all fair
    - Review: SPIRE 3, page 37—determine how students do with these words
    - Passage: SPIRE 3, page 38—determine how students do with this level of difficulty
5. Auditory
    - Select sounds for dictation
    - Review words: select from SPIRE 2, page 55
        - For review word and sentence, I dropped back from -ed to -ck.
    - New words: select from SPIRE 2, page 57
    - Sentence: select from SPIRE 2, page 55. Adjust length as needed.

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CHECKING FOR FAIRNESS

Skills Introduced	
Phonemes/Graphemes	**Concepts**
• basic deck a-z • s says /s/ and /z/ • y says /y/, /ī/ and /ē/ • blends and clusters • h-brothers • short-vowel pointers • a_e, e_e, i_e, o_e, u_e, y_e • all closed syllable exceptions • suffixes: -es, -s, -er, -est, -ing, -ed (/əd/ only)	• Syllables: open, closed, Magic e • Suffix chop • vccv division • Spelling two-syllable words • 1 + 1 + 1 Doubling

Based on the content above, circle the words below that would be unfair for this student to read.

Review Words to Read				
slide	dresses	planner	gashes	candy
helped	hurry	visit	channel	pilot
jumping	planting	thinker	plates	riding
cabin	oldest	dance	yellow	gentle
plenty	plastic	blushes	playing	whisper

Based on the content above, circle the words below that would be unfair for this student to spell.

Review Words to Spell				
standing	faster	jumped	kitchen	waving
babies	quickness	harden	candy	colder

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ORTON-GILLINGHAM MODEL

Systematic phonics instruction with a deliberate scope and sequence will produce better outcomes than approaches that address sounds as they arise incidentally or as needed to read words within the text. That said, there is not one perfect sequence. What is important is that it is logical, organized, not too hard, not to easy, and skills are not missed.

Whole-Class Orton-Gillingham Model

One of the benefits of a whole-class OG implementation model is the opportunity for at-risk students to receive OG interventions, as a second dose. In order to maximize the benefit of an intervention block that is aligned and consistent with core instruction, we offer the following suggestions:

- Utilize a skill-based grouping model (whenever possible) so that core instruction is delivered at the students' instructional level.
- Intervention lesson content should align with whole-class content to provide the additional repetitions and reinforcement of content.
- The classroom teacher and interventionist collaborate to determine which components of the daily plan students would benefit from a double-dose, and which the interventionist may eliminate (or supplement).

Intervention Only Model

While it is still possible to utilize the grade-level OG scope and sequence and corresponding lesson plans in an intervention only model, the interventionist may need to consider several important questions.

- Use MARF lesson plans (whole or as a template) or write your own?
- Based on the data (mastered and unmastered skills), which scope and sequence best aligns to this student's instructional goals?
- Where is the best starting point?
- How quickly can I move through the scope and sequence?
    - Is there content that can be combined?
    - Are there lesson plans I can skip?
    - Are there foundational skills that are lacking and need to be incorporated into the lessons?

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MARF LESSONS AND STUDENT PROFILE

Grade	Student Profile	Lesson Plan Strategy
1st	• LNF 0–30 • NWF (CLS) 0–30 • NWF (WWR) 0–10 • Due to low NWF, QPS and ORF not administered • Support needed blending	• Teach kindergarten lessons • Start with lesson K.036
2nd	• QPS 0–9 • ORF 0–15 • Support needed blending	• Teach first grade lessons • Start with lesson 1.015 • Follow Group 1 pacing
2nd	• QPS 10–30 • ORF 20–40	• Teach Level 3 second grade lessons • Start with lesson 2.009 (review all short-vowel pointers)
3rd +	• QPS 0–25 • ORF 0–37	• Teach first grade lessons • Start with lesson 1.075 • Follow Group 1 pacing
3rd +	• QPS 25–44 • ORF 37–55	• Teach Level 3 second grade lessons • Start with lesson 2.009 (review all short-vowel pointers)
4th +	• QPS 45+ • ORF 56+	• With older students, you may want to teach lower-order skills using multi-syllabic words • While there are no existing lessons, the following sequence is offered for your consideration.

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SAMPLE SEQUENCE FOR FOURTH GRAND AND UP

No.	Visual Deck	Review	New Phoneme/Grapheme	New Syllable Division
	Initial fair deck: a-z (s=/s/z/), h-brothers (excl ph), floss, ck[1]			
1				open/ closed syllable
2	+open/closed syllable	open/closed		compound words
3		open, closed, compound	y=/ī/	vccv with words divided
4	+y=/y/ī/	open, closed, compound, y=/ī/ vccv with words divided		schwa
5	+schwa	open, closed, compound, y=/ī/		vccv with alpha tiles
6	+y=/y/ī/ē	open, closed, compound, y=/ī/	• y=/ē/ • vccv with y	vccv paper pencil
7		y=/ī/ē/, compound, vccv	Magic e a_e	
8	+a_e +Magic e syllable	y=/ī/ē/, compound, vccv, a_e	Magic e i_e	
9	+i_e	y=/ī/ē/, compound, vccv, a_e, i_e	Magic e o_e	
10	+o_e	y=/ī/ē/, compound, vccv, a_e, i_e, o_e	• Magic e u_e • Two sounds of long u	
11	+u_e	y=/ī/ē/, compound, vccv, a_e, i_e, o_e, u_e	Magic e e_e, y_e	
12	switch Magic e for combo	y=/ī/ē/, compound, vccv, Magic e	• cvc vs. cvce • s between two vowels • ve	v many c v
13		y=/ī/ē/, compound, vccv, Magic e vs. closed, ve	soft c	
14	+c=/k/s/	soft c, vccv, cvc/cvce		vccv with Magic e
15		soft c, vccv with Magic e, cvc/cvce	spelling /k/ c vs. k	
16		soft c, vccv with Magic e, cvc/cvce	soft g	
17	+g=/g/j/	soft c & g, vccv, ve	dge	
	retire mastered consonants, open syllable, closed syllable from visual			

