Phonics
Grades K–5

Participant Guide

Alliance® Professional Development Solutions

by

Catapult Learning

Workshop Question

How does systematic and explicit phonics instruction build skilled readers?

Workshop Objectives

- Describe the relationship between phonological awareness and phonics
- Understand the phonics continuum and its impact on the reading process
- Analyze how the data can influence instruction to meet students' needs
- Evaluate key phonics lesson strategies

Table of Contents

Phonics Pre-Assessment

Phonics instruction teaches:
a. the relationship between letters and sounds in written form
b. the understanding that speech is made up of individual sounds
c. the awareness that print carries meaning
d. none of the above

Phonics instruction has an impact on a child's:
a. reading ability
b. writing ability
c. both reading and writing ability
d. neither reading nor writing ability

Teaching students that the letters ph represent the /f/ sound is an example of what type of instruction?
a. whole language
b. vocabulary
c. phonics
d. all of the above

Which of the following is a true statement?
a. phonics involves looking at the sounds letters make in spoken words
b. phonics involves looking at the relationship between letters and sounds in written form
c. phonics involves looking at how print works
d. phonics involves looking at the difference between consonants and vowels

Phonics instruction is most effective when it begins in:
a. preschool or pre-kindergarten
b. kindergarten or first grade
c. second or third grade
d. none of the above

Which of the following is an approach used for phonics instruction?
a. children learning the letters or letter combinations that represent sounds
b. children using word parts or families to identify unknown words
c. children learning to segment words into sounds and writing letters for these sounds
d. all of the above

Effective phonics instruction may improve:
a. fluency
b. word recognition

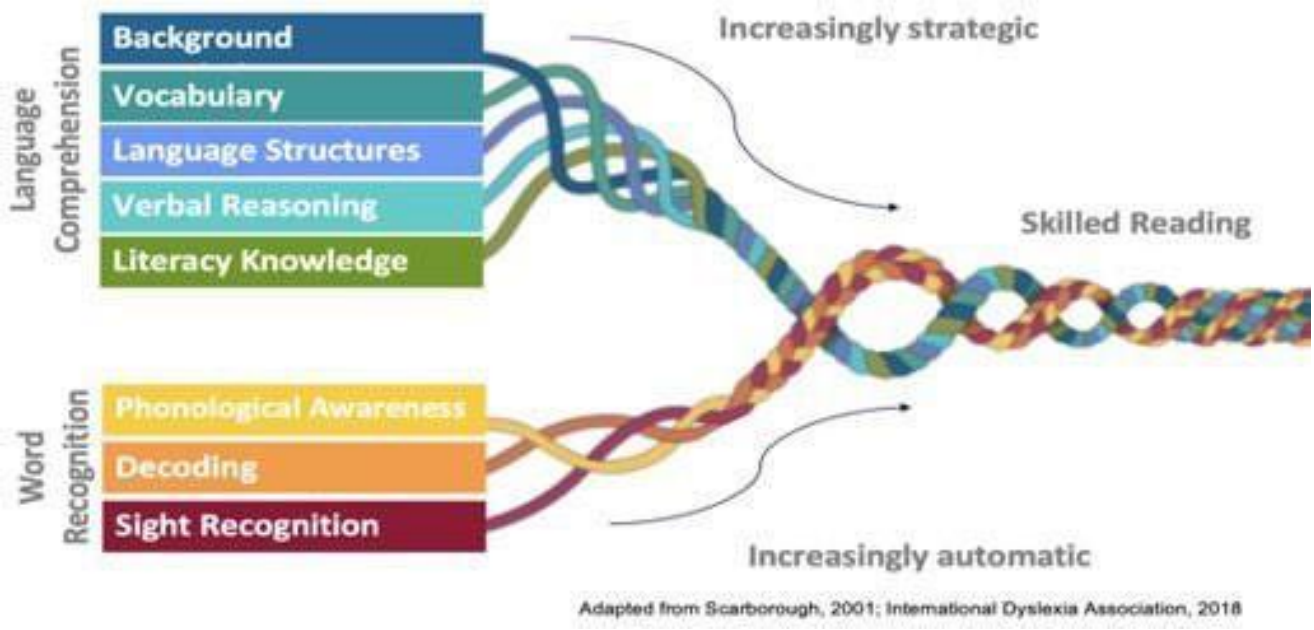
c. spelling
d. all of the above Phonics instruction:

a. is an entire reading program
b. is one component of a reading program
c. should be introduced in grades two and three
d. none of the above

The best way to teach letter-sound relationships is to:
a. use an "I do", "We do", "You do" teaching method
b. provide ample practice to all students
c. continue to practice one set of skills until all students achieve mastery
d. all of the above

Phonics instruction is effective for which of the following groups of children?
a. learners of the English language
b. children from low socioeconomic level households
c. children who are struggling with comprehension
d. all beginning readers

