



# Reaching and Teaching Every Reader

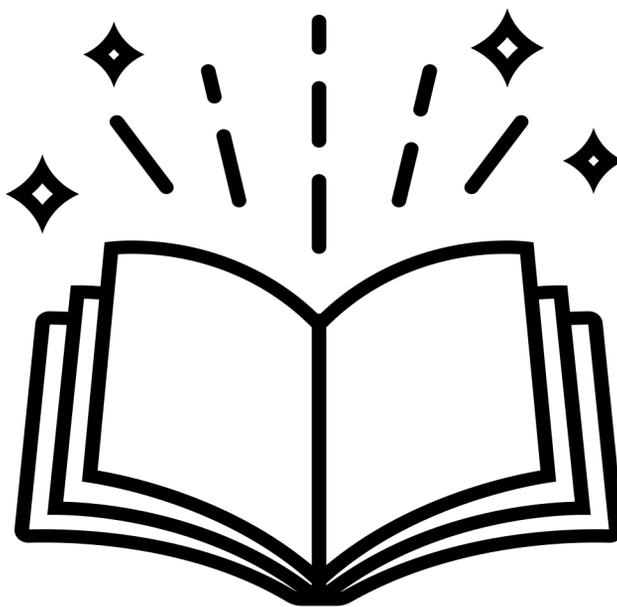
## Handbook



Langley Phonological Awareness

K- 3 Guidelines and Resources

A B C



Shelley Hegedus, *District Literacy Teacher*  
Amanda Leach, *Reading Recovery Teacher Leader*  
Elaine Scovell, *District ELL Teacher*

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## Introduction and Purpose

The Langley School District has published Balanced Literacy Guides for K-3 and 4-7. You can find them on the District website under Instructional Services, curriculum. This resource is an elaboration document for the phonemic awareness and phonics aspect of balanced literacy.

While speaking is a natural process, learning to read is not. It must be taught. "Systematic instruction includes a review and repetition cycle to achieve mastery and goes from the known to the new in a way that makes the new learning more obvious and easier for students to grasp". (Blevins, 2017)

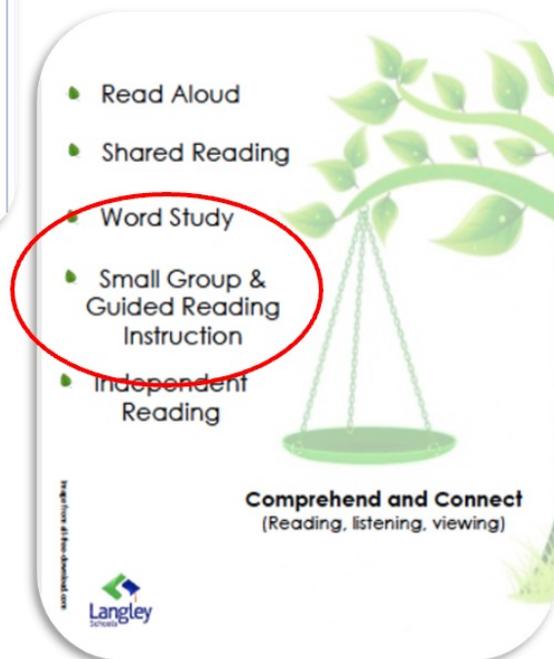
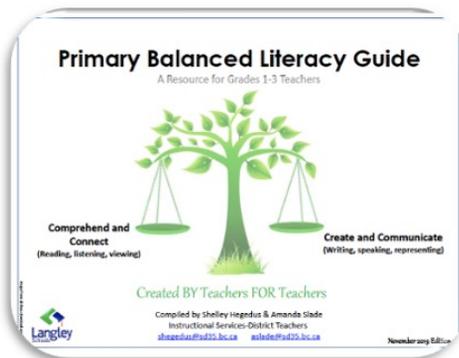
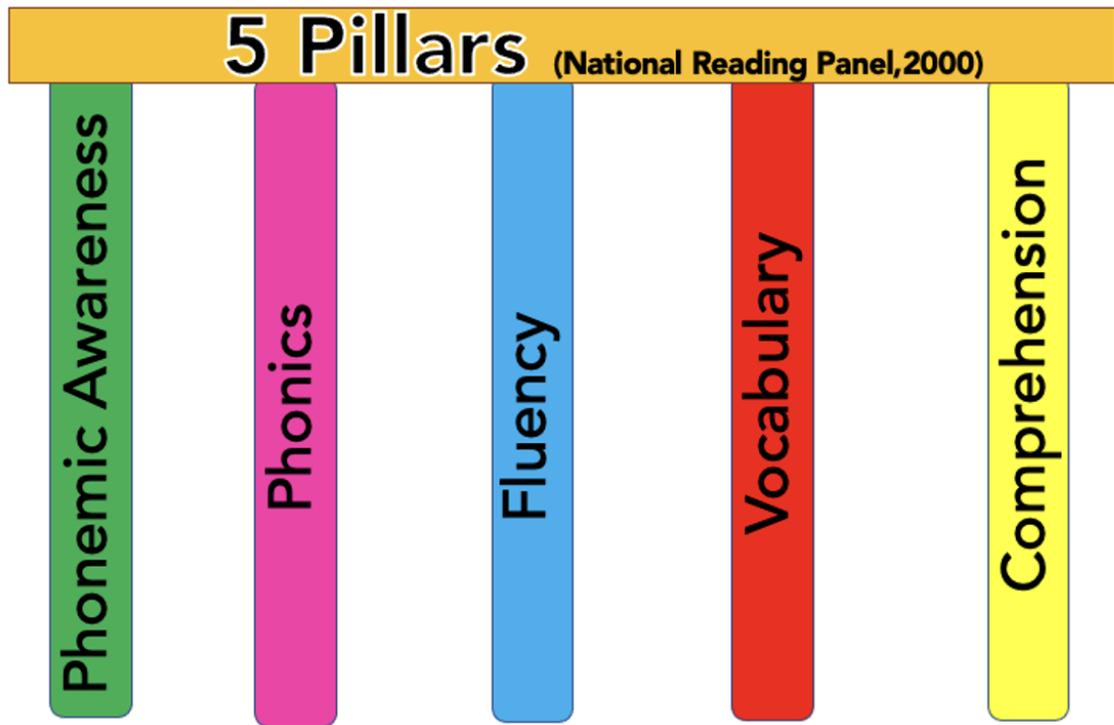
The purpose of this resource is to provide teachers with:

- a big picture of primary phonological awareness
- best practices for reading instruction in order to be able to zero in and target instruction
- skill-based suggestions for explicit phonemic awareness and phonics small group instruction
- A scope and sequence of skills suggested for each grade level to use as a general guide
- assessment tools to help inform instruction

You may find that some children in your classroom are well above or behind the stated scope for the grade level you teach. It is important that you assess and teach them where they are at in a small group setting and not just "cover" the material for that grade level. It is also worth noting that many children will be at a few different places on the continuum at the same time. The goal is to find out which skills they have, and which need further instruction and/or development.

We have provided further reading and references that you may find useful as you craft your program and process based on the needs of your students.

# 5 Pillars Of Reading Instruction



This elaboration resource will help you focus on the first two foundational pillars of learning to read: phonemic awareness and phonics.

# Helpful Definitions

**Affix** a 'half word' added to the root of a word to alter its meaning. (prefix: beginning of word, suffix: end of word).

**Blend** the stringing together of letter sounds to read a word. Blending is the main strategy used to teach students to decode.

**Compound Word** two words joined together to create a new word with a different meaning.

**Closed Syllable** a syllable with a short vowel followed by one or more consonants.

**CVC** a one syllable word that involves a consonant-short vowel-consonant pattern (ie. c-a-t).

**CVCe** a one-syllable word that follows the consonant-long vowel-consonant-silent e pattern in which the first vowel is pronounced long and the final e is silent (ie. cake).