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No.	Visual Deck	Review	New Phoneme/Grapheme	New Syllable Division
18	+dge	soft c & g, dge, vccv	tch	
19	+tch	soft c & g, dge, tch, vccv	• intro suffixes • definition • vowel vs. consonant • assess basic suffixes	
	direct instruction of suffixes as needed			
20		reading words with suffixes, unchanged base words		Doubling
21	+1+1+1	vccv, reading words with suffixes,		Doubling
22		vccv, reading words with suffixes	ar	
23	+Bossy r syllable +ar	ar, vccv with Bossy r, words with suffixes	or	vccv with Bossy r
24	+or	ar, or, vccv with Bossy r, words with suffixes	er	
25	+er	ar, or, er, vccv with Bossy r, words with suffixes	ir	
26	+ir	ur, Bossy r mixed, vccv, words with suffixes	ur	
27	+ur	Bossy r, vccv, words with suffixes		two syllables with suffix
28		Bossy r, vccv, words with suffixes		three syllable
29		Bossy r, vccv, words with suffixes		vcv
30		vcv, vccv, words with suffixes		vcv
31		vcv, vccv, words with suffixes	c+le syllables	c+le
32		c+le, vcv, vccv, words with suffixes	Direction? e Drop, vowel teams, higher level prefixes/suffixes?	
[1]direct instruction of ng, nk, sve, wa, ay as needed for reading or spelling				

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Core Components to Teach

Weekly Reading Selection
• Content/building-background knowledge
• Vocabulary
  ○ Selection-specific words
  ○ Amazing words (tier 2/high-utility)
• Comprehension Instruction
  ○ Comprehension skills
  ○ Comprehension strategies
• Language Arts
  ○ Grammar
  ○ Written expression

Core Components to Omit and Replace with OG Lesson Content

Alphabetic Principle/Word Work
• Phonemic Awareness
• Phonics
  ○ Decoding/word-work (new pattern, word-attack skill)
  ○ Encoding/spelling (with new pattern or rule)

Choose Core or OG Option
• High-Frequency Words • Decodable Text (passages or student readers) **Note:** • The high-frequency words taught in the core program, or in the OG lessons, are often closely aligned to those used in the decodable text. • It is important to keep these components from the same source. • If using the core's high-frequency words, then it makes sense to use the core's decodable readers. • Similarly, if using the OG high-frequency words, then using the OG decodable text is important. • Keep in mind that the OG scope and sequence may vary from the core's and the decodable text for both will vary as well. • Thus text that is decodable by the core's standards may not be decodable by the OG lesson plan standards and vice versa.

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Minimum Expectations Standard Font = Mastery Expected *Italicized Font = Skill Developing*			
Concept	**Kindergarten**	**First Grade**	**Second Grade**
b-Checker	b-Checker	b-Checker	b-Checker
vowels/consonants • identify • sound vs. name	• identify • sound	• identify • sound vs. name	• read words • identify • sound vs. name
phonemic awareness • guess my word • blending • segmenting with finger spelling	• guess my word • blending—sound by sound • whole-word reading (wwr) • segmenting with finger spelling • 3-4-5 phonemes	• blending—wwr • segmenting with finger spelling	• blending—wwr • segmenting with finger spelling • sound-by-sound spelling of any closed, open, or Magic e syllable
basic phoneme/grapheme	• a-z (name, keyword, and sound) • h-brothers (sh, ch, th, wh) • blends	• a-z (name, keyword, sound) • vowels—sound and name • h-brothers—sh, ch, th, wh • blends *and clusters* • Magic e—a_e, i_e, o_e, u_e • y = /y/, /ī/, /ē/ when y is a vowel vs. consonant	• a-z • vowels—sound and name • h-brothers—sh, ch, th, wh, ph • blends and clusters • Magic e—a_e, i_e, o_e, u_e, e_e • y = /y/, /ī/, /ē/, when y is a vowel • soft c and soft g • s says /s/ and /z/
intermediate phoneme/grapheme		• *ar (car), or (corn), ir (bird), er (her), ur (church)* • *ai (rain), ay (play), ea (eat), oa (boat), oy (toy)*	• ar (car), or (corn), ir (bird), er (her), ur (church) • ai (rain), ay (play), ea (eat), oa (boat), oy (toy) • ee /ē/(feet), ie/ī/, oe /ō/, ue /ū/ • *ea (bread), ou (ouch, soup), a (alive), oi (join), ie (piece of pie), ow (snow plow), oo (school book), igh (light), au (auto), aw (saw), ew (few)*