The Reading Rope



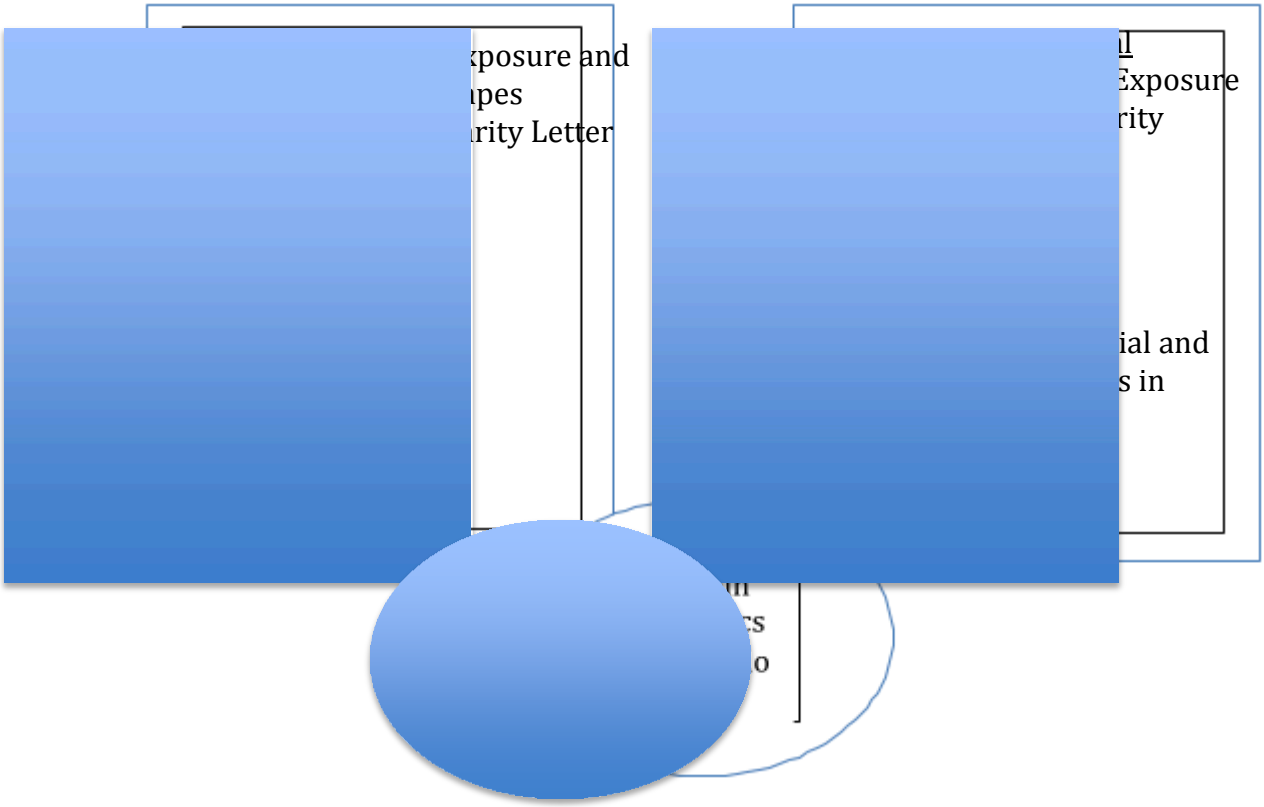
Language Comprehension (Day, 2020)	
Background Knowledge	Readers rely on background knowledge to attend to and make sense of what they are reading. When a reader has background knowledge of a subject to draw on, they are more likely to find the text more interesting, easier to remain focused on, and less taxing on their hard-working brains.
Vocabulary	Similar to background knowledge, an extensive and rich vocabulary enables readers to make sense of what they are reading…The richer a reader's listening and spoken vocabulary, the easier they will find it to read through texts that contain words they have not seen before.
Language Structures (Syntax, semantics…)	Syntax is the arrangement of words in a phrase or sentence. The English language has patterns and rules to the way we order our words. It also has some flexibility and variety in acceptable patterns, and even then, speakers and writers are allowed some leeway with these patterns…Children acquire varied syntax structures over time, through meaningful exposure to, and discussion of, language being spoken, being read to and presentation in text.
Verbal Reasoning (inference, metaphor…)	…Just as in spoken language, the reader must often look beyond to the words to infer meaning from what is being said, what is not being said, and how it is being said (or not said). A reader must be able to grasp when words are being used literally or figuratively. For instance, a

	reader must be use verbal reasoning skills to understand that "the supermarket was a zoo" Likely means that the supermarket was like a zoo because it was noisy, chaotic. and crowded and not that it actually was a zoo.
Literary Knowledge (print concepts, stories…)	–A wide exposure to a variety of literary styles gives students a more developed framework on which they can rely as they read more and more for themselves. The same is true for being exposed to a variety of stories, stories with different themes, from different cultures, and for different purposes. When a student can connect something, they are reading to a story/text/theme/purpose they have already internalized, they will be better able to understand and stick with it through challenges.
Word Recognition	
Sight Recognition	Since some words are irregular or difficult to decode, students can benefit from memorizing those words so they can be recognized by sight.
Phonological Awareness	Students need to be able to identify and manipulate units of oral language, such as words, syllables, onsets, and rimes.
Decoding	To decode words, students must recognize the letters in the word, associate each letter with its sound, hold these sounds in sequence in memory, blend these sounds together to determine the word, and retrieve the meaning of the word.

