

Presenter: Lisa Thomas POPEY Program Manager



# Shape of the Afternoon

This afternoon we will continue our focus on foundational phonics skills to support successful literacy development in the primary grades:

- ✓ making meaning in and out of texts as we build our word solving skills
- ✓ quick review: high leverage routines for phonemic awareness
- ✓ quick review: characteristics of strong phonics instruction
- ✓ dictation and guided spelling
- ✓ sight words vs. high-frequency words
- ✓ examples of phonics activities/centres to support word awareness
- ✓ prioritizing print as a strategy of first resort for word solving
- ✓ choosing books with the decoding opportunities students need to practice



# A comprehensive literacy framework

# Reflect & Share

#### Making Meaning <u>OUT OF</u> Texts

#### Word Study

Early Literacy Concepts

Phonological Awareness

Letter-Sound Relationships

Letter Knowledge

Spelling Patterns

High-Frequency Words

Word Meaning/Vocabulary

Word Structure

Word Solving Actions

#### Making Meaning IN Texts

#### Reading

Active Read Aloud Reading Mini—Lessons Shared Reading Guided/Small—Group Reading Independent Reading

#### Writing

Modelled Writing Writing Mini-Lessons Shared/Interactive Writing Guided/Small-Group Writing Independent Writing

Oral Language Comprehension

Adapted from - The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell



## Revisiting Shift Two

# Intentional, systematic phonemic awareness instruction

High-leverage instructional routines for phonemic awareness:

- ✓ Let's **notice** how sounds are made (articulatory gestures)
- ✓ Let's put sounds together to make whole words (blending)
- ✓ Let's take words apart (segmenting)
- Let's listen for sounds that are the same (isolation & discrimination)
- ✓ Let's take sounds off of words (deletion)
- ✓ Let's change one sound in a word to make a new word (substitution)

How can you help students both NOTICE and MANIPULATE the phonemic structure of individual words?

Shifting the Balance: Burkins & Yates



#### Characteristics of Strong Phonics Instruction



- ✓ Readiness Skills phonemic awareness & alphabet recognition
- ✓ Scope and sequence build student learning from simple to complex
- ✓ Blending must be frequently modelled and applied
- ✓ Dictation guided spelling helps transition growing reading skills to writing
- ✓ Word Awareness Activities word sorts and word building provide opportunities to play with words and experiment with how word parts combine
- ✓ Teaching High—Frequency Words teaching high utility words that are irregular based on common sound—spelling patterns (typically the top 200—300 high frequency words are taught in K—2)
- ✓ Reading Connected Text controlled, decodable text at the beginning level
  of reading instruction helps students develop a sense of comfort in and
  control over their reading growth a key learning tool in early phonics
  instruction

Active \* Social \* Reflective

Phonics From A to Z: A Practical Guide - Blevins



# Dictation - guided spelling

Not a test. Cumulative.

#### Early dictation

1. s t m

2. am at

3. Sam sat. (simple sentence)

#### Differentiated dictation

rain take move
train taking remove
training retaking removing
retraining mistaking removable

- Make your thinking public about how English works -

Wiley Blevins - ILA workshop: Adding Encoding to Phonics Lessons, Oct. 2023




# Sight words are NOT the same as HFWs

Sight words are simply all words, not just high-frequency words, that we have come to know through sight, sound, and meaning and have stored away in the visual word form area of the brain for quick retrieval. As an expert reader, almost every word you read has become a sight word for you.

High-frequency words – those that show up more frequently in text – are especially important for students to learn.

This means that strategic effort helping readers store a few dozen high-frequency words in the word form area of the brain can free up a lot of working memory. Less attention spent on deciphering the words means that students can direct more attention toward comprehending the text.