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Minimum Expectations Standard Font = Mastery Expected *Italicized Font = Skill Developing*			
Concept	**Kindergarten**	**First Grade**	**Second Grade**
syllable types		open, closed, and Magic e—identification and reading	• open, closed, and Magic e—identification and reading • c + le identification and reading • Bossy r and vowel teams—reading—*mastered as above*
short-vowel pointers	• -ff, -ll, -ss reading • *-ff, -ll, -ss spelling* • *-ck, -tch reading*	• -ff, -ll, -ss, -ck reading • -ff, -ll, -ss, -ck spelling • *-tch, -dge reading*	• -ff, -ll, -ss, -ck reading • -ff, -ll, -ss, -ck spelling • -tch, -dge reading and spelling
short-vowel exceptions	ang, ank, ing, ink	ang, ank, ing, ink	• ang, ank, ing, ink, -ind, -old, -ild, -ost, -olt, -oll
Doubling and e Drop		reading shortcut	reading and spelling
high-frequency words	1st 100 for reading	1st 200 for reading	• 1st 400 for reading • 1st 1,000 would be nice
syllable division			• vccv, vcccv, vccccv divison • v.cv and vc.v • *v.v* • *Crazy i*
suffixes	-s, -es, meaning and reading	• -s, -es, -ed, -ing meaning • -s, -es, -ed, -ing reading • *-er, -est meaning* • *-er, -est reading*	• -s, -es, -ed, -ing, -er, -est meaning, reading, spelling • *-en, -ish, -ly, -y, -ful, -ness, -less meaning, reading, spelling*
academic vocabulary		• antonym • synonym	• antonym • synonym

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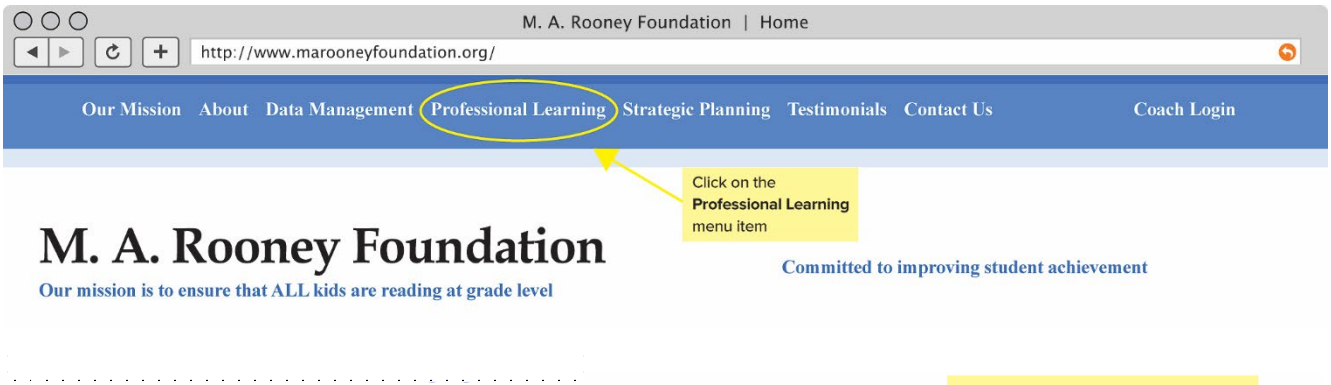
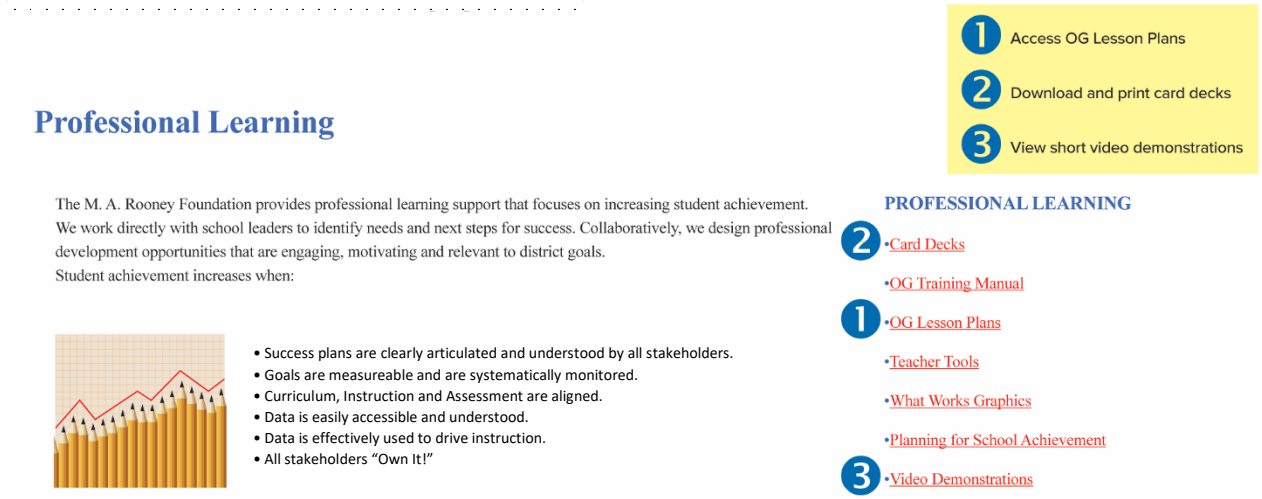
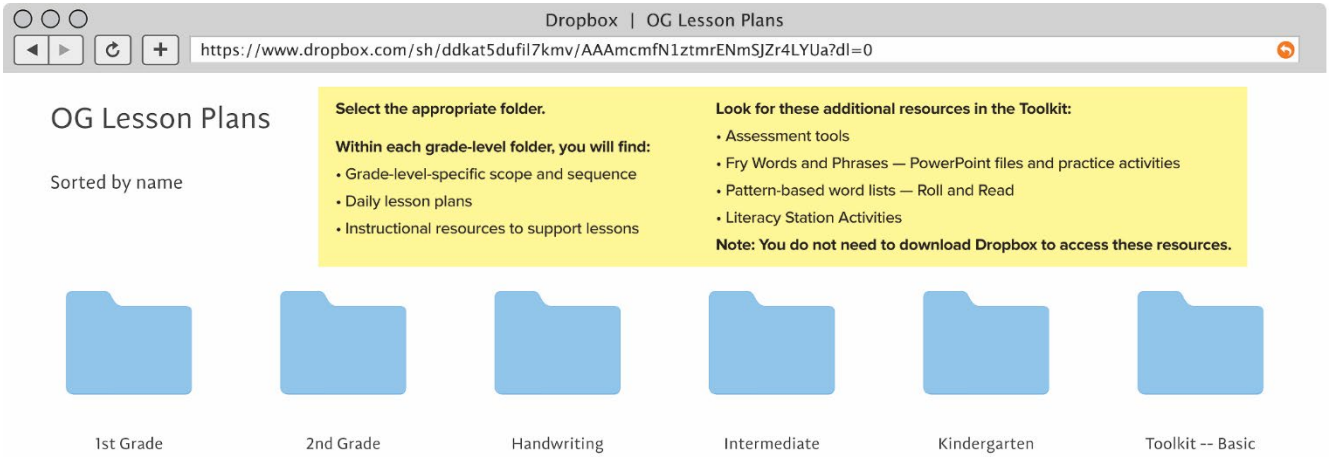
CHAPTER 21: MARF LESSON PLANS AND RESOURCES