Phonological Awareness and Phonemic Awareness Defined

Phonological Awareness	Phonics
Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes.	The understanding that there is a predictable relationship between the sounds of spoken language and the letters and spellings that *represent* those sounds in written language.

Parallel Teaching Strands Leading to Phonics Instruction



Video Viewing Log

What has research taught us?

Ideas that resonate with you	Classroom applications	Questions you have

Phonics: Ten Important Research Findings

#1: Phonics Instruction Helps All Children Learn to Read

All children can benefit from instruction in the most common sound-spelling relationships and syllable patterns in English. This instruction helps children decode words that follow these predictable sound-spelling relationships and syllable spelling patterns. Phonics instruction is particularly beneficial for children at risk for learning difficulties — those children who come to school with limited exposures to books, have had few opportunities to develop their oral languages, are from low socio-economic families, have below-average intelligence, are learning English as a second language, or are suspected of having a learning disability. However, even children from language rich backgrounds benefit from phonics instruction (Chall, 1967). As Chall states "By learning phonics, students make faster progress in acquiring literary skills — reading and writing. By the age of six, most children already have about 6,000 words in their listening and speaking vocabularies. With phonics they learn to read and write these and more words at a faster rate than they would without phonics. "Phonics instruction is therefore an essential ingredient in reading instruction. The purpose of this instruction is to teach children how to read with accuracy, comprehension, fluency, and pleasure. The early ability to sound out words successfully is a strong predictor of future growth in decoding (Lundberg, 1984) and comprehension (Lesgold and Resnick, 1982). Weak decoding skills are characteristic of poor readers (Carnine, Carnine, and Gertsen, 1984; Lesgold and Curtis, 1981). Readers who are skilled at decoding usually comprehend text better than those who are poor decoders. Why this is so can be gleaned from the work of cognitive psychologists. They contend that we have a set amount of mental energy that we can devote to any task (Kahneman, 1973). Since decoding requires so much of this mental energy, little is left over for higher-level comprehension. As decoding skills improve and more and more words are recognized by sight, less mental energy is required to decode words and more mental energy can be devoted to making meaning from the text (Freedman and Calfee, 1984; LaBerge and Samuels, 1974). In addition, successful early decoding ability is related to the number of words a reader encounters. That is, children who are good decoders read many more words than children who are poor decoders (Juel, 1988). This wide reading subsequently results in greater reading growth. Children not only learn more words, but they become more familiar with the common spelling patterns of English which, in turn, helps them decode longer words. Phonics instruction also helps to get across the alphabetic principle (that the letters of the alphabet stand for sounds) by teaching the relationship between letters and the sounds they represent. Beginning readers learn better when their teachers emphasize these relationships (Chall, 1996).

#2: Explicit Phonics Instruction Is More Beneficial Than Implicit Instruction

According to Chall (1996), "systematic and early instruction in phonics leads to better reading: better accuracy of word recognition, decoding, spelling, and oral and silent reading comprehension." The most effective type of instruction, especially for children at risk for reading difficulties, is explicit (direct) instruction (Adams, 1990; Chall, 1996; Honig, 1995; Evans and Carr, 1985; Stahl and Miller, 1989; Anderson et al, 1985.). Implicit instruction relies on readers "discovering" clues about sound spelling relationships. Good readers can do this; poor readers aren't likely to. Good readers can generalize their knowledge of sound-spelling relationships and syllable patterns to read new words in which these and other sound-spellings and patterns occur. Poor readers must rely on explicit instruction. Although explicit instruction has proved more effective than implicit instruction, the key element in the success of explicit phonics instruction is the provision of multiple opportunities to read decodable words (that is, words containing previously taught sound-spellings) in context (Stahl, Osborn, and Pearson, 1992; Juel and Roper-Schneider, 1985; Adams, 1990) and ample modeling of the application of these skills to real reading. In fact, students who receive phonics instruction achieve best in both decoding and comprehension if the text they read contains high percentages of decodable words. In addition, by around second or third grade, children who've been taught with explicit phonics instruction generally

surpass the reading abilities of their peers who've been taught with implicit phonics instruction (Chall,1996).

