

# **K-3 Literacy Pilot: MoMEntum Common Professional Learning # 8.1**



Phonics Instruction:  
A K-3 Literacy Essential

# Learning Intentions

Educators will:

- recognize and apply common phonics terminology.
- understand how to enhance blending work to provide deeper, richer, more differentiated decoding practice.
- understand how to transition students' growing reading skills to writing through instructional dictation.
- recognize word building and word sorts are part of a phonics instructional cycle.
- experiment with blending, dictation & word sort activities in order to apply with students.

# The Language of Phonics

consonant

vowel

blend

consonant digraph

vowel digraph

r-controlled vowel

variant vowels

diphthongs

syllables

onset

rime

phonogram

schwa

# Progression of Phonics

- Pre-alphabetic phase
- Partial alphabetic phase
- Full alphabetic phase
- Consolidated alphabetic phase (orthographic)

# Instructional Strategies for Phonics

- **Alphabet**
- **Blending and blending lines**
- **Dictation**
- **Word Building**
- **Word Sorts**
- **Word Ladders**
- Syllabication
- High frequency words
- Decodable text

# Alphabet

“ The two best predictors of early reading success are alphabet recognition and phonemic awareness.”

Marilyn Jager Adams

In addition to alphabet recognition and phonemic awareness, children need to have:

- a sense of story.
- a basic sense of the concepts of print.
- a firm grasp of the language of instruction.

# Blending

Blending is the main strategy we teach students to decode, or sound out, words.

Blending is the stringing together of letter sounds to read a word.

## Example:

If a student sees the word *sat*, he will say the sound for each letter or spelling (/s/, /a/, /t/ and string or sing together the sounds (/sat/.



# Blending

Research shows:

Teachers who spend larger than average amounts of time on blending- modeling blending and providing loads of practice blending words in isolation and in context (e.g., daily reading instruction and practice )- achieve greater student gains.

(Haddock, 1978;Rosenshine& Stevens, 1984)



# Types of Blending

**Final Blending** – blending one sound at a time as you work through the word.

**Successive Blending** – blending or melting each sound into the next.

Start with final blending but move to successive blending which is more efficient.

# Practice Blending Routines

Final Blending: /s/

/s/ /i/

/s/ /i/ /p/

Successive Blending:

/s/ /i/ /p/

# Blending: Keys to Success

- Begin with letters that have continuous sounds (vowels, f, l, m, n, r, s, v, z).
- Spend time decoding words in connected text as well as in isolation.
- Practice blending high utility words.
- Let the learners do the heavy lifting and thinking.

# Practice Blending Routines

- Blending Lines:

Line 1 (vary initial sound)	up	cup	pup	but	cut	hut
Line 2 (vary final sound)	cup	cut	bug	bun	hug	hum
Line 3 (vary medial sound)	cap	cup	pop	pup	bug	bag
Line 4 (mixed set, target skill)	bus	dug	fun	gum	jug	nut
Line 5 (review for mastery)	map	led	hip	rock	dot	rip
Line 6 (review for mastery)	fell	tap	fog	beg	tan	lid
Line 7 (challenge)	truck	stuck	struck	fluff	stuff	plug
Line 8 (connected text)	The big red bug hid.					
Line 9 (connected text)	The big red bug hid under the rug.					

# Important Aspects of Blending Routines

- Model only one or two words at the beginning of the word set.
- Have students read the words chorally the first time through.
- Revisit the blending lines quickly by pointing to words in random order and calling on students to read each one.
- Use the blending lines for multiple days as a quick review or warm up.
- Make copies to take home.
- Draw words and sentences from upcoming stories.

# Dictation (Encoding)

Dictation is guided spelling.

Dictation is a way for teachers to model and provide supported practice for a student in how to transfer phonics skills from reading to writing.

The great benefit of dictation is that it can accelerate students' use of taught phonics skills in their writing.

# Dictation

Dictation (encoding) should be part of weekly phonics instruction, at least twice a week.

Research shows:

Students learn letter – sound relationships and spellings as they write.



# Dictation Keys to Success

- Dictation should begin as early as Kindergarten and can be introduced as soon as letter-sound relationships are taught.
- Replace counters with letters when using Sound Boxes.
- Observe students during writing and check writing samples for application and transfer of phonics skills.
- Use dictation to model how to write words and thinking aloud the process.
- Spelling should not be taught haphazardly.
- Increased opportunities for writing words.

# Dictation Activities

The word is /sat/.

Sound /sat/. /s/ /a/ /t/

What's the beginning sound? /s/ Write /s/.

What word are you writing? "sat"

What's the next sound? /a/ Write /a/

What word are you writing? "sat"

What do you have so far? /sa/

Next sound? /t/ Write /t/

What is the word? "sat"

What are the sounds? /s/ /a/ /t/

# Dictation Lines

Line 1 (words with new skill)

mop not fox

Line 2 (words with review)

clap stick lift

Line 3 (sentence)

The frog can hop.

Line 4 (sentence)

The frog can hop on top of the rock.

# Word Awareness

- **Word building**—building fluency with blending and phonemic isolation
  - **Blending**—make a word and change a letter sound, then read the new word
    - Make sat. Change the /s/ to a /m/. What is the new word.
  - **Word awareness**—make a word, change a letter sound to make a new word
    - Make sat. Change sat to mat.

# Word Awareness

- **Word sorts**—draw students' attention to common patterns.
  - Open
  - Closed
  - Timed
- **Word Ladders**—Combine phonics with word meaning

# Success Criteria

I can...

- recognize and apply common phonics terminology.
- understand how to enhance blending work to provide deeper, richer, more differentiated decoding practice.
- understand how to transition students' growing reading skills to writing through instructional dictation.
- recognize word building and word sorts are par of a phonics instructional cycle.
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# Try It On

- Look at your phonics activities sequence, does it progress from easiest to more complex? Work with your coach or colleagues to adjust if need be.
- Try on blending lines with your students. Ask your coach to co-plan and teach the lesson. Or have the coach take note of the language you are using.
- During shared reading, try teaching some concepts of print items. Have your coach model or observe the lesson.



# Try It On

- Try out some of the phonics activities discussed in professional learning. Have your coach collect student data to discuss after the lesson.
- Try out some of the phonics activities discussed in professional learning. Have your coaches show you how to enhance them with technology.