

Day 3
Phonics
Handouts



R - I - S - E
ARKANSAS



decoding

K lesson



ARKANSAS
DEPARTMENT
OF EDUCATION



encoding



2nd Gd. Lesson

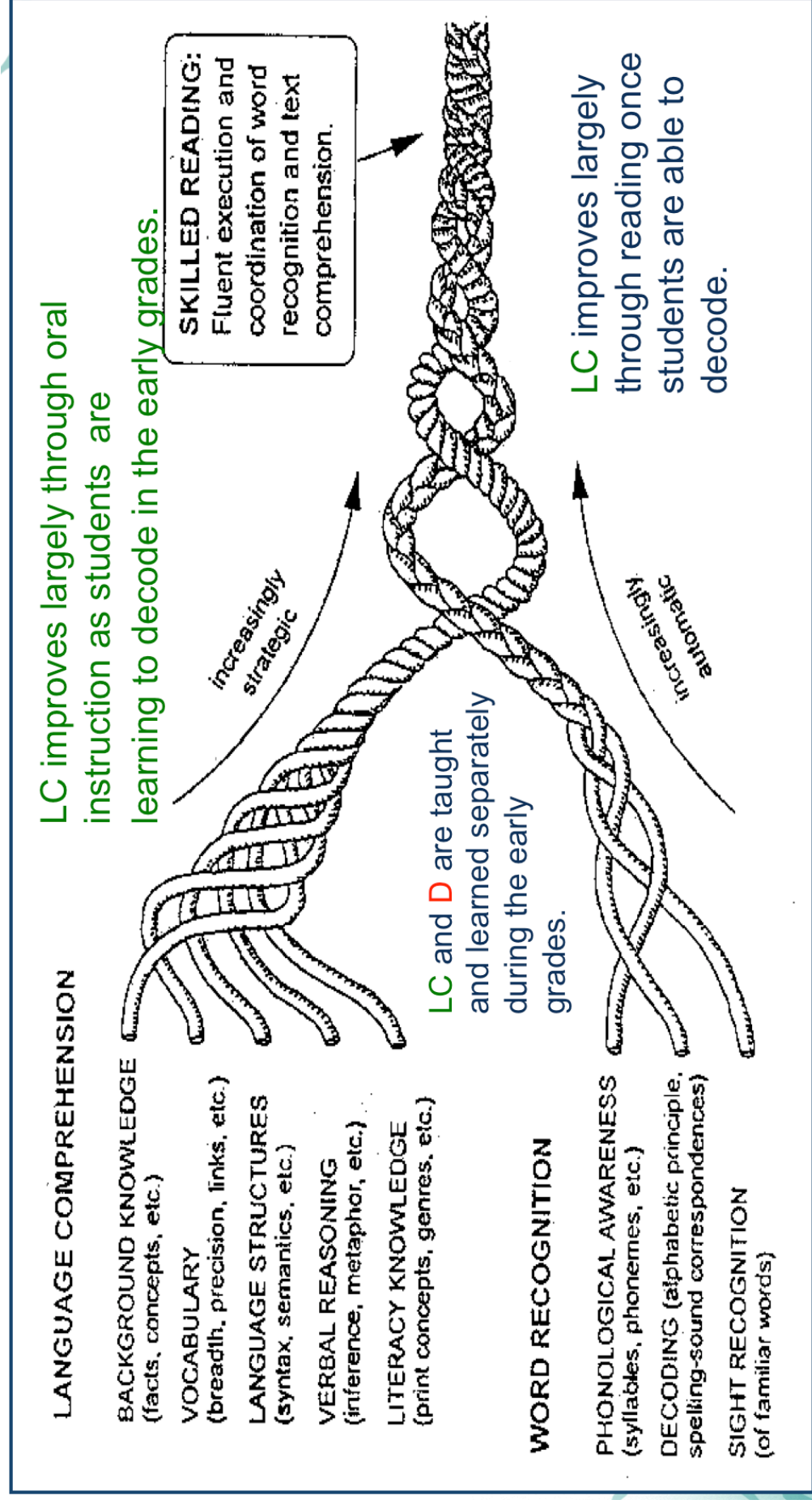
Decoding Skills That Should Be Mastered by Year's End