#3: Most Poor Readers Have Weak Phonics Skills and a Strategy Imbalance

Most poor readers have a strategy imbalance. They tend to over rely on one reading strategy, such as the use of context clues, to the exclusion of other strategies that might be more appropriate (Sulzby, 1985). To become skilled fluent readers, children need to have a repertoire of strategies to figure out unfamiliar words (Cunningham, 1990). These strategies include using a knowledge of sound-spelling relationships, using context clues, and using structural clues and syllabication strategies. Younger and less skilled readers rely more on context than other, often more effective, strategies (Stanovich, 1980). This is partly due to their inability to use sound-spelling relationships to decode words. Stronger readers don't need to rely on context clues because they can quickly and accurately decode words by sounding them out. Unfortunately, children who get off to a slow start in reading rarely catch up to their peers and seldom develop into strong readers (Stanovich, 1986; Juel, 1988). Those who experience difficulties decoding early on tend to read less and thereby grow less in terms of word recognition skills and vocabulary. A longitudinal study conducted by Juel (1988), revealed an 88% probability that a child who is a poor reader at the end of first grade would still be a poor reader at the end of fourth grade. Stanovich (1986) refers to this as the "Matthew Effect" in which the "rich get richer" (children who are successful decoders early on read more and therefore improve in reading), and the "poor get poorer" (children who have difficulties decoding become increasingly distanced from the good decoders in terms of reading ability).

#4: Phonics Knowledge Has a Powerful Effect on Decoding Ability

Phonics knowledge affects decoding ability positively (Stanovich and West, 1989). Early attainment of decoding skill is important because this accurately predicts later skill in reading comprehension (Beck and Juel, 1995). One way to help children achieve the ultimate goal of reading instruction, to make meaning of text, is to help them achieve automaticity in decoding words (Gaskins et al, 1988). Skilled readers recognize the majority of words they encounter in text quickly and accurately, independent of context (Cunningham, 1975-76; Stanovich, 1984). The use of graphophonic cues (knowledge of sound-spelling relationships) facilitates word recognition abilities. In fact, a child's word recognition speed in first grade was found to be a strong predictor of reading comprehension ability in second grade (Lesgold and Resnick, 1982; Beck and Juel, 1992). However, the inability to automatically recognize frequently encountered words affects reading in the following ways (Royer and Sinatra, 1994): Since words can be stored in working memory for only a limited amount of time (approximately 10–15 seconds), slow decoding can result in some words "decaying" before a meaningful chunk of text can be processed. Devoting large amounts of mental energy to decoding words leaves less mental energy available for higher-level comprehension. This can result in comprehension breakdowns.

#5: Good Decoders Rely Less on Context Clues Than Poor Decoders

Good readers rely less on context clues than poor readers do because their decoding skills are so strong (Gough and Juel, 1991). It's only when good readers can't use their knowledge of sound-spelling relationships to figure out an unfamiliar word that they rely on context clues. In contrast, poor readers, who often have weak decoding skills, over rely on context clues to try to make meaning of text (Nicholson, 1992; Stanovich, 1986). Any reader, strong or weak, can use context clues only up to a certain point. It has been estimated that only one out of every four words (25%) can be predicted using context (Gough, Alford, and Holley-Wilcox, 1981). The words that are the easiest to predict are function words such as the, and, an. Content words — the words that carry the bulk of the meaning in a text — are the most difficult to predict. Researchers estimate that content words can be predicted only about 10% of the time (Gough, 1983). A reader needs to use his or her knowledge of phonics (sound-spelling relationships) to decode these words. "The whole word method (meaning emphasis) may serve a student

adequately up to about second grade. But failure to acquire and use efficient decoding skills will begin to take a toll on reading comprehension by grade 3." Jeanne Chalk, 1996

#6: The Reading Process Relies on a Reader's Attention to Each Letter in a Word

Eye-movement studies have revealed that skilled readers attend to almost every word in a sentence and process the letters that compose each word (McConkie and Zola, 1987). Therefore, reading is a "letter-mediated" rather than a "whole-word-mediated" process (Just and Carpenter, 1987). Prior to these findings, it was assumed that readers did not process each letter in a word, rather recognized the word based on shape, a few letters, and context. Research has also revealed that poor readers do not fully analyze words; for example, some poor readers tend to rely on initial consonant cues only (Stanovich, 1992, Vellutino and Scanlon, 1987). Therefore, phonics instruction should help to focus children's attention on all the letters or spellings that make up words and the sounds each represents by emphasizing the full analysis of words. In addition, phonics instruction must teach children strategies to use this information to decode words. This attention to the spelling patterns in words is necessary for the reader to store the word in his or her memory. It also helps the reader to become a better speller because the common spelling patterns of English are attended to a greater degree and thereby more fully learned (Ehri, 1987).

#7: Phonemic Awareness Is Necessary for Phonics Instruction to Be Effective

Before children can use a knowledge of sound-spelling relationships to decode words, they must understand that words are made up of sounds (Adams, 1990). Many children come to school thinking of words as whole units — cat, dog, run. Before they can learn to read, children must realize that these words can be broken into smaller units — and sounded out. Phonemic awareness is the understanding, or insight, that a word is made up of a series of discrete sounds. Without this insight, phonics instruction will not make sense to children. Some students with weak phonemic awareness skills are able to make it through the first couple years of reading instruction by memorizing words. This strategy breaks down when the number of unique words in text increases in grades three and up. Therefore, if weak phonemic awareness skills are not detected and corrected, these students may enter the intermediate grades with a very serious reading deficit.