Shifting the Balance - Burkins & Yates



## All words have some degree of decodability...

For each word, notice what IS reliable about the sound spellings within it: are, been, come, could, do, does, done, give, have, live of, one, said, some, the, their, they, their, to, was, want, who, would, you

Many high-frequency words are ABSOLUTELY decodable, such as:
a, and, big, came, can, down, each, fast, get, how, in, like, make,
not, play, read, see, stop, them, try, went, will, yes

Shifting the Balance - Burkins & Yates



#### High Frequency Power Words 109 Power Words Jan Burkins and Kari Yates © 2020 TheSixShifts.com These 109 words 22 this 42 their 62 has comprise 50% of 43 said 63 more 83 did 103 back 64 her the words found in children's texts. 89 may 90 water \*Words 1-13 71 no 91 long make up 25% of 92 little the words in children's texts. 76 its 59 would 79 people 99 most 60 other POPFY Adapted from Adams, 1990 and Caroll, Davies, and Richmond, 1971


# The process of orthographic mapping

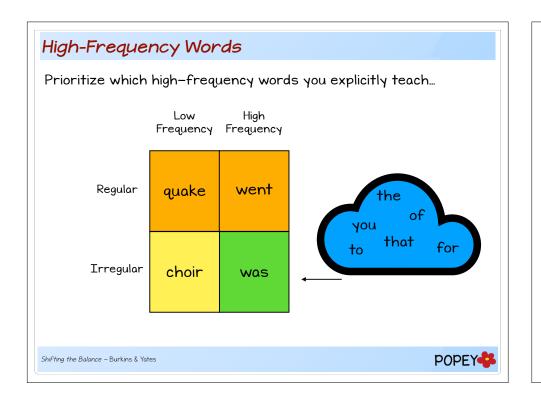
To really learn any new word you have to get in and do some phonemic analysis, comparing the word's sound structure to its spelling. This sound—to—spelling work, known as orthographic mapping, is essential, whether the word is very easily decodable (at) or irregularly spelled (should).

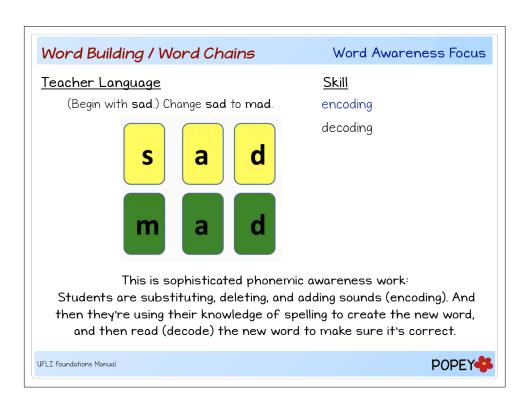
Taking the spoken word and the written word apart and then matching up the two – phonemes to graphemes – is how the spelling of a word gets locked into long-term memory. This locking in is the magic of orthographic mapping, and it is speech-to-print work, as opposed to the print-to-speech work of decoding.