K	Syllable Types	Decoding Skills	1	Syllable Types	Decoding Skills
	Closed (RF.K.3.B,E,F) - VC (at) - CVC (cat)	Letter/Sound Correspondences (RF.K.3.A) - Initial - Final - Medial		Closed (RF.1.3.E) - back, mess Open (RF.1.3) - go, by Silent e (RF.1.3) - eve/cake	Letter/Sound Correspondences - Blending - Consonant digraphs (th, sh, ch, ck) RF.1.3.A - Silent e (RF.1.3.B) - Vowel teams (RF.1.3.B) - Digraphs (predictable long sound - ee, oo, ai, ay, oa, ow, oe, trigraph igh) - Diphthongs (oi, oy, ou, ow)
	Open (RF.K.3.B,F) - go - by	Common High Frequency Words (RF.K.3.C) Limited number		Vowel Teams (RF.1.3.E) rain, beam	Morphemic Units Inflectional endings (suffixes) (s, es, ing, ed, er) (RF.1.3.D)
				R-controlled (RF.1.3.E) Sort, star, dirt, fern	Syllable Division (2 syllable words) (RF.1.3.F) - Compound words - Cle (candle) - VC/CV (napkin) - V/CV (bonus)
				Cle (RF.1.3.E) Apple, battle, turtle, middle	Common irregular words (RF.1.3.C)

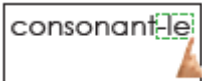
Decoding Skills That Should Be Mastered by Year's End

2	Syllable Types	Decoding Skills	3	Decoding Skills	4	Decoding Skills
	Vowel Teams • Digraphs ie, ei, ey, ea, eu, ew, au, aw, ue • Diphthongs oi, oy, ou, ow R-Controlled vowels • er, ir, ur, ar, or Closed Syllables • Cap, mop, hit, bed Open Syllables • he, go Vowel-consonant-e • hate, kite Consonant-ie • sprinkle, little	Letter/Sound Correspondences • Regularly spelled one syllable words • Trigraphs (dge, tch) • Quadrigraphs (eigh) • Words with inconsistent but common letter-sound correspondences (doll/roll, though/cough/rough; love/rove; have/save, some/dome, near/bear; soot/loot; were/here; shall/tall; own/town; hour/tour; want/plant) • Regularly spelled two-syllable words with long vowels.		Morphemic Units • Prefixes (top 15) • Suffixes (top 25) • Common Latin Suffixes		Morphemic Units • Prefixes (top 25) • Suffixes (top 40) • Greek/Latin Roots
		Morphemic Units • Prefixes (un, re, pre, dis, mis) • Suffixes (ly, y, ness, less, est, or, ful, en)		Syllable Division • V/CV (banana, soda, cigar, depend) • Multi-syllable words		Grade appropriate irregular words
		Syllable Division (multi-syllable words, accent, schwa) (RF.2.3.F) • VC/CV (canteen) • V/CCV (apron) • V/CV (humid) • VC/V (rapid) • V/V (create)		Grade appropriate irregular words Read grade level text with sufficient accuracy and fluency to support comprehension.		Read grade level text with sufficient accuracy and fluency to support comprehension.
		Grade appropriate irregular words				

Scarborough's Reading Rope (2001)



Six Syllable Types

Syllable Type	Definition	Gesture
Closed	The pattern for the closed syllable type is 1 vowel letter followed by 1 or more consonants.	
Silent e	The pattern for the silent-e syllable type is 1 vowel letter, followed by 1 consonant, and a silent-e at the end.	
Open	The pattern for the open syllable type is 1 vowel letter with no consonants following the vowel.	
Vowel Team	The pattern for the vowel team syllable type is 2 or more letters side by side that represent the vowel sound.	
Consonant -le	The pattern for the consonant-/e syllable type is any consonant letter, plus the letter /, and the vowel letter e at the end.	
Vowel -r	The pattern for the vowel-r syllable type is 1 vowel letter immediately followed by the consonant letter r.	