#8: Phonics Instruction Improves Spelling Ability

Reading and writing are interrelated and complementary processes (Pinnell, 1994). Whereas phonics is characterized by putting together sounds to form words that are printed, spelling involves breaking down spoken words into sounds in order to write them. To spell, or encode, a word a child must map a spelling onto each sound heard in the word. Spelling development lags behind reading development. A word can generally be read before it can be spelled. The visual attention a child needs to recognize words is stored in his or her memory. This information — the knowledge of the spelling patterns of English, also known as orthographic knowledge — is used to spell. Spelling, however, requires greater visual recall than reading and places higher demands on memory. Good spellers are generally good readers because spelling and reading share an underlying knowledge base. Poor readers, however, are rarely good spellers. Phonics is a particularly powerful tool in improving spelling because it emphasizes spelling patterns, which become familiar from reading. Studies show that half of all English words can be spelled with phonics rules that relate one letter to one sound. Thirty-seven percent of words can be spelled with phonics rules that relate groups of letters to one sound. The other thirteen percent must be learned by memorization. Good spellers have not memorized the dictionary; they apply the phonics rules they know and have a large store of sight words. Writing, in turn, supports a child's reading development because it slows the process by focusing the child's attention on how print works. Poor spellers experience

difficulties in both writing and reading. Poorly developed spelling ability also hinders vocabulary development (Adams, Treiman, and Pressley, 1996; Read, 1986).

#9: A Teacher's Knowledge of Phonics Affects His or Her Ability to Teach Phonics

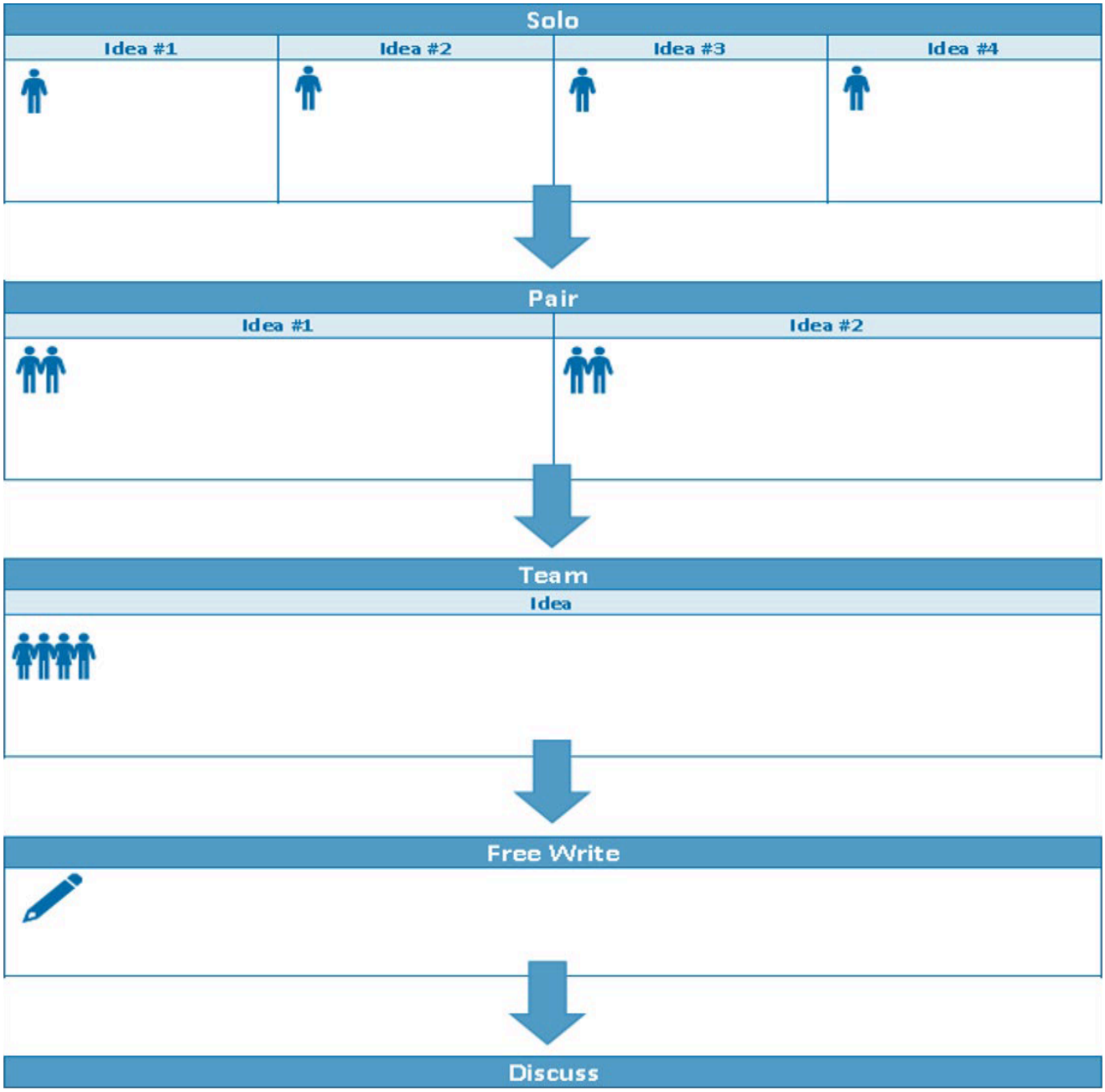
A teacher's knowledge of phonics has a strong effect on his or her ability to teach phonics (Carroll, 1990; Moats, 1995). This knowledge of the English language enables the teacher to choose the best examples for instruction, to provide focused instruction, and to better understand students' reading and writing errors in relationship to their developing language skills. I highly recommend that all teachers take a basic course in phonics or linguistics to gain further insights into our language that can be used in the classroom in productive and purposeful ways.