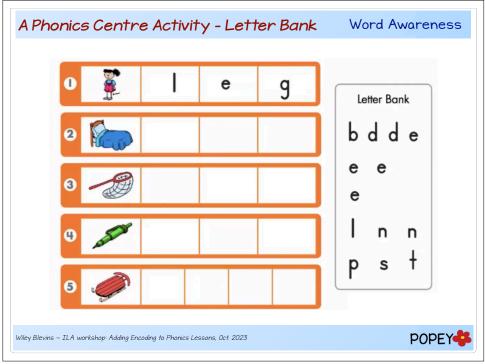
Shifting the Balance - Burkins & Yates

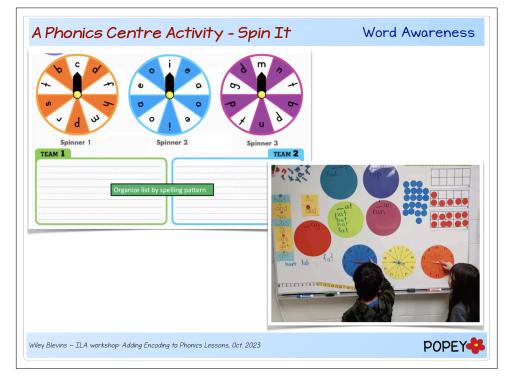


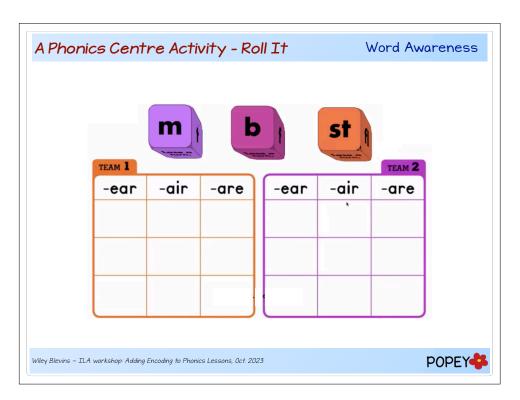
# Orthographic Mapping & Irregular HFWs Let's explore an orthographic mapping routine for the word does sound boxes transfer to spelling Reading outcomes are stronger when phonemic awareness is taught with print. —Nathan H. Clemens et al The Bis Five Phonics—Orthographic Mapping — Wooldridge Article They Say You Can Do Phonemic Awareness Instruction "In the Dark' But Should You?



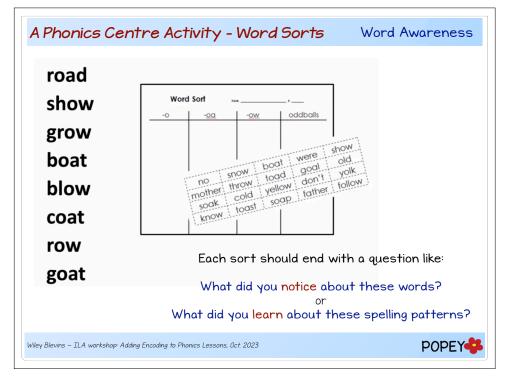












# Rich Instructional Conversations

Wiley Blevins - ILA workshop: Adding Encoding to Phonics Lessons, Oct. 2023

High-Frequency Word	Possible Supports
have	No English words end in the letter v. If you hear the /v/ sound at the end, you must add an e. Connect to give, live, love, glove, above.
to	Connect to do and who. (Confusion: go, no, so) Contrast with two and too.
one	Connect to done and once. Contrast with won.
could	Connect to should and wouldould spelling pattern, silent " "
was	Discuss reversals was/saw. Highlight a for /u/ and s for/z/ (is and has).

# More Advanced Language Comprehension

Common Prefixes and Suffixes we can explicitly teach:

Prefix	% of words	Meaning	Examples
un-	26%	not, opposite of	unaware, unsure
re-	14%	again	redo, replay
im—, in—, il—, ir—	11%	not	impossible, illogical

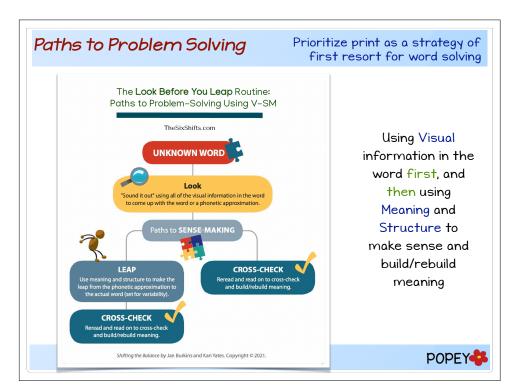
Suffix	% of words	Part of Speech	Examples
-s,-es	31%	plural of noun	cats, boxes
-ed	20%	past tense of verb	sailed
-ing	14%	progressive tense of verb	jumping, racing

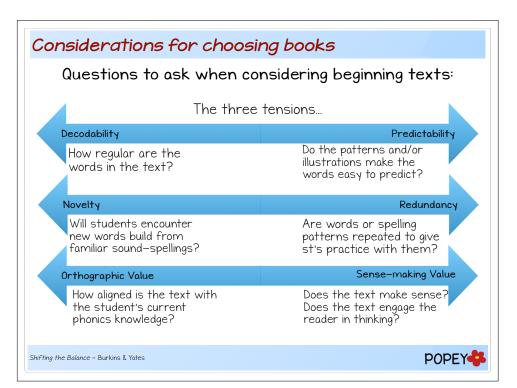
Look what knowledge students can gain from these explicit lessons!