**Decoding** the act of converting written language into speech. Also, the act of deciphering a new word by sounding it out.

**Delete** to remove the letter, syllable or sound to make a new word.

**Digraph** a two-letter combination that spells a single speech sound.

**Diphthong** vowels that have a glide and may feel as though they have two parts (ie. the vowels /ou/ in house and /oi/ in oil).

**Encoding** the cognitive act of storing information in memory or, production of graphemes or spellings.

**Explicit Instruction** Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations, and supported practice with feedback until independent mastery has been achieved. (Archer & Hughes, 2011)

**Grapheme** a letter or letter combination that spells a single phoneme (in English this could mean up to 4 letters ie.eigh)\_converting written language into speech. Also, the act of deciphering a new word by sounding it out.

# Helpful Definitions

**Inflectional endings** word endings such as *ing* or *es* combined with base words to indicate tense, number, mood, person, or gender.

**Morphology** The study of meaningful units of language and how they are combined in word formation.

**Onset** the part of a syllable before the vowel; some syllables do not have onsets.

**Orthography** the written spelling structure of language.

**Orthographic Mapping** the mental process used for storing words in memory for automatic retrieval, and which depends on proficiency with phoneme awareness, letter-sound association, and recognition of patterns in print.

**Phoneme** a speech sound that combines with others in a language system to make words.

**Phonemic Awareness** the understanding that spoken words are composed of separate spoken sounds, or phonemes

**Phonics** An instruction practice that teaches the relationship between graphemes (letters) and phonemes (sounds) for use in reading and spelling.

**Phonological Awareness** the understanding of the overall sound system in language.

**Prefix** a letter or group of letters added to the beginning of a word to change the meaning or make a new word.

**R-controlled vowels** when a vowel precedes the letter *r*, the pronunciation of the vowel changes from what it would typically be, were it not followed by an *r*. (*ie.* short *a* sounds different in these two words: *can*, *car*).

**Rhyme** repetition of the same sounds in the medial vowel and final consonants in two or more words.

**Rime** the part of a syllable that consists of a vowel and any consonant sounds that come after it.

# Helpful Definitions

**Root Word** A basic word to which affixes (prefixes and suffixes) are added is called a **root word** because it forms the basis of a new word.

**Schwa** a non-distinct 'lazy' vowel found in unstressed syllables in English. (ie. pencil- pencol, alone – ulone)

**Segment** the ability to break down words into individual sounds.

**Silent Letters** Silent letters can distinguish between homophones, e.g. in/inn; be/bee; lent/leant.

Silent letters may give an insight into the meaning or origin of a word, ex. vineyard suggests vines more than the phonetic 'vinyard' would.

Silent letters help to show long vowels ex. rid/rīde

Silent letters help to show 'hard' consonants ex. guest/gest

They can help to connect different forms of the same word eg. resign/resignation. \*

**Sound Boxes (Elkonin)** to blend sounds in a word without pausing between the letters or segment sounds into separate phonemes.

**Substitute** to replace a vowel or a consonant to make a new word.

**Suffix** a morpheme added to a root or base word, that often changes the word's part of speech and that modifies its meaning.

**Syllable** a unit of pronunciation within a word that is organized around a vowel.

**Temporary Spelling** spontaneous and self-directed attempts to represent words in print. The emerging spellings demonstrate what the child knows about the sounds in words, along with how he or she thinks letters represent these sounds.

*Definitions for these and other words are from by L. Moats, I.Beck and W. Belvins. See the resource section for book titles.*

\*Credit: Let's Learn English

# Scope and Sequence Through the Grades

## End of the Year Targets

 <b>Phonemic Awareness</b>	<b>Kindergarten</b>	<b>Phonics</b> <span style="float: right;">A B C</span>
<ul style="list-style-type: none"> <li>• know, recognize and produce rhyme (cat, bat)</li> <li>• word awareness (counts words in sentence)</li> <li>• segment words into syllables</li> <li>• blend syllables into words</li> <li>• hear and identify phonemes within words (initial, final, some medial)</li> <li>• segment onset-rime</li> <li>• blend 3 phonemes into words</li> <li>• segment CV and CVC words into phonemes</li> </ul>		<ul style="list-style-type: none"> <li>• letter names and their most common sounds</li> <li>• match spoken words to written words</li> <li>• temporary spelling with some sounds to represent each word</li> </ul>
<b>Phonemic Awareness</b>	<b>Grade 1</b>	<b>Phonics</b>
<ul style="list-style-type: none"> <li>• hear all phonemes in sequential order from left to right within a word (initial, medial, and final)</li> <li>• blend sounds into words (including CV, CVC, CCVC, CVCC, CCVCC)</li> <li>• segment words into individual phonemes</li> <li>• substitute initial or final phonemes (including within initial blends)</li> <li>• delete initial or final phonemes (including within initial blends)</li> <li>• substitute initial and final phonemes (and some medial vowels)</li> </ul>		<ul style="list-style-type: none"> <li>• CV, CVC, CCVC, CVCC words</li> <li>• short vowels with blends and digraphs</li> <li>• long vowel CVCE words</li> <li>• other single syllable long vowel words</li> <li>• r-controlled vowels</li> <li>• inflectional and plural endings</li> <li>• Temporary spelling representing all sounds within words</li> </ul>
<b>Phonemic Awareness</b>	<b>Grade 2</b>	<b>Phonics</b>
<ul style="list-style-type: none"> <li>• substitute medial vowels</li> <li>• delete second consonant of an initial consonant blend (ie. shop, sop)</li> <li>• substitute second consonant of an initial consonant blend (ie. sleep, sweep)</li> </ul>		<ul style="list-style-type: none"> <li>• silent letters</li> <li>• diphthongs</li> <li>• compound words</li> <li>• alternate letter and letter pair sounds (cent, giant, book)</li> <li>• multi letter word patterns (-aught, -old, -olt)</li> </ul>
<b>Phonemic Awareness</b>	<b>Grade 3</b>	<b>Phonics</b>
<ul style="list-style-type: none"> <li>• delete first consonant sound in a final consonant blend (ie. list, lit; fast, fat; jest, jet; loft, lot)</li> <li>• substitute first consonant sound in a final consonant blend (ie. fast, fact; test, tent, duct, dust; )</li> </ul>		<ul style="list-style-type: none"> <li>• more complex multisyllable words</li> <li>• prefixes,</li> <li>• root words</li> <li>• suffixes</li> </ul>