#10: Knowledge of common syllable patterns and structural analysis (affixes, roots) improves students' ability to read, spell, and learn the meanings of multisyllabic words.

For many children, reading long words is an arduous task. Explicit instruction in the six common spelling patterns, the most common syllable types (e.g., VCe, VCCV,), prefixes, suffixes, roots, and word origins helps students recognize larger word chunks that makes decoding easier and aids in figuring out a word's meaning. For example, it may be efficient for a student to decode text containing simple CVC words such as *cat* and *ran* sound by sound, it is not efficient to decode text containing words such as *transportation* and *unhappy* sound by sound. Rather, it is more efficient to recognize common word parts such as *trans, port, tion, un*, and *happy* and blend these larger chunks to sound out the word.

http://www.wileyblevins.com/teacher_and_parents/phonics-ten-important-research-findings

Activity: 4-2-1 **Directions: Review the annotations from Phonics: Ten Important Research Findings. Independently note four key points, then work with a partner to share and pull two common key points. Finally work with your table group to find the one common key point. Once your group has identified the final key point, free-write your final thoughts.**



Video Viewing Log:
Wiley Blevins on What Decoding Means in Phonics Teaching

Ideas that resonate with you	Classroom applications	Questions

Think, Ink, Pair, Share

What are your thoughts following the Phoneme Translation activity?

Phonics Developmental Continuum

Phonics Developmental Continuum		
Phonics Category	**Typical Examples**	**Typically Mastered**
1. Letter names (uppercase and lowercase)	b, m, r, a, s, t, g, n, l, p, c, h, f, o, d, l, k, u, j, w, e, y, z, v, q, x	Kindergarten
2. Consonant Letter-Sound Correspondence (uppercase and lowercase)	b, m, r, s, t, g, n, p, c, h, f, d, l, k, j, w, y, z, v, q, x	Kindergarten
3. Vowel Letter-Sound Correspondence (uppercase and lowercase)	a, i, o, u, e	Kindergarten
4. 50 High Frequency Words	High Frequency Word List	Kindergarten
5. CVC Words/Short Vowel	a in *sat*, i in *fit*, o in *top*, u in *cup*, e in *let*	First Grade
6. Onset and Rime/Short Vowel	*b/at, t/in, r/ob, t/ug, s/et*	First Grade
7. First 100 High Frequency Words	High Frequency Word	First Grade
8. Endings	-ing, -s, -es, -er, -ed (3 sounds): *grabbed* /d/, *stopped* /t/, *waited* /ed/	First Grade
9. Consonant Digraphs (beginning)	ch, ph, sh, th, wh: *change, phone, shut, thick, when*	First Grade
10. Consonant Digraphs (ending)	Ch, ck, dge, ng, sh, tch: *much, nick, bridge, ring, bush, catch*	First Grade
11. Consonant Blends (beginning)	br, cr, dr, fr, gr, pr, tr: *broke, crack, drop, frog, grab, price, tree* bl, cl, fl, gl, sl, pl: *black, clap, flap, glove, slow, plate* sc, sk, sl, sm, sn, sp, st, sw: *scab, skin, slice, small, snack, spin, stop, sweat* scr, spl, spr, squ, str: *scream, splash, spring, square, straw*	First Grade
12. Multisyllabic Words	Closed syllable: *mis/hap, nap/kin, rab/bit*	First Grade
13. Consonant Blends (ending)	ft, ld, lt, mp, nd, nk, nt, sk, st: *lift, cold, belt, jump, and, drink, plant, desk, nest*	First Grade
14. Long Vowel/Silent e	a in *fade*, i in *bite*, o in *note,* u in *cube*	First Grade
15. Letter-Sound Variations and Generalizations	qu: *queen* soft g: *gem* soft c: *city* x: *excite* /k/, *mix* /ks/, *exit* /gz/	First Grade
16. Vowel Digraphs (long)	ai, ay, ei, ea, ey, eigh: *pain, play, veil, great, hey, sleigh* oa, oe, ow, ou, ew: *boat, doe, grow, though, sew* ee, ea, ei, ie, ey: *see seat, either, chief, key* ie, ye: *tie, eye*	First Grade
17. Second 100 High Frequency Words	High Frequency Word	First Grade
18. Vowel Digraphs (other)	ew, oo, oe, ue, ui: *chew, food, shoe, cue, suit* oo: *foot* ou: *tough* au, aw: *haul, paws*	Second Grade
19. Vowel Diphthongs	oi, oy: *oil, boy* ou, ow: *out, cow*	Second Grade
20. R- or L-Controlled	er: *fern*, ir: *bird*, ur: *turn*, ar: *park,* or: *short*, al: *halt, talk,* air: *pair*	Second Grade