Steps for Reading a Single Syllable Base Word

1. Identify the vowel(s).
2. Identify the syllable type.
3. **Read the vowel sound.**
4. Read the word.

Steps for Reading a Derivative

1. Box any affixes (prefixes, suffixes).
2. Identify the vowel in the base word.
3. Identify the syllable type.
4. **Read the vowel sound.**
5. Read the word.
6. Read the suffix.
7. Read the whole word.

Steps for Reading a Multi-syllable Word

1. Are there any affixes (prefixes, suffixes)?
2. Identify the vowels.
3. Identify the division pattern.
4. Divide.
5. Identify the syllable types.
6. Read each syllable.
7. Read the whole word.
8. Adjust the accent or place of division.

Syllable Division Patterns

VCCV

VC / CV	nap kin, mag net, vel vet, un til , in sist , can teen
V / CCV	se cret, fra grant

VCV

V / CV	si lent, o pen, u nit
VC / V	rob in, riv er, sev en

VCCCV

VC / CCV	pil grim, chil dren, hun dred, sur prise , com plete , im ply
VCC / CV	pump kin, sand wich

VV

V / V	li on, qui et, du et , cre ate
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1. Review

- Letter/grapheme review with card deck
Teacher shows letter cards for those letters that have been taught. Students tell the sound of each card. (P says /p/)
- Practice blending with deck
 - As you review the sounds in the first part of the review, put the cards into three piles. Remember your spelling rules and pay attention to which sounds are in each place. For example, don't put an x in the beginning pile. Don't put f, s, l, or z in the last pile. When you are finished sorting the cards (vowels are usually placed in the middle stack) practice blending the sounds together. Put your hand over each sound and ask the students to say each sound. Then run your hand under the entire word as they blend the sounds together to make a new word.

2. Introduce New Skill

- **Auditory** Discovery
Teacher says three words that have the new sound; students echo the words. What sound do you hear in all of the words?
Where do you hear the sound? (beginning, middle, end)
- **Visual** Discovery
Teacher writes three words that contain the new sound.
What letter or letters is making the sound?
- **Keyword**
Use a key picture from core program or decide on one together.

When you see ____, it is read ____.

3. Practice reading words

Make sure words are decodable based on what you have already

taught and contain the new skill.

4. Teach **Irregular Words** for decoding

- Say the word; ask students to say the word.
- Show the students the word.
- Teacher points to each word part and makes the sound.
- Based on what we know, does each part make the sound you would expect?
- Circle the parts that don't make the expected sound.
- Use a phrase or sentence that includes words with the phonics skills they are practicing as well as this irregular word.
- In small groups, practice reading irregular words in lists, phrases and sentences.

5. **Practice** reading phrases and sentences

- Make sure phrases and sentences are decodable based on what you have already taught and contain the irregular word. As a scaffold, you can give students a page of phrases and sentences and ask them to search out and circle the irregular words that they have learned to remind them that something makes an unexpected sound.
- In small groups, practice reading irregular words in lists, phrases and sentences.