# Phonemic Awareness Kindergarten Skills



Skill	Example	Suggested Tasks
<p><b>Know, recognize and reproduce rhyme</b></p>	<p>A repetition of similar sounds at the ends of words. The words may have different onsets but share the same rime (which may or may not have the same spelling). cat, bat, sat or sale, tail, whale</p>	<p><b>Nursery rhymes</b> <b>Guessing Names:</b> “I’m thinking of a boy in our class whose name rhymes with <u>neat</u>”. (Pete) <b>Rhyming picture cards:</b> match</p>
<p><b>Word awareness</b></p>	<p>Counts words in a sentence The dog is big. = 4 words The understanding that sentences are made up of individual words. Every word you say can match a word on the page. Clap, jump, stomp, snap or tap each word</p>	<p><b>Morning Message</b> – select a sentence and clap the words. Circle each word. <b>Jump the Words</b> – attached large colourful circles to the floor. Teacher says a sentence and students repeat the sentence while jumping on one circle for each word. Hint: use one syllable words</p>
<p><b>Segment words into syllables</b></p>	<p>Claps multisyllabic words to identify the number of syllables heard. Flower = flow / er. (2 syllables) Yesterday = yes / ter / day (3 syllables)</p>	<p><b>Clap Syllables Strategy:</b> Say the whole word,, clap the word and count the syllables. Variation: tap, snap, or stomp. <b>Artifacts in a Bag</b> – objects like eraser, dice, pencil, ruler, toys, etc. Pull out one item at a time, say the name, clap the syllables. <b>Group or line up students by syllable(s) in names</b></p>
<p><b>Blend syllables into words</b></p>	<p><b>blend</b> syllables into words Hot / dog = hotdog Pill / ow = pillow</p>	<p><b>Robot Talk</b> –say a multi-syllabic word like a robot and students blend syllables together.</p>
<p><b>Hear and identify phonemes</b> within words (initial, final some medial)</p>	<p>What sound do you hear at the beginning of cat? What sound do you hear at the end of mouse? What sound do you hear in the middle of dog? Do you hear the /t/ at the beginning, middle or end? Top, plot, etc.</p>	<p><b>Whiteboard BME:</b> draw 3 lines on board, first line is beginning, second line is medial, third line is end sound. Kids can put a counter or the letter t in the correct spot. Where do you hear the /t/ in the word ‘sat’?</p>
<p><b>Segment onset-rime</b></p>	<p>Blend these parts together to make a word. Use hand gestures. Say word very slowly like /s/ /at/ = sat /c/ /oat/ = coat</p>	<p>Use <b>manipulatives</b> to represent onset and rime (paper squares, magnets, chips). Show students how to move the manipulatives as you say the onset and rime. They blend sounds together to say the word.</p>
<p><b>Blend 3 phonemes</b> into words</p>	<p>You <u>stretch</u> the word /mmm/ /oooo/ /nnnn/” slowly. They respond quickly, “Moon” Helpful to use sounds that are continuant phonemes like s, m, n, sh, th, a, etc.</p>	<p><b>Tortoise and Hare</b> Tell your students that you will be the tortoise, saying words very slowly as you stretch out the sounds. Their job is to be a hare and say the word FAST.</p>
<p><b>Segment CV and CVC words</b> into phonemes</p>	<p>CV: Say the word ‘at’, now say it again sound by sound (or phoneme by phoneme) = /a/ /t/ CVC dog = /d/ /o/ /g/</p>	<p><b>Sound boxes</b> – see handout from session 1 <b>Echoes</b> –teacher says word and student have to repeat the word phoneme by phoneme. Use a mirror for extra visual support.</p>

Skill	Example	Suggested Tasks
<b>Letter names</b> and their <u>most common sounds</u>	Depends on program you use. Common continuous sounds are most easy to blend (f, l, m, n, r, s, v). <ul style="list-style-type: none"> <li>• More common letters: b, c, k, d, f, g, h, k, l, m, n, p, s, t</li> <li>• Short vowels</li> <li>• Example: s, a, t, p, i, n</li> <li>• Example: s, a, m, n, l, t</li> <li>• Lower case letters make up 95%</li> </ul>	<b>Student names</b> – Who’s name starts with /b/? <b>Word Works Daily</b> <b>Sound Boxes</b> - hearing sounds, manipulating sounds <b>Introducing Graphemes &amp; printing</b>
<b>Match <u>spoken</u> words to <u>written</u> words</b>	1:1 to correspondence (Concepts About Print/Word Awareness)	<b>Word Works Daily</b> <b>Morning Message</b> <b>Poems</b>
<b>Invented</b> (temporary) spelling with some sounds from each word	Encouraging students to write the sounds that they hear as best as they can. Students become more proficient with spellings over time as they learn letter sounds, print, phonics and conventions of spelling. (see Development of Writing Progression by Heidi Song)	<b>Labelling pictures</b> <b>Writing Activities to go with drawn picture.</b>

# Phonemic Awareness Grade 1 Skills



Skills	Example	Suggested Tasks
<p><b>Hear</b> all phonemes in <u>sequential order</u> from left to right within a word (initial, medial, and final)</p>	<p>Plant = /p/ /l/ /a/ /n/ /t/ in sequence from left to right.</p>	<p><b>Sound boxes</b> – using manipulatives. Hearing sounds is the first step. Substitute letters when students are ready.</p>
<p><b>Blend</b> sounds into words (including CV, CVC, CCVC, CVCC, CCVCC)</p>	<p>/b/ /r/ /u/ /sh/ = brush Stringing sounds together to blend into a word. Model and explicitly show how to blend phonemes into a word.  Start with continuous sounds.</p>	<p><b>Blend the word:</b> using paper letters or magnetic letter to make words manipulating one letter at a time (ie. Am, mam, man, fan, fans). <b>Real Word/Silly Word:</b> blend sounds to make a CVC word (real or silly?) Tally or first to 10.</p>
<p><b>Segment</b> words into individual phonemes (including CV, CVC, CCVC, CVCC, CCVCC)</p>	<p>Segment ‘plush’ into individual phonemes = /p/ /l/ /u/ /sh/</p>	<p>See K activities and <u>add letters</u>. Sound Boxes – use letters in boxes</p>
<p><b>Add</b> initial or final phoneme to make a new word</p>	<p>Phoneme manipulation:  Add /sh/ to the beginning of ‘elf’. Say the new word = ‘shelf’  Add /l/ to the end of sea. Say the new word = ‘seal’</p>	<p>Many students, especially ELL, benefit from picture cards. Cards are often available for free online.</p>
<p><b>Delete</b> initial or final phonemes (including within <u>initial</u> blends)</p>	<p>Phoneme manipulation:  Say ‘man’ say it again without the /m/ = ‘an’ Say ‘bent’, say it again without the /t/ = ‘ben’ Say ‘train’, say it again without the /t/ = rain</p>	<p><b>Magical Words</b> – using picture cards, play a game where you take away the first sound of a word. Words can be real or nonsense. Ie. Bat = at, Fox = ox, etc.</p>
<p><b>Substitute</b> initial, final or medial phonemes (including within <u>initial</u> blends)</p>	<p>Phoneme manipulation:  Say ‘cat’, say it again and change the /c/ to a /r/ = ‘rat’  Say ‘fig’, say it again and change the /g/ to /t/ = ‘fit’</p>	<p><b>Word Chain</b> – say a word like ‘cat’ and encourage learners to take turns changing either the first, last or medial to make another word (real or silly). How many words can you make before you break the chain?</p>

Skills	Example	Suggested Tasks
CV, CVC, CCVC, CVCC words	CV = to CVC = bat CCVC = spit CVCC = part	<p><b>Manipulate letters to make new words:</b> Magnetic letters, letter tiles or letter cards to build words.</p> <p>Complexity of words will build with new learning of letters and sounds.</p>
Short vowels with blends and digraphs	<p>With blends (r-blends, s-blends, l-blends)</p> <p>With digraphs (ch, sh, th, wh)</p>	<p><b>Word Sorts</b> to match the skill being taught. Refer to Words Their Way, Making Words, McCracken Spelling.</p> <p><b>Decodable Texts, Poems, Sentences.</b></p>
Long vowel CVCE words	<p>Final e (a_e, e_e, i_e, o_e, u_e)</p> <p>Long vowels (multiple spellings) long a = ai, ay, eigh Long e = ee, ea, ey, y, ei, ie Long i = ie, igh, y Long o = oa, oe, ow, ou Long u = ew, eu, ue</p>	<p><b>Dictated sentences</b> based on skills being taught.</p> <p><b>Sound Boxes</b></p> <p>Complexity of words will build with new learning of letters and sounds.</p>
R-controlled vowels	ar, er, ir, or, ur	
Inflectional and plural endings	-ed, -s, -ing and silent letters (ie. comb <u>l</u> )	
Temporary spelling representing all sounds within words	Students write the sounds they know to write words (ie. nite for night) until they know the corresponding grapheme.	Any writing activity