- Locate the necessary lesson plans on the M.A. Rooney Foundation website at MARooneyFoundation.org
- Go to the Professional Learning tab.
- Select the OG Lessons folder.
- Choose the appropriate grade-level folder.
- Select and print the desired lesson.







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CHAPTER 22: SYNTAX AND SEMANTICS

SYNTAX

Syntax is the rule system that governs how words are combined into phrases, clauses, and sentences.

- Syntax plays a critical role in comprehension.
- The complexity of syntax is a result of:
  - Word order,
  - Sentence length,
  - Meaning (denotation vs. connotation vs. figurative), and
  - Prepositional phrases and modifiers

Word Order

- English syntax follows a fairly regular noun then verb order.
- This order allows us to make reliable predictions about which word(s) are coming next, alerting us when something does not seem to match our prediction.
- Awareness of syntax supports the ability to monitor our comprehension when listening and reading to ensure sentences make sense.
  - Some decoding errors made by students in connected text are not a result of poor word-attack skills, but poor prediction of appropriate words.
  - The student that applies self-monitoring, and rereads the sentence correctly demonstrates a measure of good comprehension.

Sentence Length

- Consider the sentences below. While their length is the same, their level of difficulty is increasingly more abstract due to the nouns/verbs being more abstract.
  - My mom baked cookies.
  - The building is old.
  - Her courage is admirable.
- Even when using simple language, increasing sentence length can make comprehension more difficult.
  - My mom baked my favorite chocolate chip cookies for me when I was sick.
- It is therefore important to be mindful of the complexity of a sentence, in regards to length and regular noun/verb structure.

Prepositional Phrases and Modifiers

- Prepositional phrases and modifiers, when used in predictable patterns, allow for fine tuning of understanding.
  - My mom baked my favorite chocolate chip cookies for me yesterday because I was sick.
  - The building on the bank of the river, just past the bridge, is old and dangerous.

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- Even with the added length, the predictability of the placement of the added words and phrases, still enables effective communication.
- When less conventional structure is used, comprehension may be impeded.
  - Yesterday, because I was sick, my mom baked my favorite chocolate chip cookies for me.
  - Just past the bridge, on the bank of the river, is the old and dangerous building.
- While the meanings of the sentences above are the same as before, their structure may make it more difficult to clearly understand the message.

Instructional Recommendations

- Providing students with a concrete understanding of sentence structure through multisensory activities enhances their understanding of how words work together to convey meaning.
- Project Read's Framing Your Thoughts is an example of an approach to direct instruction of syntactical properties in a direct and multisensory format.
- Additional instruction of punctuation usage may be important component of building syntactical awareness.
- Students with native language other than English may need additional support.
  - Languages, such as Spanish, have varied syntactical properties.
  - Comparing the varied structure across both languages may support students' understanding.
  - This may, therefore, require instruction on syntax in a student's native language first.

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SEMANTICS

Word choice can simplify, clarify or create ambiguity. **Semantics** concerns the meanings of words, phrases, and sentences and the relationships among word meanings. Helping students to build semantic knowledge will support reading comprehension and written expression.

Semantics is the study of denotation and connotation. Helping students determine the correct meaning of a multiple meaning word is critical for comprehension.