Lesson Component	Planned Instruction	Time
Decoding Review _____ Card deck review _____ Blending practice with card deck _____ PA Warm Up _____ Letter/Alphabet Skill _____ Word analysis _____ Speed drills		
Introduce New Skill Auditory Discovery _____ Listen for sound/word _____ Pronunciation /Articulation Visual Discovery _____ Grapheme _____ Correspondence _____ Chunk or syllable _____ Pattern _____ Prefix/Suffix _____ Key Word When you see _____, it is read _____.		
Practice Reading Words _____ Blend and read new Words _____ Sort words _____ Word chains _____ Word families _____ Speed drill _____ Immediate corrective Feedback		
Teach Irregular Word for Decoding _____ Analyze word by sound _____ Explicitly identify the Irregular part _____ Practice reading irregular words		
Practice Reading Phrases and Sentences _____ Preview new words _____ Guided oral reading _____ Choral reading _____ Partner reading _____ Guided silent reading _____ Retell/summarize		8

co	ca	co	cu	cl	ca
cr	cu	cr	ca	co	cl
cu	cl	ca	cr	cu	co

ci	ce	ce	cy	ci	ce
ce	cy	ci	cy	ce	ci
cy	ci	ce	cy	ce	ci

ci	co	ce	ce	ca	cy
ce	ci	co	co	cy	ce
ca	ce	ca	cy	ce	cu
co	cu	ci	ci	ca	cu

cite	cent	cart	cup
camp	cyst	cost	city
cans	cell	calf	cede

Words and Sentences to Read

Set 1

see	one	they	you	are
rag	lid	dot	hum	bet
rich	shop	tack	quit	moth
dust	step	trip	pond	brag

Set 2

1. The cat hid in a box.
2. The fresh fish is still on the wet grass.
3. Six flat shells were in my bath.

Set 3

vop	yud	zin	keb
shap	thid	chut	weck

Student _____

Grade _____ Date _____

Examiner _____

BEGINNING

DECODING SURVEY

RECORDING FORM

A

		Error Grid							
Real Words		No Try	Sight Word	Observations					
				Check the appropriate boxes:					
				Sound Added or Omitted	Consonant		Short Vowel		
					Initial	Final			
Sight Words	1 see								
	2 one								
	3 they								
	4 you								
	5 are								
CVC Words	6 rag		NA						
	7 lid		NA						
	8 dot		NA						
	9 hum		NA						
	10 bet		NA						
Digraphs & Short Vowels	11 rich		NA			NA			
	12 shop		NA		NA				
	13 tack		NA			NA			
	14 quit		NA		NA				
	15 moth		NA			NA			
Blends & Short Vowels	16 dust		NA					NA	
	17 step		NA					NA	
	18 trip		NA					NA	
	19 pond		NA					NA	
	20 brag		NA					NA	
Sentences (irregularly spelled sight words are in <i>italics</i>)									
21-26 <i>The</i> cat hid in <i>a</i> box.								NA	
27-35 <i>The</i> fresh fish <i>is</i> still on <i>the</i> wet grass.									
36-42 Six flat shells <i>were</i> in <i>my</i> bath.									
Nonsense Words									
CVC	43 vop		NA					NA	
	44 yud		NA					NA	
	45 zin		NA					NA	
	46 keb		NA					NA	
	Digraphs	47 shap		NA		NA			NA
48 thid			NA		NA			NA	
49 chut			NA		NA			NA	
50 weck			NA			NA		NA	
Words Read Correctly (out of 50 total)		Error Column Totals							
		No Try	Sight Word	Sound Added or Omitted	Initial	Final	Short Vowel	Digraph & Letters qu	Blend



