

# **K-3 Literacy Pilot: MoMEntum Common Professional Learning #8.0 Webinar**



Phonics:  
A K-3 Literacy Essential

# Learning Intentions

## Educators will:

- develop a common understanding of phonics.
- develop a common understanding of the importance of phonics related to reading and writing instruction.
- discuss when and how phonics should be taught.
- discuss the importance of integrating systematic phonics within a complete literacy program.

# Critical Components of Reading & Writing

## Alphabetic

### Phonological Awareness

- Words
- Syllables
- Rhymes
- Onsets and Rimes
- Phonemic Awareness
  - Sound Isolation
  - Discrimination
  - Segmenting & Blending
  - Manipulation

### Phonics

- Letter Sound Correspondence
- Decoding
- Encoding

## Fluency

- Rate
- Accuracy
- Expression

## Comprehension

- Vocabulary
- Text Comprehension

# What is Phonics?

Phonics is knowing the relationship between **printed letters** (graphemes) and the **individual sounds** (phonemes) of spoken language.



The following terms are often used when people discuss phonics:

- Graphophonic cues
- Letter/sound relationships or correspondences
- Sound/symbol relationships or correspondences
- Sound/spelling relationships or correspondences

(Armbruster, Lehr, & Osborn, 2001; IRA's Position Statement on PA, 1998)

# The Phonemic Awareness/Phonics Connection

(Armbruster, Lehr, & Osborn, 2001)

Phonemic Awareness	Phonics
	
<p>Given the spoken word "dog", the student can tell you that the beginning sound is /d/. (isolation)</p>	<p>Given the spoken word "dog", the student can tell you that the beginning letter is "d".</p>
<p>Given the separate sounds /d/ /o/ /g/, the student can tell you that they make up the spoken word "dog". (blending)</p>	<p>Given the word "dog" in print, the student can make the sounds for each letter and blend them into the word "dog".</p>
<p>Given the spoken word "hat", the student can separate the word into 3 separate sounds /h/ /a/ /t/. (segmentation)</p>	<p>Given the spoken word "hat", the student can tell you that the letters that spell the sounds in hat are h-a-t and/or write the word "hat".</p>
<p>Given the spoken word "cart" and asked to take off the last sound, the student can say "car" (manipulation—deletion)</p>	<p>Given the spoken word "cart", the student can spell c-a-r-t. If the final "t" is erased/covered, the student can read the word as "car".</p>

# Phonemic Awareness, Phonics, or Both?

- Students use elkonin boxes and plastic chips to segment the sounds they hear as they say the word *top*.
- Students read a poem from a chart. Then they search for rhyming words, say the words, and circle them.
- Students manipulate magnetic letters to form the words *cat*, *bat*, and *sat*.
- A student slowly says and listens to the sounds in the word *bedroom* as she writes this word in her story.

# The Phonemic Awareness/Phonics Connection

Although phonemic awareness and phonics are two separate skills, phonemic awareness instruction is most effective for strengthening reading and spelling when children are taught to use the letters in conjunction with manipulating the phonemes.

(Armbruster, Lehr, & Osborn, 2001)

# What are the two elements of phonics?

- **Decoding**

Blending sounds to form words

- **Encoding**

Segmenting words into sounds for spelling

(NRP, 2000)



# Phonics Instruction is Critical to Reading and Writing in Grades K-3

Researchers report:

- Letter-sound knowledge is a prerequisite to effective word identification. A primary difference between good and poor readers is ability to use letter-sound correspondences to identify words.
- Students who acquire and apply the alphabetic principle early in their reading careers reap long-term benefits.
- During the alphabetic phase readers must have lots of practice phonologically recoding the same words to become familiar with spelling patterns.
- Good readers must have a strategy to phonologically recode words.

# Phonics Instruction is Critical to Reading and Writing in Grades K-3

IES report (2016):

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.

*Foorman, B., (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.*

- Phonics instruction has an effect size of .54.

*Fischer, D., Frey, N., & Hattie, J., (2016). Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning. Thousand Oaks, CA: Corwin*

# Systematic and Explicit Phonics Instruction is Important

## Implications for reading & writing instructions:

- Systematic, explicit phonics instruction is more effective than non-systematic or no phonics instruction.
- Systematic, explicit phonics instruction
  - significantly improves children’s reading comprehension,
  - is beneficial regardless of the socioeconomic status of students,
  - is particularly beneficial for children who are having difficulty learning to read.