- The term **denotation** relates to the dictionary definition of a word.
  - The word "find" is likely defined similarly by multiple people.
  - Whereas words, such as "bank" or "store" have multiple meanings, therefore multiple dictionary definitions.
    - Choosing the appropriate meaning depends upon the overall meaning of the rest of the sentence.
- The term **connotation** relates to our unique associations with a word.
  - As our experiences differ, so do our associations (feelings) connected to specific words.
  - The word "dentist", while again likely having a similar definition among a group of people, is likely to stir very different connotations.
  - When a reader/listener's connotation with a word does not match to the author/speaker's connotation, comprehension is affected.

Figurative Language

- Figurative language adds and even greater level of complexity. The following forms of figurative language are most likely to encountered by students in elementary grades:
  - Idiom – He's got cold feet.
  - Simile – She stood out like a sore thumb.
  - Metaphor – His heart was stone.
  - Hyperbole – Even her whispers are louder than a freight train.
  - Personification – The sun greeted me with warmth and a friendly smile.
- The meaning of the language is indirect and requires the listener/reader to make quite a few connections.
- While idioms can concisely make a point, they are not easy to comprehend within the context of a conversation or text because they step almost completely away from the topic.
- Whereas similes (and their even more challenging cousin – the metaphor), require the reader/listener to have some background information on both the subject and the object of the comparison.

Instructional Recommendations

- Improving semantics is dependent upon both broadening the topics and overall vocabulary base, addressing multiple-meaning words, building awareness of degrees of meaning, as well as working on vivid and figurative language.

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- Vocabulary breadth and depth is developed through thematic units (allowing students more time in a topic to acquire the language).
- Teacher read-alouds and dialoguing with peers both solidifies the phonemic awareness components of learning new vocabulary words and supports correct usage/context.
- Addressing multiple-meaning words is most beneficial within the contexts they occur and not as a separate lesson.
    - While students may already know the word bank as a place to cash a check or get money from the ATM, they don't need to know the other meaning.

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CHAPTER 23: WORKS CONSULTED

Birsh, Judith, editor. *Multisensory Teaching of Basic Language Skills*. 3rd ed., Paul H. Brookes Publishing Co., 2011.

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Rasinski, Timothy. *The Fluent Reader: Oral & Silent Reading Strategies for Building Fluency, Word Recognition & Comprehension*. 2nd ed., Scholastic, 2010.

Rome, Paula, and Jean Osman. *Language Tool Kit*. Educators Publishing Service, 2004.

Scarbororough, Hollis. "Connecting Early Language and Literacy to Later Reading (Dis)abilities: Evidence, Theory, and Practice." *Handbook of Early Literacy Research, Volume 1*. Edited by Susan Neuman and David Dickinson, Guilford, 2003.

Shaywitz, Sally. *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. Vintage, 2005.

Torgeson, Joseph, and Roxanne Hudson. "Reading Fluency: Critical Issues for Struggling Readers." *Reading Fluency: The Forgotten Dimension of Reading Success*. Edited by S. Jay Samuels and Alan Farstrup, International Reading Association, 2006.

Concepts and materials sourced from:

Dyslexia Institute of Indiana. Indianapolis, Indiana.

Kristi Harris. Strategies for Success. Indianapolis, Indiana.

Ron Yoshimoto, Fellow, AOGPE. Honolulu, Hawaii.

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COPS

Capital

Order

Punctuation

Spelling

Quick Phonics Screener (QPS)

Name: _____ Date: _____ Assessor: _____

Vowels and consonants:
Blending:
Notes:

Cross through incorrect sounds.

Section 1

a /ă/ /ā/	b	c /k/ /s/ *rule*	d
e /ĕ/ /ē/	f	g /g/ /j/ *rule*	h
i /ĭ/ /ī/	j *rule*	k	l
m	n	o /ŏ/ /ō/	p
qu *rule*	r	s /s/ /z/	t
u /ŭ/ /ū/ /o͞o/	v *rule*	w	x
y /y/ /ī/ /ē/ *rules*	z	sh	ch
wh	th		
Correct: /41			

Section 2

-ss *rule*	-ll *rule*	-ff *rule*	-ck *rule*
-tch *rule*	-dge *rule*	al /ăl/ /ôl/	all
ang	ing	ong	ung
ank	ink	onk	unk
Correct: /17			

Section 3

ar /är/	or /ôr/	er /ûr/	ir /ûr/
ur /ûr/	ai /ā/	ay /ā/	ee /ē/
ea /ē/ /ĕ/	oa /ō/	oi /oi/	oy /oi/
Correct: /13			
Total: /71			

Quick Phonics Screener (QPS)

Name: _____ Date: _____ Assessor: _____

• Strike through errors. If possible, record what the student said. • Stop, indicating where, after five consecutive errors. Continue to next section.					**Accuracy**	**Fluency**
Section 1: cvc and blends						
ham	jig	cod	mug	bet	/15	Yes/No
dash	path	thud	chop	when		
stitch	cluck	swell	brass	ledge		
Section 2: Magic e						
rake	bone	pile	tube	eve	/15	Yes/No
spade	flute	prize	stove	snake		
slope	frame	scrape	stroke	shrine		
Section 3: Bossy r						
stern	perk	jerk	fern	perch	/20	Yes/No
smirk	shirt	skirt	firm	dirt		
church	blur	burst	curb	hurt		
stark	harsh	storm	march	porch		
Section 4: common vowel teams						
grain	gray	clay	paint	sway	/15	Yes/No
bleed	speech	dream	sweep	feast		
throat	float	join	groan	joy		
Section 5: suffixes						
landed	tested	asked	jumped	pinched	/20	Yes/No
brushes	dishes	smallest	wishing	taxes		
hopping	sloppy	hotter	filling	lapped		
filed	muted	taping	useful	piling		
Section 6: vccv syllable division						
admit	intact	runny	absent	until	/15	Yes/No
compete	combine	ignore	costume	escape		
permit	confirm	burden	garden	forgave		
Overall:					/100	