21. Other Beginnings	wr: *wrong, write* kn: *knew, knife*	Second Grade
22. Multisyllabic Words	Open Syllables: be/low, sea/son, di/al, o/pen	Second Grade
23. 300 High Frequency Words	See High Frequency Word List C	Second Grade

Checking for Understanding

How many ways are there to spell long a?	
What is the difference between a blend and a digraph?	
What is the difference between a digraph and a diphthong?	
What is the difference between multisyllabic open and multisyllabic closed syllables?	

Phases of Word Reading

Pre-Alphabetic			
Incidental Visual Cues	Early Alphabetic		
	Letter Knowledge Partial Phoneme	Later Alphabetic	
	Awareness	Early Sight Word Learning	Consolidated Alphabetic
		Phoneme-Grapheme Correspondence Complete Phoneme Awareness	Reading fluently by sound, syllable, morpheme, whole word, families, and analogies
	home house	sweet s-w-ee-t	cake flake

Ehri, 1966, 2014; Ehri & Snowling, 2004; Moats & Tollman, 2019

Academic Standards

<table>
<tr><th colspan="3">Essential Skills of the Academic Standards</th></tr>
<tr><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th></tr>
<tr>
<td>• Concept of Spoken Word
• Rhyme
• Syllables
• Onset & Rime
• Phoneme Isolation – initial, medial, final sounds
• Phoneme Addition & Basic Substitution</td>
<td>• Distinguish long/short vowel sounds
• Phoneme Blending
• Phoneme Segmenting</td>
<td>• Distinguish long and short vowels when reading regularly spelled one-syllable words.
• Know spelling-sound correspondences for additional common vowel teams.
• Decode regularly spelled two-syllable words with long vowels.
• Decode words with common prefixes and suffixes.
• Identify words with inconsistent but common spelling-sound correspondences.
Recognize and read grade-appropriate irregularly spelled words.</td>
</tr>
<tr><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><th colspan="3">Know and apply grade-level phonics and word analysis skills in decoding words</th></tr>
<tr>
<td>• Identify and know the meaning of the most common prefixes and derivational suffixes.
• Decode words with common Latin suffixes.
• Decode multisyllable words.
• Read grade-appropriate irregularly spelled words.</td>
<td>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
<td>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
</tr>
</table>

Let's Be Metacognitive

What was happening in your brain during the sort?	
What benefits did you receive from your conversation with your peers?	
How does this reflect what you want to see happening in your classroom?	

Thinking Frame

Activate, Assess, & Augment Relevant Knowledge 20%	**Teacher Input 20%**	**Student Active Participation 45%**	**Identifying Student Success 15%**
What academic standard(s) will you be addressing? What is the content objective and/or learning target(s)? How will you know students understand the content objective? How will you measure whether students are meeting the content objective? How can you gauge what students already know related to the content objective? How will you activate their relevant knowledge? Where might you need to augment relevant knowledge?	How will you restate the content objective to students to frame the learning? How will you model or think-aloud what it looks like to meet the content objective? What academic language or vocabulary will you use? How will you initially guide and engage students in the content as you model? How will you be checking for understanding as you explicitly teach and model the content? How does your model adequately prepare students for assuming responsibility for the learning?	What active engagement strategies will you be using? How will you differentiate these engagement strategies? How do these strategies directly support students meeting the content objective? How will you engage students in active listening and active speaking? What scaffolds might you need to provide for students for paired or independent work? What formative assessment strategies will you utilize as students actively manipulate the content? How will you reduce scaffolds, allowing students to apply and extend their learning?	How will student success be measured? How will you determine whether students have met the content objective? How will you encourage students to reflect on their own learning? How will you use assessment data to provide specific feedback to students? How can students use this lesson to determine their progress toward current learning goals and/or set new learning goals? How will you use the assessment data you collect to reflect on your own practice and plan next steps in learning?