Words to Read

Set 1

fut	shab	thox
lutch	phim	gred
strob	misp	

Set 2

yume	weag	jaib
soam	foom	vawk
soid	zout	foy
fird	gorf	lerm

Set 3

kimplut	gruckle	slafnode
dirper	panventic	

Set 4

fantastic	several	attached
recognize	lotion	

Student _____

Date _____

ADVANCED

DECODING SURVEY

RECORDING FORM

A

Nonsense Words		Error Grid							Observations Check the appropriate boxes: ☐ Reads sound by sound, then blends word ☐ Possible b/d or b/p reversal ☐ Quick to guess ☐ Slow
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph Trigraph: dge, tch		
				Initial	Final				
One Syllable & One Vowel	1 fut								
	2 shab			NA					
	3 thox			NA					
	4 lutch				NA				
	5 phim			NA					
	6 gred						NA		
	7 strob						NA		
	8 misp						NA		
VCE	9 yume					NA	NA	NA	
	10 weag					NA	NA	NA	
Vowel Teams	11 jaib					NA	NA	NA	
	12 soam					NA	NA	NA	
	13 foom					NA	NA	NA	
	14 vawk					NA	NA	NA	
	15 soid					NA	NA	NA	
	16 zout					NA	NA	NA	
	17 foy				NA	NA	NA	NA	
Vowel + R	18 fird					NA	NA	NA	
	19 gorf					NA	NA	NA	
	20 lerm					NA	NA	NA	
Error Column Totals									
		No Try	Sound Added or Omitted	Initial	Final	Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Nonsense Words		Incorrect or No Try	Real Words		Incorrect or No Try
21	kimplut		26	fantastic	
22	gruckle		27	several	
23	slafnode		28	attached	
24	dirper		29	recognize	
25	panventic		30	lotion	
Multi-Syllable Nonsense Word Errors			Multi-Syllable Real Word Errors		

Words Read Correctly (out of 30 total)

Encoding Skills That Should Be Mastered by Year's End

K	Handwriting and spelling standards	1	Handwriting and spelling standards
	Print all upper- and lowercase letters legibly. L.K.1.K		Print all upper- and lowercase letters with proper letter formation. L.1.1.K
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for kindergarten when writing. L.K.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for grade 1 when writing. L.1.2
	Write a letter or letters for most consonant and short-vowel sounds (phonemes) L.K.2.D		Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.D
	Spell consonant-vowel-consonant (CVC) words correctly. L.K.2.D		Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns. L.1.2.D
	Spell words phonetically, drawing on knowledge of sound-letter relationships. L.K.2.D		

Encoding Skills That Should Be Mastered by Year's End

2	3
L.2.1.K Print all upper- and lowercase letters accurately. By the end of Grade two, produce some cursive upper- and lowercase letters.	L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.
L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). ● Consult reference materials, including beginning dictionaries as needed to check and correct spellings. ● Reference spelling patterns chart to clarify types of spelling patterns.	L.3.2.D Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Elkonin Sound Boxes

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1. Review

- Instant spelling practice - Teacher says a sound; students echo the sound, names and writes the spelling(s) for the sound that have been taught.
- Phoneme/grapheme mapping with previously learned sounds. Teacher says a word, students map the sounds in boxes.

2. Introduce New Skill

● Auditory Discovery

- Teacher draws Elkonin boxes on the board, then says the word; students echo the word.
- What are all the sounds in the word? Teacher puts a small dot at the bottom of each box as they segment the word.

● Visual Discovery

- How do you spell each sound? In the box, above each dot, write the letter that makes each sound.
- Practice writing the word.
- When you hear ____, it is spelled ____.

3. Practice writing words

Teacher dictates words so students can practice their encoding skills.

4. Teach **irregular words** for encoding

- Say the word; ask students to say the word.
- Segment the sounds with **manipulatives**.
- Map the graphemes to phonemes, drawing attention to the parts that are irregular.
- During daily phrase and sentence dictation, add this word for practice.

5. Practice writing phrases and sentences.

Teacher dictates phrases and sentences that allow students to

practice their phonics skills to encode.

ONE WAY TO USE MANIPULATIVES:

- *Say the word.*
- *Provide Elkonin boxes.*
- *Add dots for sounds.*
- *Show students the written word.*
- *Ask students which grapheme is acting in an unexpected way.*
- *Add a symbol above the box with the tricky sound to show that it is tricky.*
- *Write a grapheme in each box as you isolate the sound, skipping the box with the tricky part.*
- *Go back and explain how to spell the tricky part.*

A SECOND WAY TO USE MANIPULATIVES:

- *Provide green and red chips for each student.*
- *Say the word.*
- *Students repeat the word.*
- *Ask students how many sounds they hear.*
- *For each sound, students put a green manipulative.*
- *Show and pronounce the written word.*
- *Ask students what is unexpected in the word.*
- *For the irregular part, students replace the green manipulative with a red manipulative.*
- *Underline the irregular part with a red marker. For students who need more support, write the word with green letters (regular) and red letters (irregular).*

Encoding Review ____ Instant spelling practice ____ Phoneme/Grapheme mapping of past skills		
Introduce New Skill Auditory Discovery ____ Sounds in the word ____ structure of the word (syllables, morphemes) ____ Use word in meaningful context Visual Discovery ____ Phoneme/Grapheme Correspondence ____ Syllable type ____ Sort words by pattern When you hear _____, it is spelled _____.		
Practice Writing Words ____ Phoneme/Grapheme mapping ____ Pound syllables ____ Tap sounds ____ Word chains ____ Immediate corrective feedback ____ Dictation		
Teach Irregular Word for Encoding ____ Analyze words by sound ____ Explicitly identify the irregular part ____ Map graphemes to phonemes ____ Practice writing irregular words		
Practice Writing Phrases and Sentences ____ Dictation phrases ____ Dictation Sentences ____ Frequent, distributed practice		

Spelling Generalizations

Sort the list of words and decide on a spelling generalization. Are there common exceptions?

1. What are 5 jobs of e?

give	me	wet	drape
nice	probe	love	horse
have	bed	he	please
make	cute	serve	chance

2. Which letters never end English words?

a	h	q	i
r	v	x	u
f	j	w	o

3. Why do some one syllable words spell the /k/ sound with ck and some spell the /k/ sound with k?

lick	soak	rock	leak
tuck	creak	cheek	neck
sock	squeak	click	black
croak	quack	buck	sleek

4. Why do some one syllable words spell an ending /j/ sound with dge and some with ge?

dodge	wage	sledge	village
fudge	bridge	cage	judge
huge	plunge	edge	strange
rage	hinge	range	hedge

5. Why do some one syllable words spell an ending /ch/ sound with tch and some with ch?

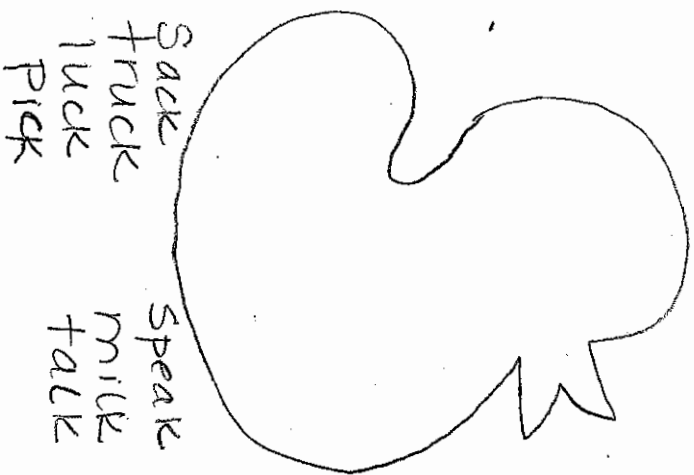
munch	latch	smooch	bench
wretch	pitch	such	botch
welch	clutch	belch	couch
fetch	which	branch	match

6. Why is the /oi/ sound spelled sometimes with oi and sometimes with oy?

boy	boil	coin	joy
voice	oink	toy	choice
spoil	hoist	soil	moist

7. What is the floss rule?

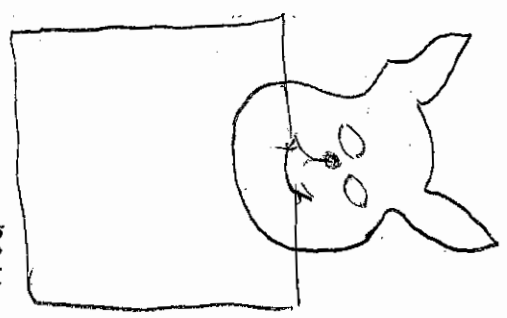
shall	shell	gas	chess	staff
his	glass	jazz	base	stiff
class	mile	gel	dress	buzz