Section 1: cvc and blends				
ham	jig	cod	mug	bet
dash	path	thud	chop	when
stitch	cluck	swell	brass	ledge

Section 2: Magic e				
rake	bone	pile	tube	eve
spade	flute	prize	stove	snake
slope	frame	scrape	stroke	shrine

Section 3: Bossy r				
stern	perk	jerk	fern	perch
smirk	shirt	skirt	firm	dirt
church	blur	burst	curb	hurt
stark	harsh	storm	march	porch

Section 4: common vowel teams				
grain	gray	clay	paint	sway
bleed	speech	dream	sweep	feast
throat	float	join	groan	joy

Section 5: suffixes				
landed	tested	asked	jumped	pinched
brushes	dishes	smallest	wishing	taxes
hopping	sloppy	hotter	filling	lapped
filed	muted	taping	useful	piling

Section 6: vccv syllable division				
admit	intact	runny	absent	until
compete	combine	ignore	costume	escape
permit	confirm	burden	garden	forgave

Section 1:

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
qu	r	s	t
u	v	w	x
y	z	sh	ch
wh	th		

Section 2:

-ss	-ll	-ff	-ck
-tch	-dge	al	all
ang	ing	ong	ung
ank	ink	onk	unk

Section 3:

ar	or	er	ir
ur	ai	ay	ee
ea	oa	oi	oy

SEQUENCE CHART: BUILD A STRONG FOUNDATION

<table>
<tr><td colspan="4">Phonemic Awareness:</td></tr>
<tr><td colspan="4">Phoneme recognition
Phoneme isolation (beginning—ending—middle)
Phoneme segmentation
Phoneme blending—onset and rime, sound by sound (2 phonemes, 3 phonemes, 4 phonemes)</td></tr>
<tr><td colspan="2">Phoneme Grapheme</td><td></td><td></td></tr>
<tr><td colspan="2">Basic A-Z+</td><td>Other</td><td>Suffixes</td></tr>
<tr><td>• a/ă/ā/, b, c/k/s/, d, e/ĕ/ē, f,
• g/g/j/, h, i/ĭ/ī/, j, k, l, m, n,
• o/ŏ/ō/, p, qu, r, s/s/z/, t,
• u/ŭ/y<u>oo</u>/<u>oo</u>/, v, w, x, y/y/ī/, z
• optional: al/ăl/ôl/, all/ôll/, wa/wô/</td><td>• no English word ends with j
• q is always followed by u
• When y/y/?
• When y/ī/?</td><td rowspan="3">• b-checker
• vowel/consonant
• short sound, long name
• blending–sound by sound
• blending–wwr
○ vc
○ cvc
○ ccvc
○ cvcc
○ all</td><td rowspan="3">• definition
• vowel vs. consonant
• just add/chop
• base word
• s /s/, /z/
• -ed /əd/, /d/, /t/ (see note next page)
• -er
• -es
• -est
• -ing
• doubling/chop</td></tr>
<tr><td colspan="2">• /k/ is spelled k before a stick vowel E,I, Y
• /k/ is spelled c before a round vowel a, o, u or a consonant
• /k/ spelling at the end of a word or syllable—-ck, -c</td></tr>
<tr><td colspan="2">Consonant Digraphs (h-brothers)</td></tr>
<tr><td colspan="2">• ch, sh, th, wh
• ph optional, few K-2 friendly words</td></tr>
<tr><td colspan="2">Consonant Blends and Clusters (as needed)</td><td>Syllable Types</td><td></td></tr>
<tr><td colspan="2">• initial blends/clusters—s blends, l blends, r blends, clusters
• final blends</td><td rowspan="3">• open
• closed</td><td rowspan="3"></td></tr>
<tr><td colspan="2">Short-Vowel Pointers</td></tr>
<tr><td>Reading</td><td>Spelling</td></tr>
<tr><td>• floss -ff, -ll, -ss (-zz optional)
• -ck, -tch, -dge</td><td>• floss -ff, -ll, -ss (-zz optional)
• -ck, -tch, -dge</td></tr>
<tr><td colspan="2">Magic e</td><td></td><td></td></tr>
<tr><td colspan="2">• a_e, i_e, o_e, u_e with 2 sounds of long u—/y<u>oo</u>/ and /<u>oo</u>/
• e_e, y_e /ī/—few words but follow the same pattern
• s between 2 vowels often says /z/
• no English word ends with v, always add a silent e
• stick vowels (E, I, Y) with c and g
○ c/s/ when followed by E, I, Y—place, mice, nice
○ g/j/ when followed by E, I, Y—wage, stage, huge</td><td>Magic e</td><td>e Drop/chop</td></tr>
</table>