Skills	Description & Example	Suggested Tasks
<b>Substitute medial phonemes (vowels)</b>	Replace the middle sound with a different vowel to create a new word  stop= st <u>e</u> p	Use the sound boxes for CVC, CCVC and CVCC and letters to spell words and change out the intended sound to make new words. (Using blue consonants and red vowels makes it easier for students to recognize the consonants and vowels in words.)  Play Jenga – when a student is not able to make and say another substitution or deletion within the suggested cvc, ccvc, cvcc frame they must pull a rod out of the Jenga set. If the Jenga set topples, time to rebuild.  Write short poems using cvc ccvc and/or cvcc words generated through substitutions and deletion activities.
<b>Substitute final phonemes</b>	Replace the end sound with a different sound to create a new word  pan= pa <u>t</u> pa <u>d</u> flip = flap flo <u>p</u>	
<b>Delete second consonant of an <u>initial</u> consonant blend</b>	Remove the second consonant in the initial blend to create a new word  shop = s <u>h</u> op = sop	
<b>Substitute second consonant of an <u>initial</u> consonant blend</b>	Change the second consonant in the initial blend by replacing it with a new one to make a new word.  star = scar	

Skill	Description and Example	Suggested Tasks
Silent letters	<p>Silent letters are letters that you can't hear when you say the word, but that are there when you write the word. They can be at the beginning, in the middle, or at the end of a word.</p> <p>Ex. bikē ghost</p>	<p>Silent letters can be found at the beginning, in the middle and at the end of words.</p> <p>Fun fact to share with students to get them looking at words and silent letters: not all letters are silent in similar words: ie. sign, signal</p> <p>Start with a focus on beginning silent letters, then work to end and then middle.</p> <ol style="list-style-type: none"> <li>1. Have students be "silent letter detectives and keep a "list" handy or a notebook page dedicated to recording any silent letters they spot while reading. Alternatively, keep a class anchor chart that students add to and refer to.</li> </ol>
Diphthongs	<p>One vowel and one <b>w</b> or <b>y</b></p> <p>Vowels that have a <b>glide</b> and are a sound that has 2 parts. (ie. the vowels /ou/ in house and /oi/ in oil)</p> <p><b>OW OY EY EW AY AW</b></p>	<p><b>Word Collector/Word Hunt</b> Use the Word Collector Booklets from the <a href="#"><u>print shop</u></a> to go on a word hunt. Hunt for specific diphthongs (ie. oi) or all diphthongs Students can define the word and/or draw a picture.</p> <p><b>Word Match</b> Create cards with diphthongs on each one. In partners, one student reads the diphthong on the card and the other student tells which letter combination makes that word. ie. house =&gt; is <b>OU</b> not <b>OW</b></p> <p>This can also be played as a concentration game where students take turns turning two cards over to make a match. (Print on heavy paper.)</p>
Compound words	<p>Two words used together to create a new meaning.</p> <p><b>hair + cut = haircut</b> <b>basket + ball = basketball</b></p>	<p>Create <b>compound word flashcards (to differentiate, colour code the first and second word.)</b> that can be used to:</p> <ol style="list-style-type: none"> <li>1. Play concentration</li> <li>2. Have one partner read the first word and the other creates or guesses the second word to create a compound word</li> </ol>
Alternate letter and letter pair sounds (cent, giant, book, soon)	<p>Some letters make two different sounds when they are pronounced.</p> <p>Alternate lessons with both sounds.</p> <p>cent, circle</p>	<p>Play concentration with word cards that contain:</p> <ol style="list-style-type: none"> <li>1. Words with soft sounds for c and g: match all soft sound or find matches with opposite sounds (ie. grab, giant)</li> <li>2. Repeat with letter pair sounds</li> </ol>
Multi letter word patterns (-aught, -old, -olt)	<p>Teach the multi letter word patterns so that students will recognize the pattern in new words: (some patterns are pronounced differently)</p> <p><b>-aught = taught, daughter</b> <b>-aught = laughter</b> <b>-olt= bolt jolt</b></p>	<p>This is best taught explicitly and then practiced through word recognition and pronunciation cards.</p> <p>A follow-up activity might be to write a silly poem or story using these words to be read aloud with correct pronunciation.</p>

Skill	Description and Example	Suggested Tasks
<b>Delete</b> first consonant sound in a final consonant blend	Phoneme manipulation: ie. last remove s = lat	<ul style="list-style-type: none"> <li>• small group instruction: use letter tiles to manipulate the consonants whether it is deleting or substituting</li> <li>• use cards with blend words. Have students work in pairs. One student reads the original word, the other student makes a new word.</li> <li>• have students create their own blend words list to manipulate. Use books to discover new blend words as they read.</li> </ul>
<b>Substitute</b> first consonant sound in a final consonant blend	Phoneme manipulation: fast = fact	

“-st” blends	last, first, test, quest, worst, thirst
“-sk” blends	mask, task, risk, desk, disk, tusk
“-ld” blends	cold, told, fold, mold, gold, sold
“-nd” blends	sand, wand, pond, send, tend, find
“-nk” blends	skunk, sink, think, thank, tank, dunk

Skill	Description and Example	Suggested Tasks
Prefixes	<p>The beginning set of letters is added to change the meaning of the word.</p> <p>Ex. undo, redo</p>	<ul style="list-style-type: none"> <li>• Create prefix cards that students can add to word cards to create new words</li> <li>• Play concentration with affix cards to help students understand the meaning of the affix</li> </ul>
Root words	<p>A basic word used with a prefix or suffix to create a word with a new meaning.</p> <p>Ex. Play (engage in a fun activity) Playful (fond of lighthearted games, not serious games) Replay (play it again)</p>	<ul style="list-style-type: none"> <li>• Play “Showdown” (Kagen cooperative learning strategy) Students are in teams of 4. Each student has a white board. The captain turns over a word and students write down what they think it means. When the captain calls: Showdown, everyone shows their definition. Students discuss and agree upon a definition. The teacher then reads or displays the definition. The play continues clockwise with a new captain. This game can be played with prefixes and suffixes too.</li> </ul>
Suffixes	<p>The end set of letters is added to change the meaning of the word.</p> <p>Ex. larger, largest</p>	<ul style="list-style-type: none"> <li>• Create suffix cards that students can add to word cards to create new words</li> <li>• Play concentration with affix cards to help students understand the meaning of the affix</li> </ul>

## Temporary Spelling

I love writing

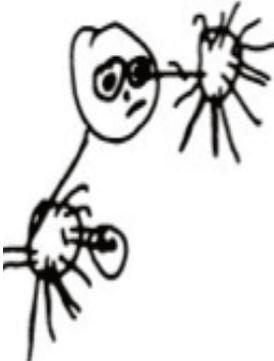
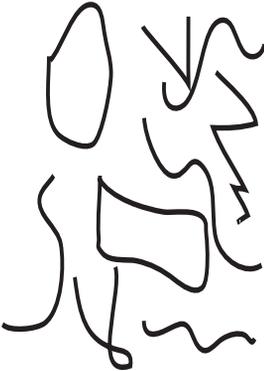
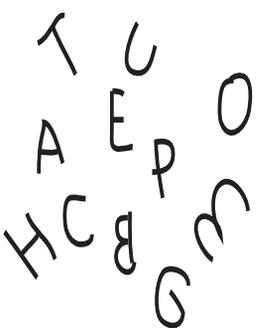
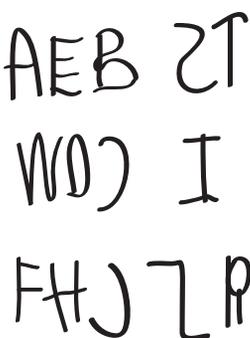
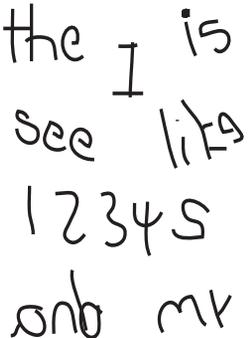
When children first learn to write, they are using what they know about the world to express their ideas, thoughts, and feelings on paper. This written expression begins with scribbles, moves to drawing, develops into strings of letters, then words, then sentences. Before children can express themselves using graphemes (letters), they need to be able to link phonemes (sounds) to graphemes (letters). This is all part of the phonological awareness processing that goes on as children learn new skills. It is a lot, and we need to give children adequate time to move through these stages with lots of opportunities to practice and “write”.