Duck Beak

Sack
truck
luck
pick

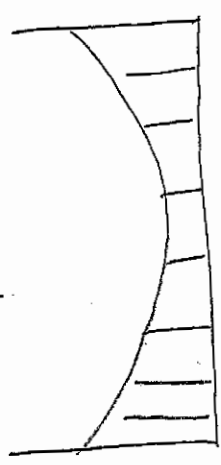
Speak
milk
talk



Fetch Lunch

Patch
catch
itch

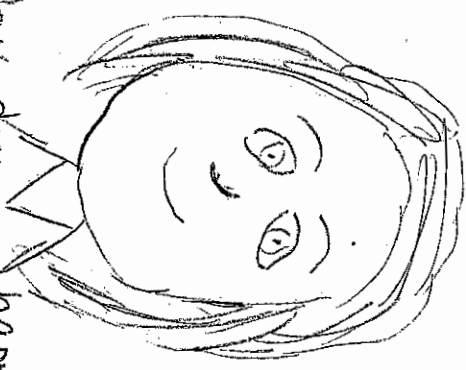
munch
bench
beach



Huge Bridge

cage
plunge
change
wage
huge

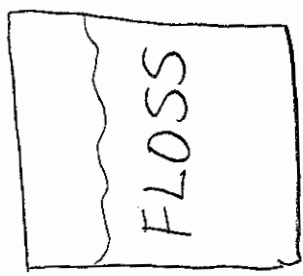
bridge
pledge
smudge
judge



Shy Lady

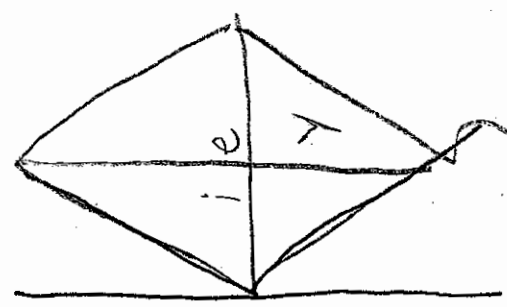
by dry
my cry
shy fry
fly spy

happy
baby
body
jelly



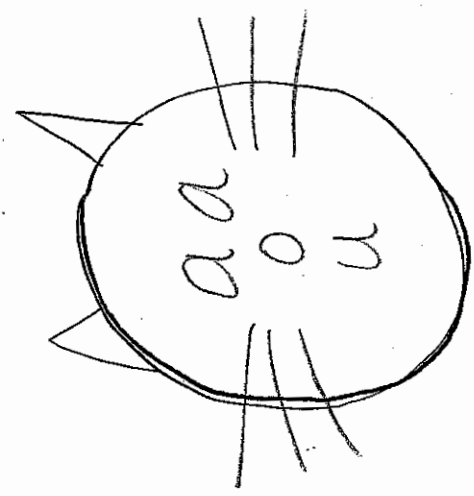
miss
boss
buzz
fuzz

Puff
Sniff
hill
sell



key
kite
kettle

kyle



cat
crisp

cup
cot

Suffix ends in vowel;

1, 2 Double I DO

1, 2, 3 No Double
For Me

batting
sadder
jumped
standing

Suffix ends in consonant:
gladly
sadness

Just add suffix
ppd psm

LETRS Foundations Action Plan for Change

Refer to the LETRS Foundations content and the Take Two Reviews. How will you know your teaching has changed? How will you know your students' learning has changed? What assessment or accountability can you build into your routines to help you know you are implementing new knowledge and practice?

What I Will Continue Doing	What I Learned; Key Knowledge	Plan for Change in Classroom Practice; How Will I Know?	Change in Student Learning; How Will I Know?

This form is adapted from work by Guskey, T.R. (2000.) *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.