# Systematic Phonics Instruction

In systematic phonics instruction, the teacher utilizes a **carefully selected sequence** (ES .54) of letter-sound relationships rather than teaching letter-sound relationships **randomly** as students encounter them in stories and books. Systematic instruction also **includes ample reading and writing** opportunities to **practice** using the letter – sound relationships that students are learning.

# Explicit Phonics Instruction

In **explicit** phonics instruction, the teacher **clearly explains** (ES .59) that certain letters or letter combinations represent certain sounds and how to use this knowledge in reading and spelling. The teacher **explains and models** (ES .59) phonics concepts, gives **guided practice** (ES .59) and **feedback** (ES .75), and plans **extended practice** (ES.59) based on individual needs.

# Letter Knowledge

To read in English, students need to:

- understand the alphabetic principle (that our letters stand for sounds).
- recognize these letters in various contexts and forms. (e.g., uppercase, lowercase, different fonts).
- distinguish visually similar letters (e.g., E and F, b and d) and their position on the line (e.g., length, size, descenders).

# Letter Knowledge

“ Children deserve for us to teach them letters and sounds, to develop their phonological awareness and print concepts, in the most powerful way we can find. Moving away from the letter of the week is the right direction for you to go.”

Nell Duke

# Recommended Practices

These features recur in effective alphabet instruction:

- Exposure and practice: repeated, varied and not too much.
- Small group instruction.
- Multicomponent instruction.
- Order of teaching letters. (s, a, t, l, p, n, c, k, e)



# Recommend Practices

- Pace – teaching letters early and intensely and to degree needed by each individual child.
- Print – rich classroom literacy environments
- High- quality, print focused read alouds.
- Interactive writing experiences

# A Phonics Scope and Sequence


- a) Short vowels and consonants to make VC and CVC words(e.g., am sat)
- b) Short vowels and blends (e.g., step, flip)
- c) Short vowels and digraphs (e.g., ship, chop, with)
- d) Final e (e.g., like, make, hope)
- e) Long vowels (e.g., train, play, road, snow, read, see)
- f) r- controlled vowels, variant (complex) vowels, and diphthongs (e.g., park, hurt, moon, boy, sound)
- g) Multisyllabic words (compounds, prefixes, suffixes – although some of this can be incorporated earlier)
- h) Multisyllabic words (syllable types)

# Steps to Successful Phonics Instruction

- Phonics instruction should not only include a sequence of skills (progressing from the simplest to most complex) but should also include review and repetition.
- Phonics programs/instruction should have plenty of opportunities for repetition, review and reading practice in order for students to master the skills. Plus, opportunities for adjustments based on student need should be included.
- Educators need current linguistics information to assist them in making more informed decisions about how phonics skills should be taught.

# Steps to Successful Phonics Instruction

- Tightly link phonics instruction to the reading students do as follow-up work.
- All students, especially struggling readers, need phonics, vocabulary and background knowledge building. These skills lay the foundation for deeper comprehension.
- With English learners, we need to devote more time to skills that do not transfer from their native language to English.



**Phonics** instruction teaches students how to map sounds onto letters and spellings.

The more phonics skills students learn, the better able they are to **decode**, or sound out, words.

The more opportunities students get to decode words (including repeated exposure to the same words), the stronger their **word recognition** skills will become.

When students begin to recognize many words automatically (through repeated exposure), the better their reading **fluency** becomes. This refers to the ease with which they can read (accuracy and speed). Student's store of sight words increases, thereby lessening the amount of mental energy required to work through words while reading.

Reading fluency improves reading **comprehension**. As sentences become longer and more complex, students need to get through enough words fast enough to make a meaningful chunk. If they don't, their understanding breaks down. If students have to devote too much time to decoding, their reading will be slow and labored. This is characteristic of many struggling readers.

# Phonics

<http://www.readingrockets.org/reading-topics/phonics-and-decoding>

Please watch the following video clips:

1. The Alphabetic Principle
4. The Importance of Alphabetic Principle
5. Letters vs. Phonemes

While viewing the phonics video clip, please jot down 2-3 key understandings.

# Completing the Survey

Copy and paste the link to the survey into a browser window.

<https://www.surveymonkey.com/r/MLSPXN2>

Complete the survey.

A certificate of one contact hour will be issued by your literacy coach.