Spelling is a window on what a person knows about words. We need to move away from the idea that spelling is all about memorization. More recent studies do not support the idea that visual memory is the key to good spelling. Rather, spelling is a linguistic task that requires knowledge of letters and letter patterns. (Joshi, Moats et. al 2008)

A great way to incorporate spelling practice into your phonics lessons is through dictation. According to Blevins (2017), “Dictation is guided spelling practice. It is your way of modeling and providing supported practice for a student in how to transfer phonics skills from reading to writing.” Dictation can accelerate students’ use of taught phonics skills in their writing. Blevins recommends incorporating dictation into phonics lessons at least twice a week. Dictation may begin as early as kindergarten for those students who are ready. Learning these new skills when a child is ready supports reading and writing development, as well as their curiosity and motivation to learn.

These early writing examples inform what phonics skills still need to be addressed for students to develop further along the writing continuum. A student’s spelling progresses from temporary into transitional and then conventional spelling. During this process, students learn how words work and teachers should encourage and praise their attempts.

# HeidiSongs' Chart of the Developmental Progression of A Child's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapes and I won to play with MY feh (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and Thay got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

“High-frequency words are often referred to as ‘sight words’, a term that usually reflects the practice of learning the words through memorization.” (Reading Rockets) Did you know that one hundred and thirty-eight words (63%) of the Dolch 220 list are decodable when all regular spelling patterns are considered? Using phonics skills to decode HFW (high frequency words) means that phonological awareness must come first for most children learning to read. Having a strong knowledge of these words helps students to learn to read with ease and helps to build fluency. High frequency words are known as ‘sight words’ as they are words that children automatically recognize; over 60% of the Dolch ‘sight’ words can be sounded out.

When children make the connection between phoneme and grapheme (speech to print, sound to letter), they are ready to learn more about how sounds are segmented, blended, and manipulated to create words. These same early reading skills can be applied to many high frequency words. The remaining words are referred to as ‘heart words’ as they have both regular and irregular parts. The irregular parts need to be learned by heart. The Dolch 220 List has 82 Heart Words (37%) (Reading Rockets)

Early readers should use decodable sentences, passages and/or books to read before diving into levelled books. Decodables are like the training wheels of reading.

**The first 4000 Word List – Michael Grave <https://michaelfgraves.net/>**



# Elkonin (Sound) Boxes



# Using Elkonin (Sound Boxes)

<b>Step 1:</b>	<b>Using Picture cards immediately after Roaming Around the Known:</b>	<b>Prompts:</b>
	1. Clap syllables (with and without picture cards). Can be done in RAK if they know how to do it.	How many syllables to you hear in ...?
	2. Teacher says words slowly (stretch the word, not /c/ - /a/ - /t/), child follows.	Say the word slowly.
	2a. Teacher pushes “sound gems” into sound boxes as she stretches the word slowly (demo), child tries, repeat demo if needed. Practice words with three sounds (sun, moon, shell, cat). Proceed to four sound words and so on. This may take several days. No letters are put into the boxes. Page 96	Listen carefully to the sounds as you say the word slowly.
<b>Step 2:</b>	<b>On practice page:</b>	
	1. Phonemic analysis of words the student wants to write. Teacher draws sound boxes on practice page. Initially, teacher models; teacher models and child pushes gems; child articulates word and teacher pushes gems; student articulates word slowly and pushes gems. Page 97. Goal for child to work towards independent articulation, pushing gems (or just finger) and recording sounds in any order. Page 98.	Say the word slowly. What can you hear? How could you write it? Where will you put it? What else do you hear? What do you hear at the beginning? What do you hear at the end? middle?
	2. Child uses sound boxes with minimal help and is able to dominant sounds (ie. First/last). Accept sounds in any order.	as above
	3. Child uses sound boxes and is able to record sounds left to right with minimal assistance. May need help with vowels or blends. Page 99-100 #3 must be independent before moving into spelling boxes.	What letters would you expect to see?
	4. Attend to spelling using boxes for each letter. Must have control #3 and be able to select some vowels correctly. Page 100+	Explain to student that they are now moving into spelling boxes (no longer using sound boxes). Every letter will have it's own box.
	5. Working without boxes. Child doing most of the analysis while he writes. Spelling boxes used occasionally when needed. Page 101.	

# Sound Boxes

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# Sound Boxes

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# Sound Boxes

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# Sound Boxes

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# Sound Boxes

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# The Sound Wall



# Sound Wall Information and Visual Examples

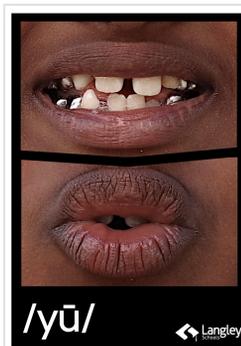
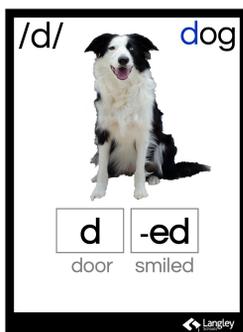
A sound wall is a visual reference for students. Sound walls promote speech to print which is the natural way students learn. It is organized by sounds with graphemes added to represent the sounds. A sound wall is based on the learner perspective, creating an interactive tool for teaching and learning.

A sound wall represents all 44 phonemes and includes “face” cards that demonstrate how the articulation of the sound looks. This helps students foster an understanding of our language system

Some tips as you begin to use the sound wall in your classroom:

1. Build the sound wall as you teach it
2. Teach articulation of phonemes
3. Add graphemes as you teach them.
4. Revisit words that are posted to reinforce learning
5. Put a mirror on the wall so that students can see how their mouth looks as they articulate.

Dr. Mary Dahlgren

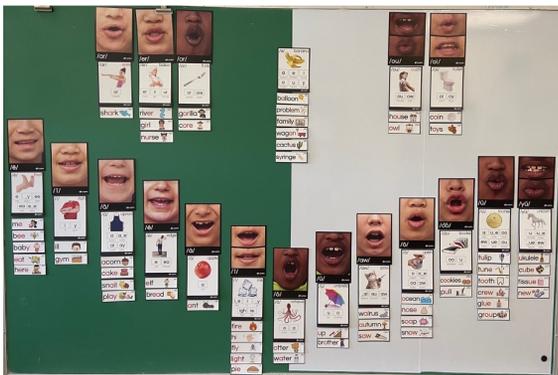


# Congratulations on Choosing to Use a Sound Wall in the Classroom!

Trying something new can often make you feel unsure, anxious or even overwhelmed. We hope that the 3 webinar sessions and the new Reaching and Teaching Every Reader handbook will help give you a start in preparing your classroom and yourself for a more refined and explicit approach to teaching early reading.

You might be asking yourself: 'Where do I start? How do I use a sound wall?'

We have vetted some videos, information and blog posts to help you in your learning journey. Please use these as a start to exploring and learning more about the sound wall. You can use some of these ideas to craft your own processes and lessons and see what works for you and your students. You will likely tweak along the way based on on-going assessment and the needs of your students. Here is a sample of one way you can set up your sound wall. Another way is the "place of articulation" model. Watch the videos and/or read the texts below to find a set up that is right for you in your classroom.



**Vowel Valley**



**Phoneme Cards/Consonants**

## Videos

Understanding the Hows and Whys of Sound Walls

<https://www.youtube.com/watch?v=vxV4RqIF00M>

Sounds Wall PaTTan <https://www.youtube.com/watch?v=ymlw6aCp7mIH>

## Blog Posts:

Tools 4 Reading: Beginning and Implementing

<https://www.tools4reading.com/single-post/implementing-sound-walls-it-s-as-easy-as-1-2-3>

<https://www.tools4reading.com/single-post/building-a-sound-wall-where-do-i-begin>

Heggerty: Transitioning from Word Walls to Sound Walls

<https://heggerty.org/blog/sound-walls/>

## General Blogs on Sound Walls:

<https://mrs winters bliss.com/sound-wall-in-the-classroom/>

For more information on articulation of sounds, please consult with your school based Speech and Language professional.