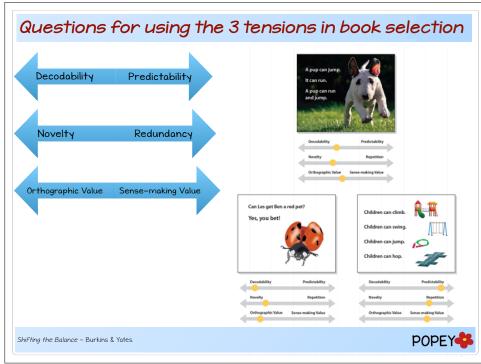
Carroll, Davies, & Richman

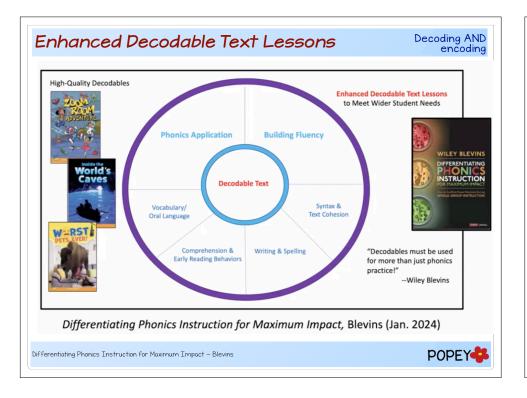
**POPEY** 

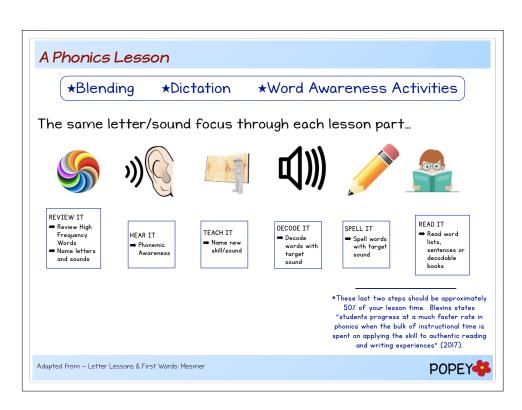










# Revisiting characteristics of strong phonics instruction

- ✓ Readiness Skills phonemic awareness & alphabet recognition
- ✓ Scope and sequence build from simple to complex; build on previous learning
- ✓ Blending teaching students to sound out words
- ✓ **Dictation** transfer students' growing phonics skills to writing
- ✓ Word Awareness Activities word bldg/sorts are key to increase word awareness
- √ Teaching High-Frequency Words spend more time on the most common words
- ✓ Reading Connected Text
   accountable texts to apply their growing phonic skills

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Phonics From A to Z: A Practical Guide - Blevins





#### Sources

#### **Books & Presentations**

A Fresh Look at Phonics, Grade K-2 - Blevins

Phonics From A-Z - Blevins

Shifting the Balance - Burkins & Yates

Units of Study - Calkins, The Reading and Writing Project

The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell

Wiley Blevins - ILA webinar: Adding Encoding to Phonics Lessons, Oct. 2023

### Digital Resources

ILA Article: Meeting the Challenges of Early Literacy Phonics Instruction

The Big Five: Phonics-Orthographic Mapping - Wooldridge

They Say You Can Do Phonemic Awareness Instruction "In the Dark" But Should You?

<u>Carroll, Davies, & Richman - Suffixes & Prefixes</u>

Ehri - Movement into Reading