Model Lesson —Vowel Diphthong: oi/oy

Objective: Students will sort, read, and write words with oi and oy vowel diphthong spelling patterns. It is important for students to recognize that oi and oy represent the /oi/ sound in order to decode and spell words quickly and easily.
ARK: Assign partners. "Listen to these words: toy, join. Tell your partner the vowel sound you hear in each word." Monitor student responses. "Today, we will read and write words that have the /oi/ sound in them. Knowing which letters make the /oi/ sound will help you read and write those words quickly and easily."
TIP: "Let's look at words with the /oi/ sound and connect what we hear to what we see." Show students the following word cards: joy, soil, annoy, coin. "Listen as I read these words: joy, soil, annoy, coin. As I said each word, I heard the /oi/ sound. The two letters oi represent the /oi/sound, such as in the words soil and coin." Place soil and coin under the oi heading from the word sort. "The two letters oy also represent the /oi/ sound, such as in the words joy and annoy." Place joy and annoy under the oy heading. "When you need to spell a word that has the /oi/ sound, it could be tricky since there are two ways to write the vowel pattern that sounds like /oi/."
SAP: "Now, you will sort words with the /oi/ sound." Give each partner group a set of the following word cards: boy, toy, enjoy, annoy, soy, joy, noise, join, coil, point, noise, moist. "Work with your partner to sort the words into two categories based on the vowel patterns oi and oy. Say each word as you place it in its category." Monitor students.
"Look carefully at the words you have sorted to see if you notice anything about where the vowel pattern for the sound /oi/ shows up in the words." Monitor student responses.
"Yes, the words that end with the /oi/ sound are spelled with the oy spelling pattern. The words that have the oi spelling pattern are within a word—there is a consonant on each side of the vowel. Knowing that pattern will help us when we read and write /oi/ words. Now, each of you will write these words. Divide your paper into two columns. Write the vowel pattern oi at the top of one column and the vowel pattern oy at the top of the other column. Next, write the words you sorted under the correct heading." Monitor students.
"Let's practice reading a passage that contains /oi/ vowel patterns. The passage is titled *What Is Your Viewpoint?* To read this passage fluently, you will need to remember what you learned about the /oi/ vowel sound when you sorted. The passage contains many words that have the vowel pattern for the /oi/ sound. Tell your partner what patterns you will look for in those words." Monitor for oi and oy patterns. "The passage is about snakes and the author is asking, 'What is your viewpoint about snakes?' which means, 'What are your feelings about snakes?'" Give each student a copy of the passage. Students may be directed to read the passage silently, with a partner, or as a read-aloud by the teacher if they are unable to read independently. "Did you notice any words that fit the vowel pattern for the /oi/sound? Highlight the words with the oi or oy spelling pattern in this passage." Monitor. "Next, add any new words to your list."

ISS: “How did the practice with oi and oy spelling patterns help you as we read words in the passage?” Monitor. “At the bottom of your list page, write a sentence that tells how you will know when to write oi or oy when you spell a word with the /oi/sound.”

Reflect

- How do phonics lessons benefit all students?

- How could you differentiate for striving readers?

Purpose of Different Texts

Text Type	Purpose	Example	What Students
Patterned Text	Concepts of Print, Picture Clues, High-Frequency Word Practice	"I see the …" Brown Bear, Brown Bear	Emergent Readers: learning concepts of print and haven't mastered many irregular words or sounds.
Rebus Text	High-Frequency Word Practice, Concepts of Print	"I see the (rebus of object)." "I like the (rebus of object)."	Emergent Readers: learning concepts of print and haven't mastered many irregular words or sounds.
Text Type	**Purpose**	**Example**	**What Students**
Decodable Text (From your Core Program—aligned with skill practice.)	Students examine words in ways that help them internalize and solidify sound-spelling patterns in long-term memory.	Decodable Texts (80% or more of the text contains sound-spellings or irregular words that the students have been taught/mastered.)	All Grade K–2 students (and students below grade level at Grades 3+) who are learning to master the 250 graphemes.
Guided or Leveled Reading Texts Authentic Literature	Students interact with more authentic literature-type texts for grade-level instruction. Vocabulary and Comprehension Development: intentional interaction with rich discourse using vocabulary and comprehension skills and strategies.	Texts written to fit a certain reading level. OR More authentic literature without the constraints of phonics or other criteria.	All students should have access to grade-level text with vocabulary development and comprehension discourse. Some students may need to have these texts read aloud to them, but they must be involved in the discourse using this type of text.

Decodable Text Routine

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

Exit Ticket

Explain the importance of providing a systematic daily phonics lesson.	
Describe the value of sorting.	
Name an element we want to include to make our lessons highly impactful for all learners.	

About Alliance® Professional Development Solutions

Catapult Learning, now celebrating more than 45 years of partnering with schools and districts, delivers research-based and proven-effective professional learning solutions. Our offerings build capacity for teachers and for school and district leaders and help raise and sustain student achievement.

Delivered in a range of durations and intensity of implementation by our nationwide team of experienced PD Specialists, Alliance solutions feature best practices directly informed by our own extensive educational experience.

This workshop is part of our series, aligned to Pedagogy and Curriculum in our Five Strand Design. The design is a holistic, research-based model, represented by the diagram shown right. Each of the five interrelated areas are integral to a learning organization's ability to promote behaviors that can increase and successfully maintain student achievement.