Assessment is the key to informing our instruction. We can use formative assessment regularly to find out where our students are at in phonemic awareness and phonics development and use that information to plan our next lessons.

You might consider using a combination of the following assessments to determine your students' current skills and areas requiring targeted instruction.

### **QPAS (Quick Phonological Awareness Screening)**

We have developed a clearer student recording sheet. This can be used with a graph that teachers can colour to show mastery of a skill. We have also created a digital assessment record template that highlights the skills mastered and ones that still need development. There are samples to follow. (Used with permission.)

### **Phonics Snapshot Assessment**

This assessment enables teachers to see very quickly what phonics skills students have mastered and where what you should teach next. The assessment is given much like a spelling test, however, the words are specifically targeting phonics skills in order. (See the Phonics Snapshot Assessment, page 42 for the download link.)

### **Words Their Way Spelling Inventory**

This assessment zeros in on what phonics skills students need. It is given as a whole class, so it is easy to administer. While there is a program that goes with this assessment, many other types of lessons can be used in place of the full WTW program. Many teachers find it too lengthy and prefer to spend more time teaching and practicing reading and writing to teach and reinforce these skills. Many schools have this assessment and books in their schools. The assessment can also be found online. Use the primary assessment for early readers and the elementary assessment for older readers.



## Quick Phonological Awareness Screening (QPAS)

Individuals completing this screening with students may contact the HPEDSB Speech and Language Pathologists or Student Success Coordinator to obtain support with regards to specific screening administration guidelines and/or training.

### Frequently Asked Questions

#### 1. Why is phonological awareness important?

A student's level of phonological awareness at the end of Kindergarten is one of the strongest predictors of future reading success, in Grade 1 and beyond (Adams et. al. 2008).

#### 2. What is the purpose of the HPEDSB QPAS tool?

There are a variety of tests and screening protocols available for the purpose of screening or assessing students' phonological awareness skills. These tools vary with regards to the length of administration and the specific tasks that are assessed. The HPEDSB QPAS tool was designed for the purpose of obtaining a quick overview of a student's phonological awareness skills. By administering this tool to an entire class or targeted group of students the scoring response form provides visualization of trends in performance, both within a specific student's skills, as well as across an entire class or group. The development of this screening tool was made with consideration to the standardized PAT-2 (Phonological Awareness Test 2<sup>nd</sup> Edition), as well as screening tools developed by and used in other school boards.

#### 3. What is the intended population for this screening tool?

Typically it is expected that students master the skills of phonological awareness by Grade 2. While this screening tool may be completed with anyone, the HPEDSB QPAS tool was initially designed to screen the phonological awareness skills of the Kindergarten to Grade 1 populations. Should school personnel be interested in obtaining a more in-depth assessment of a students' phonological awareness skills or would like to assess a student in an older grade, it is recommended that a standardized assessment tool is utilized rather than this quick screening protocol.

#### 4. Can target words be repeated?

Yes, target words and task instructions may be repeated to students.

#### 5. If a child appears to 'forget' how to perform a skill part-way through a set of questions can examples be provided?

No, while task instructions may be repeated, examples are only able to be provided during the initial trials. If the administrator feels that a child needs more examples of the task during the trial phase they may provide them at that time (please see attached page for additional training items for each HPEDSB QPAS question); however once the presentation of the five test items begins, modeling, examples or support is not allowed.

#### 6. Is it okay to accept nonsense words in the *Rhyming Production Activity*?

Yes, nonsense words can be considered as correct answers in this screening activity. When asking students to generate rhymes, nonsense words are acceptable. What is being assessed is their ability to perform the rhyming task, not their vocabulary knowledge. It is important to remember that students do not have the same vocabulary base as adults and that they are still learning which sound sequences represent real words in English.

#### 7. I used manipulatives (blocks) to help a child visualize the different sounds in a word. When the student was completing the *Sound Segmentation* activity they orally segmented the word /s- ä-t/ correctly however they only grabbed two blocks. Should they be scored correctly?

The students' ability to segment each sound orally is the focus of this task; not their ability to count. As long as the administrator hears the student segment each sound individually their use of manipulatives should not be evaluated.

Adams, M. J., B. R. Foorman, I. Lundberg, and T. Beeler. *Phonemic Awareness in Young Children: A Classroom Curriculum*. Paul Brookes Publishing Co., 1998.



## Quick Phonological Awareness Screening (QPAS) Additional Training Items

The samples below may be utilized should the administrator feel that a student would benefit from additional training items during the trial phase of a question.

<i>Item</i>	<i>Task Instructions</i>	<i>Additional Trial Examples</i>
1. <i>Rhyming Recognition</i>	<i>"Tell me if these words rhyme..."</i>	<i>pit – mit; sand – sock, ship, hip</i>
2. <i>Rhyming Production</i>	<i>"Tell me a word that rhymes with..."</i>	<i>ask the student to make a rhyme with their own name, a pet's name or the examiner's name</i>
3. <i>Word Awareness</i>	<i>"How many words are in..."</i>	<i>happy birthday; it's time to eat, hit the ball</i>
4. <i>Syllable Awareness</i>	<i>"Listen for each syllable or word part, how many syllables are in the word..."</i>	<i>how many syllables are in the student's name, the examiner's name, the principal's name?</i>
5. <i>Initial sound Identification</i>	<i>"Tell me the first (or beginning) sound in the word..."</i>	<i>tac (t); dog (d); teacher (t), us (uh)</i>
6. <i>Final Sound Identification</i>	<i>"Tell me the last (or ending) sound you hear in the word..."</i>	<i>dot (t); food (d); time (m)</i>
7. <i>Sound Segmentation</i>	<i>"Tell me all the sounds you hear in the word..."</i>	<i>dog (d-ah-g); fit (f-i-t); cool (k-oo-l)</i>
8. <i>Sound Blending</i>	<i>"Listen to these individual sounds and tell me what word you hear..."</i>	<i>I am going to tell you a secret word and only say the sounds in the word. Can you guess these words? (k-i-d) kid; (b-l-ă-k) black; (t-oo) two</i>
9. <i>Medial Sound Identification</i>	<i>"Tell me the middle sound you hear in the word..."</i>	<i>Pout (ow), put (uh), mitt (ī)</i>
10. <i>Deletion Task</i>	<i>"I am going to ask you to say a word and then say it again without one of its parts..."</i>	<i>Say hotdog, say it again but don't say "hot" (dog) Say money, say it again but don't say "mon" (knee) Say chip, say it again but don't say "ch" (ip)</i>



**Phonological Awareness Quick Screening Test**  
**November 2013 Revision**

Last Name:	First Name:	Birthdate:	mm/ dd/yyyy
School:	Teacher:	Examiner:	Test Date:
			mm/ dd/yyyy

Use the lines to record student responses. Also, record any other observable behaviours. This test shows a progression of skill development.

**1. Rhyming Recognition**

Trial: "Tell me if these words rhyme: (can-man) (to-up.)" "Now tell me if these words rhyme..."

- 1. fat - sat \_\_\_\_\_
- 2. cake – shake \_\_\_\_\_
- 3. fin – map \_\_\_\_\_
- 4. look – book \_\_\_\_\_
- 5. play – stop \_\_\_\_\_  /5

**2. Rhyming Production**

Trial: "Tell me a word that rhymes with pat" (nonsense words are ok). "Now tell me a word that rhymes with..."

- 1. toe \_\_\_\_\_
- 2. bake \_\_\_\_\_
- 3. more \_\_\_\_\_
- 4. top \_\_\_\_\_
- 5. star \_\_\_\_\_  /5

**3. Word Awareness**

Trial: "Listen to each sentence. (Provide blocks and move them as you say each word for "I like puppies"). Say to the student "Now you try" and say the sentence again. "Now you use the blocks and show me how many words are in..."