Phoneme Grapheme	Syllable Division Related	Syllable Division	Suffixes
Vowel team, R controlled (Grp1) & Syllable Types			
• R controlled syllable type • ar/ar/, or/or/, er, ir, ur • vowel team syllable type • ai, ay, ee, ea /ē/, oa, oi, oy • oe, ie, ue optional	y /ē/	• vccv (closed/closed)—*rabbit* • schwa - *atlas* • vcccv etc. (many c)—*subtract* • vccv with Magic e syllable—*reptile* • vccv with R controlled—*hornet* • vccy—*funny*	• -ly, -ful, -less • -en, -ish, -ness, -y
V-team R controlled (Grp 2)			
• ea /ĕ/ • eigh, igh • ie /ē/, /ī/ • oo /o͞o/o͡o/ • ou /ou/o͞o/ • ow /ō/ou/	• consonant + le • pronouncing c+le graphemes • s+tle (whistle)	c+le—can.dle, ma.ple	• -tion, -sion • -al, -ous • -able, -ible
V-team R controlled (Grp 3)			**Prefixes**
• ar and or /er/ • au, aw, ew • silent letter: kn, wr		• vcv—tulip, camel, flexing • vv—create • Crazy i—animal, radio	• definition • closed—dis-, mis-, un- • open—a-, de-, pre-, pro-, re-, in-/im-/ir-/il-
Other (teach as needed)			
Compound words **Short-vowel exceptions** • -ang, -ing, -ong, -ung • -ank, -ink, -onk, -unk • -ind, -old, -ild, -ost /ōst/ŏst/, -olt, -oll		**-se and -ce word ending** **y rule** • reading/spelling • plural • adding a suffix	

Note: In this document, within a box, phonemes/graphemes are listed in alphabetical order. We suggest you separate in time the teaching of different phonemes for the same grapheme. For example, do not teach the three sounds of -ed at one time or the two sounds of ie. Separate them the phonemes by a week. When planning to teach -ed you might teach /əd/ after base words ending in d or t one week and /d/t/ the next. For ie, you might teach the /ē/ phoneme one week and the /ī/ phoneme another.

Lesson Plan Basic

Student(s):
Date:
Lesson: #

Decoding (30 min.)

Phonemic Awareness Activities

Drills (5 min.):
Visual:

Blending:

Review (5 min.):

Introduction New (5 min.):

Oral Reading (10 min.):

Encoding (10 min.)

Auditory:

Review:

Intro New:
- Phoneme/grapheme
- Words

Red Words:
- Introduce:
- Deck:

Sentence:

Diagnostic/Prescriptive Notes:

Lesson Log

Student/Group:_____

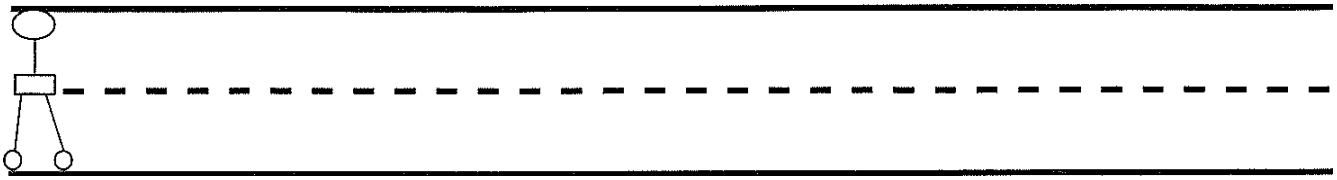
Teacher:_____

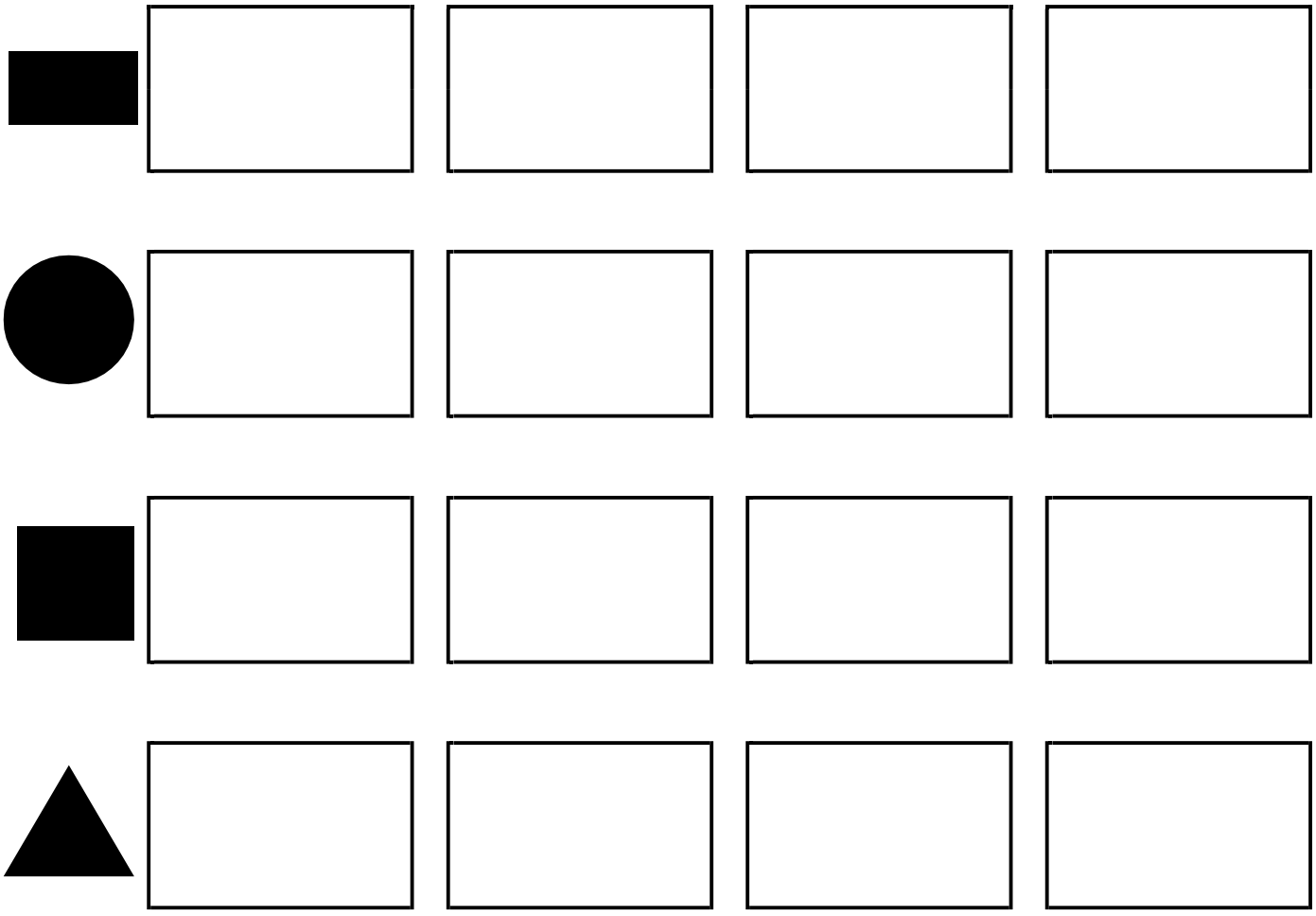
Date	Lesson #	Review	New	Reading Passage	High Freq Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N
					Y/N

