

# **K-3 Literacy Pilot: MoMEntum Common Professional Learning # 8.2**



Phonics Instruction:  
A K-3 Literacy Essential

# Learning Intentions

Educators will:

- recognize and apply common phonics terminology.
- understand how and why to transition to multisyllabic words sooner.
- understand why high frequency words are important and the importance of direct instructional routines.
- recognize the importance of a varied reading diet to student reading success.
- experiment with syllabication, high frequency words & connected texts activities in order to apply with students.

# Instructional Strategies for Phonics

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

# Syllabication Guidelines

- A syllable is a unit of pronunciation.
- Whether a group of letters forms a syllable depends on the letters that surround it.
- One syllable in a multisyllabic word receives more emphasis or stress.
- To decode multisyllabic words, children must be able to divide words into recognizable chunks.

# Syllabication Guidelines

- Children need to be taught to divide words according to syllables.
- Children can use syllabication strategies to approximate the word's pronunciation.
- Syllabication strategies and generalizations can be ineffective.

# Syllabication Guidelines

- Begin syllabication instruction in first grade and continue into later grades.
- Teach syllabication strategies using known words, then provide ample opportunities for students to apply each strategy in context.
- Use dictionaries with caution.

# Syllabication Guidelines

- There are six basic syllable spelling patterns in English that children should be familiar with:
  - closed
  - open
  - r- controlled
  - vowel team
  - vowel – silent e
  - consonant - le

**1. Closed:** These syllables end in a consonant. The vowel sound is generally short (examples: rabbit, napkin).

**2. Open:** These syllables end in a vowel. The vowel sound is generally long (examples: tiger, pilot).

**3. Vowel –silent e (Vce):** These syllables generally represent long-vowel sounds (examples: compete, decide).

**4. Vowel team:** Many vowel sounds are spelled with vowel digraphs such as ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, and ei. The vowel digraphs appear in the same syllable (example: boat, explain).

**5. r-controlled:** When a vowel is followed by r, the letter r affects the sound of the vowel. The vowel and the r appear in the same syllable (examples: bird, turtle).

**6. Consonant + le:** Usually when le appears at the end of a word and is preceded by a consonant, the consonant + le form the final syllable (examples: table, little).



# Syllabication Activities



# High Frequency Words

High - frequency words are the words we see most often in printed English.

A relatively small number appear so frequently in print that they need to be addressed during instruction because a lack of mastery of these words will result in fluency and comprehension issues.

# High- Frequency Words

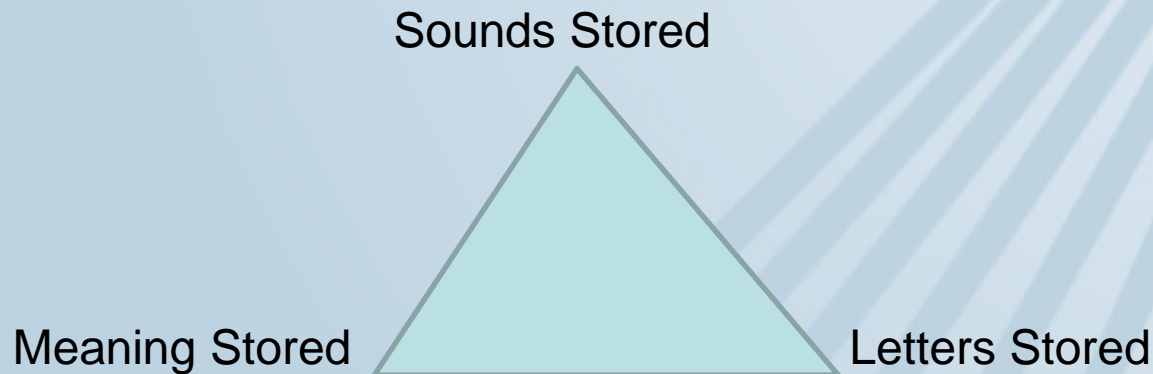
We know...

- which words to target for instruction.
- which words are most problematic and require greater review and practice.
  - **Reversals:** was and saw, on and no
  - **Visually similar words without concrete meanings:** of, for, from
  - **Words with th and wh:** there, then, them, that, this; where when, what, with, were why

# High – Frequency Words

and we know...

- best instructional practices
  - Read – Spell – Write – Extend Routine



- Irregular “oddball” words may have commonalities and can form their own unique word families.

# High Frequency Words

Activity:

- Read – Spell – Write – Extend Routine

# Connected Texts

The goal of phonics instruction is to develop students' ability to read connected text independently.

# Connected Text

## A Balanced Reading Diet

A variety of texts is needed in early reading instruction, each with a specific purpose. One type of text cannot meet all the reading demands of our early readers.

- Decodable text
- Predictable or patterned text
- Trade books

# Connected Text

## A Balanced Reading Diet

**A direct connection between phonics instruction and what students read is essential.**

“We can teach an award- winning phonics lesson, but if we follow that up (day after day, week after week)with texts to apply the phonics skills containing few decodable words, our efforts might be in vain.



# Connected Text

## A Balanced Reading Diet

The goal is to encounter these words (the targeted skill) enough times that students begin to recognize them automatically and can easily sound out new words with target skill because of their comfort with the new skill.

# Connected Text

## A Balanced Reading Diet

### How to Use Decodable Text

- Must be read daily, with attention to both decoding and comprehension.
- Must have a close match to the phonics skills taught up to that point in the phonics scope and sequence.
- Multiple texts (minimum of two) needed for each skill to ensure ample practice.
- Should be reread to build fluency, be used as springboards for writing exercises, and not be only text students are exposed to each day.

# Connected Text

## A Balanced Reading Diet

### How to Use Decodable Text Continued:

- In any given phonics lesson, the bulk of time should be devoted to applying the skill to real reading and writing situations.
- Each component of literacy instruction should connect across lessons – phonics, guided reading, writing workshop.
- Decodable texts should use high-utility English words and not be tongue twisters filled with lots of words with the target phonics skill, but lacking in “sense”.

# Connected Text

## A Balanced Reading Diet

### How to Use Decodable Text Continued:

- Sentences in decodable texts should all follow normal English language speech and writing patterns. This is especially critical for our English Learners.
  - If your decodable texts break the fore mentioned rules, then purchase new texts or find replacements in your curriculum or online.
  - If new texts are not available, rewrite the most problematic sentences the decodable texts(e.g., tape over the replacement sentences).

# Connected Text

## A Balanced Reading Diet

Reading a decodable book routine.

- Preview & Predict
- First Read (Read Together)
- Check Comprehension
- Second Read (Develop Fluency)
- Retell & Write

# Success Criteria

I can...

- recognize and apply common phonics terminology.
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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 some syllabication explicit direct instruction 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.
- How will what you learned today about high frequency words effect your instruction? How will you incorporate technology? Try on the Read-Spell-Write-Extend routine and discuss with your coach.

# Try It On

- Examine your current instructional texts. Do you have a sufficient amount of decodable texts to use with your phonics lessons? How strong are your decodable texts? Are you using a balance of leveled texts, as well as decodables? Discuss with your coach.
- Extend decodable and leveled texts through writing activities. Use decodable texts to practice fluency. How will you monitor comprehension during and after reading text? Have your coaches show you how to enhance these practices with technology.