- 1. He is nice. \_\_\_\_\_
- 2. Sit down. \_\_\_\_\_
- 3. Please wash your hands. \_\_\_\_\_
- 4. Five boys and girls are reading books. \_\_\_\_\_
- 5. Apples are good for you. \_\_\_\_\_  /5

#### 4. Syllable Awareness

Trial: "Listen for each syllable or word part you hear in the word "computer". "Now clap the word parts with me".

"Listen to each word and you try it by yourself."

1. rainbow (2) \_\_\_\_\_
2. fish (1) \_\_\_\_\_
3. sunflower (3) \_\_\_\_\_
4. caterpillar (4) \_\_\_\_\_
5. walking (2) \_\_\_\_\_

/5

#### 5. Initial Sound Identification

Trial: "Tell me the first (or beginning) sound you hear in "soup". /sss/ is the beginning sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the first sound in..."

1. pin (p) \_\_\_\_\_
2. tank (t) \_\_\_\_\_
3. wipe (w) \_\_\_\_\_
4. apple (a) \_\_\_\_\_
5. kindergarten (k) \_\_\_\_\_

/5

#### 6. Final Sound Identification

Trial: "Tell me the last (or ending) sound you hear in "soup". /puh/ is the last sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the last sound in..."

1. some (m) \_\_\_\_\_
2. tug (g) \_\_\_\_\_
3. laugh (f) \_\_\_\_\_
4. lip (p) \_\_\_\_\_
5. make (k) \_\_\_\_\_

/5

#### 7. Sound Segmentation

Trial: "How many sounds do you hear in the word "cat"? (pull 3 blocks down to demonstrate as you are saying the word. For example, k-a-t). "Now, tell me each sound in..." (The test administrator does not stretch out the test words. Only stretch out the word when giving the initial example).

1. sat (3) \_\_\_\_\_
2. game (3) \_\_\_\_\_
3. up (2) \_\_\_\_\_
4. shoe (2) \_\_\_\_\_
5. stop (4) \_\_\_\_\_

/5

**8. Sound Blending**

Trial: "Listen to the sounds and tell me what this word is /'uh', 's'/. (The word is /us/). Tell me what this word is...."

- 1. /m-e/ (me) \_\_\_\_\_
- 2. /s-oo-p/ (soup) \_\_\_\_\_
- 3. /h-a-t/ (hat) \_\_\_\_\_
- 4. /t-ah-p/ (top) \_\_\_\_\_
- 5. /s-p-oo-n/ (spoon) \_\_\_\_\_

/5

**SENIOR KINDERGARTEN STOP HERE**

**9. Medial Sound Identification**

Trial: "Tell me the middle sound in "soup". /oo/ is the middle sound. Tell me the middle sound in..."

- 1. cup (uh) \_\_\_\_\_
- 2. gas (ae) \_\_\_\_\_
- 3. toon (oo) \_\_\_\_\_
- 4. wish (i) \_\_\_\_\_
- 5. mop (ah) \_\_\_\_\_

/5

**10. Deletion Task**

Trial: "I am going to ask you to say a word and then say it again without one of its parts. Say 'cowboy', but don't say 'cow'." Discontinue testing after 6 consecutive errors.

"Say"	"Say it again but don't say"	Answer	Response		"Say"	"Say it again but don't say"	Answer	Response	
1. baseball	"base"	ball			12. person	"per"	son		
2. haircut	"hair"	cut			13. monkey	"mon"	key		
3. Sunday	"Sun"	day			14. fat	"/f/"	at		
4. railroad	"rail"	road			15. seat	"/s/"	eat		
5. sometime	"some"	time			16. shout	"/sh/"	out		
6. return	"re"	turn			17. tall	"/t/"	all		
7. around	"a"	round			18. door	"/d/"	or		
8. motel	"mo"	tel			19. few	"/f/"	ew		
9. almost	"al"	most			20. snail	"/s/"	nail		
10. helpful	"help"	ful			21. thread	"/th/"	read		
11. baby	"ba"	by			Total: /21				

(deletion task adopted from Catts et. al 2001)



# Q-PAS CLASS RESULTS: Quick Phonological Awareness Screening

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Record student scores of 0-5 in each box. Upon completion of class screening, the grid can be shaded as follows to observe trends in data:

Red = scores of 0-1

Yellow = scores of 2-3

Green = scores of 4-5

		Kindergarten											
	Student Name	Rhyming Recognition	Rhyming Production	Word Awareness	Syllable Awareness	Initial Sound Identification	Final Sound Identification	Sound Segmenting	Sound Blending	Medial Sound Identification	Syllable Deletion	Phoneme Deletion	
		5	5	5	5	5	5	5	5	5	13	8	
1	John Doe	4	0	4	5	5	4	3	2	1	11	4	
2													
3													
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# Quick Phonological Awareness Screening Test - QPAS

Hastings and Prince Edward School District (alternative student recording sheet)

Student's Name: \_\_\_\_\_

Record student responses ✓ and/or any other observable behaviours.

<b>1. Rhyming Recognition</b> /5			
<i>"Tell me if these words rhyme: (can-man; to-up). Now, tell me if these words rhyme... ."</i>			
<b>Date (s)</b>			
fat - sat			
cake - shake			
fin - map			
look - book			
play - stop			

<b>2. Rhyming Production</b> /5			
<i>"Tell me a word that rhymes with pat". Now tell me a word that rhymes with ... ."</i>			
<b>Date (s)</b>			
toe			
bake			
more			
top			
star			

<b>3. Word Awareness</b> /5				
<i>"Listen to each sentence. (Provide blocks and move them as you say each word for "I like puppies") "Now you try" (say the sentence again). "You use the blocks and show me how many words are in... ."</i>				
	<b>Date (s)</b>			
He is nice.				
Sit down.				
Please wash your hands.				
Five boys and girls are reading books.				
Apples are good for you.				

<b>4. Syllable Awareness</b> /5			
<i>"Listen for each syllable in the word computer. "Now clap the word parts with me. You try it".</i>			
<b>Date (s)</b>			
rainbow (2)			
fish (1)			
sunflower (3)			
caterpillar (4)			
walking (2)			

<b>5. Initial Sound Identification</b> /5			
<i>"Tell me the 1<sup>st</sup> sound you hear in soup. /s/. "Tell me the 1<sup>st</sup> sound you hear in ... ."</i>			
<b>Date (s)</b>			
pin (p)			
tank (t)			
wipe (w)			
apple (a)			
kindergarten(k)			

<b>6. Final Sound Identification /5</b>			
<i>"Tell me the last sound you hear in <u>soup</u>. Tell me the last sound in ... ."</i>			
Date (s)			
some (m)			
tug (g)			
laugh (f)			
lip (p)			
make (k)			

<b>7. Sound Segmentation /5</b>			
<i>"How many sounds do you hear in the word <u>cat</u>? Now, tell me each sound in ... ."</i>			
Date (s)			
sat (3)			
game (3)			
up (2)			
shoe (2)			
stop (4)			

<b>8. Sound Blending /5</b>			
<i>"Listen to the sounds and tell me what this word is /uh/+s/= us. Tell me what this word is ... ."</i>			
Date (s)			
/m-e/ me			
/s-oo-p/ soup			
/h-a-t/ hat			
/t-ah-p/ top			
/s-p-oo-n/ spoon			

<b>9. Medial Sound Identification /5</b>			
<i>"Tell me the middle sound in <u>soup</u>. /oo/ Tell me the middle sound in ... ."</i>			
Date (s)			
cup (uh)			
gas (ae)			
toon (oo)			
wish (i)			
mop (ah)			

<b>10. Syllable Deletion Task /13: "I am going to ask you to say a word and then say it again without one of its parts. Say 'cowboy', but don't say 'cow'. Stop after 6 consecutive errors.</b>									
"Say"	"Say it again but don't say"	Answer	Response	√	"Say"	"Say it again but don't say"	Answer	Response	√
1. baseball	"base"	ball			12. person	"per"	son		
2. haircut	"hair"	cut			13. monkey	"mon"	key		
3. Sunday	"Sun"	day			<b>Phoneme Deletion Task /8</b>				
4. railroad	"rail"	road			14. fat	"/f/"	at		
5. sometime	"some"	time			15. seat	"/s/"	eat		
6. return	"re"	turn			16. shout	"/sh/"	out		
7. around	"a"	round			17. tall	"/t/"	all		
8. motel	"mo"	tel			18. door	"/d/"	or		
9. almost	"al"	most			19. few	"/f/"	ew		
10. helpful	"help"	ful			20. snail	"/s/"	nail		
11. baby	"ba"	by			21. thread	"/th/"	read		

## QPAS ASSESSMENT SNAPSHOT

Insert names of students needing support with specific skills.