right

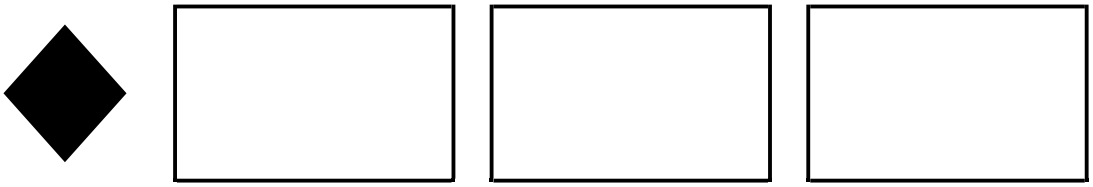
left

Name _____





New Phonogram



Words to Spell

★ 1 _____

★ 3 _____

★ 2 _____

★ 4 _____

New Memory Words

_____

_____

_____

_____

Check

✓ _____

Review Memory Words

_____

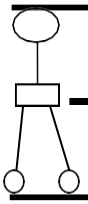
_____

Dictation

_____

_____

Name



New Phonogram

Words to Spell

★ 1

★ 2

★ 3

★ 4

New Memory Words

Check

✓

Review Memory Words

Dictation

Kindergarten Form B
First Grade Form A

Name _____

Sounds

❶				
❷				
❸				

New Phonogram

◆

Words to Spell

★ 1 _____

★ 2 _____

★ 3 _____

★ 4 _____

New Memory Words

Check

✓

Review Memory Words

Dictation

Kindergarten Form C

Name _____

Date _____

Review Words to Spell

★ 1 _____

★ 2 _____

★ 3 _____

★ 4 _____

New Phonogram

_____ _____ _____

_____ _____ _____

New Words to Spell

★ 1

★ 2

★ 3

★ 4

New Memory Words

Check

✓

Review Memory Words

Dictation

Name _____

Date _____

Sounds

1. _____ _____ _____ _____
2. _____ _____ _____ _____
3. _____ _____ _____ _____

Review Words to Spell

★ 1 _____

★ 2 _____

★ 3 _____

★ 4 _____

New Phonogram

_____ _____ _____

_____ _____ _____

_____ _____ _____

New Words to Spell

★ 1

★ 2

★ 3

★ 4

New Memory Words

Check

✓

Review Memory Words

Dictation

Name: _____ Date: _____

Sounds:

_____	_____	_____	_____
1	2	3	4

Review Words to Spell:

_____	_____	_____	_____
1	2	3	4

New Pattern: _____ _____ _____

New Words to Spell:

_____	_____	_____	_____
1	2	3	4

New Memory Word:

_____

_____

_____

_____

Check:

_____

Review Memory Words:

_____

_____

Sentence Dictation:

_____

_____

Meet the H Brothers from the H Brothers' Railroad.

There once were five brothers named Chuckie, Phil, Sheldon, Theo, and Whistler. They owned the H Brothers' Railroad.

Chuckie was the conductor of the railroad. He was always happy. He loved to **chuckle** and say **choo choo** as they passed through each little town.

Phil loved to talk. Chuckie always told Phil not to talk so loudly when he was on the phone.

Sheldon was another brother. He always wanted the other brothers to be quiet, so he would say **Sh!!!!!!!** Sheldon was **sharp**. If he thought carefully, he could remember the right way to get to each town.

Theo was a mischievous lad. He was always sticking out his tongue at the passengers on the train. Most people did not **think this** was funny

Whistler's job was to warn people when the H Brothers' train was getting close to a railroad crossing. He would **whistle** as loud as he could. The sound would blow through the air so the people in the next town could hear it.

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