<b>Rhyming Recognition</b>	<b>Rhyming Production</b>	<b>Word Awareness</b>
<b>Syllable Awareness</b>	<b>Initial Sound Identification</b>	<b>Final Sound Identification</b>
<b>Sound Segmentation</b>	<b>Sound Blending</b>	<b>Medial Sound Identification</b>
<b>Deletion Task</b>		

# Phonics Snapshot Assessment

*Dictated sentences to indicate current phonics skills and what to teach next on the continuum.*

*Also refer to the Langley scope and sequence.*

### Teacher's Guide

## Phonics Snapshot Assessment

Who is this for?  
The Phonics Snapshot Assessment is a quick phonics assessment created for any teacher who is teaching reading through phonics. The results will give you a "snapshot" perspective of your students' mastery of phonics and exactly what skill(s) you should teach next.

Why should I use it?  
Research shows that students who receive targeted instruction in phonics skills that they are struggling with are more likely to become proficient readers than students who do not receive such instruction.

### Teacher's Script

## Phonics Snapshot Assessment

Today we are going to do an activity that will help me teach you to be better readers. This is not a test, so do not worry. I am going to say a word and use the word in a sentence. I want you to write the word as best as you can. Even if you do not know how to write the word, just try your best.

1. Tag. My brother and I like to play tag. Tag.
2. Run. I can run fast. Run.
3. Hot. It is hot outside today. Hot.
4. Jet. The jet flies in the sky. Jet.
5. Pin. She puts a pin in her hair. Pin.
6. Shed. We keep tools in the shed. Shed.

### A Teacher's Guide to Scoring & Analyzing

## Phonics Snapshot Assessment

**Materials Needed**  
Be sure to have a *Student Answer Sheet* and one *Phonics Snapshot Assessment Score Sheet* for each student assessed. You'll need one *Class Results Page* & one *Student Groupings Page* if applicable.

**Decide on Mastery**  
At what percentage correct do you consider "mastery"? I consider a skill mastered if a student scores 80% or above. Decide what you consider mastery.

**How to Score and Analyze**

- Analyze how the student spelled each word. Circle or highlight the skill the student understands. For example, in the word "tag," there is an initial consonant, short vowel, and final consonant. Circle the skills that the student understands based on their spelling of the word.
- At the bottom, count and calculate the total number of circles/highlights for each student.
- Circle the first skill (skills are in order from left to right, top to bottom) where the student's score falls below mastery. This is your target phonics skill, or what you want to teach/review next for that student.

**Class Results & Student Groupings [If Applicable]**

- If you're working with a class, input their results in the *Class Results Page*. Next to each skill, check the box that matches the student target skill.
- On the *Student Groupings* page, write each student's name under their current target skill. You now have targeted groups for differentiation!
  - **Phonemic Awareness & the Alphabet:** If a child did not master initial consonant, they are likely that they require more phonological and phonemic awareness instruction as well as instruction on the letter names and sounds.
  - **Multisyllabic words:** If a child has mastered all of the skills in this assessment, they are likely that you should assess them for their ability to decode and read multisyllabic words.

More info available at [www.teachableteacher.com/phonics-assessment](http://www.teachableteacher.com/phonics-assessment) © A Teachable Teacher

### Student Answer Sheet

## Phonics Snapshot Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

© A Teachable Teacher

You can download this resource here:

<https://bit.ly/3ovo9l6>



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## **Decodables** (The training wheels of reading.)



The use of decodable books is helpful for those students that are just beginning to read. These books focus on using phonics to decode words and “crack the code” of reading. The best decodable books are ones that carry meaning (comprehension) and are not just isolated phonics-based sentences.

## **Predictable, or Patterned Text**

This type of book has a repeated pattern and often uses familiar concepts. Students pick up the pattern quickly and rely on their sight word knowledge, picture and context clues to figure out the words in the story. These books are not ideal for developing students’ decoding skills because they must rely on sight word knowledge and predicting.

*According to Blevins, (2017), “These books can be used with early learners [for example in kindergarten to teach concepts of print] before they have enough phonics skills to read a fully decodable text. These books are highly motivating to beginning readers. They give these students a sense of how to read in English by developing key concepts of print (e.g.; left-to-right progression) and some sight word knowledge that can be used when reading later, more complex texts. These beginning readers also learn the difference between text and illustrations and in the importance of each in telling a story, as well as other early reading behaviours. The problem arises when these books are used as the sole source of reading when decoding instruction is in full swing and students have a large enough toolbox of skills to read text in which they can practice their sound out of words.”*



## **Step 1: Preview and Predict**

Read the title. Have students repeat. Describe the cover illustration using key words to frontload vocabulary. Ask students to tell what they think the story will be about and why (noting details in the art and title).

## **Step 2: First Read (Read Together)**

Students point to every word as they chorally read it aloud. If students have difficulty with any word, stop and model how to sound it out. Then have students reread the sentence with the corrected word. Confirm with students by using a secondary cue to doublecheck such as “Does the word make sense in the sentence?”

## **Step 3: Check Comprehension**

Ask questions about the story. Student can discuss with a partner before you call on them to answer. Prompt students to answer in complete sentences. Prompt students to find details in the text or art to support their answers.

## **Step 4: Second Read (Develop Fluency)**

Students reread the whole book again to a partner. Circulate, listen in, and provide corrective feedback as necessary.

## **Step 5: Retell and Write**

Have students retell the story to a partner in their own words. They can use the illustrations as cues. Then have students write about the story. It can be a retelling, a story extension, a new story with the same characters or what they learned from the book (if non-fiction). If needed for extra support, use sentence starters and allow drawings.

## Decodables Sources:

The Reading League has a [comprehensive list](#) of decodables that you can browse through. The pdf link is also included in the resource page. Many of these resources are outside of Canada so be sure to look to see if they have a Canadian distributor. (ie. High Noon books.)

## [Scholastic Phonics Readers](#) (Canada)

Decodable books should be:

1. Comprehensible: Vocabulary must be understandable. Words must be derived from students' speaking and listening vocabularies.
2. Instructive: The majority of words must be decodable.
3. Engaging: Connected text must be engaging enough for students to want to read it again and again because practice is important. In the early texts, some of the engagement and discussion will be derived from the photos and illustrations but the text must support them.

### Important:

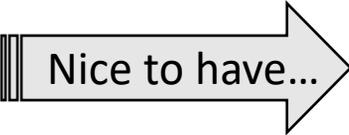
A high proportion of the words in the earliest decodable selections should conform to the phonics **they have already been taught**. Otherwise, they will not have enough opportunities to **practice**, extend, and refine their knowledge of letter-sound relationships.

*Becoming a Nation of Readers (Anderson, Hiebert, Schott, & Wilkinson, 1985)*



Must haves

- small white boards and/or “worksheet sleeves” with white paper inside placed on a clip board
- whiteboard makers and erasers
- letter tiles
- magnetic letters – upper and lower case
- pocket chart
- decodable readers



Nice to have...

- sand trays
- ziploc with paint inside
- sandpaper with paper on top
- embroidery mesh sheets with paper on top

## Handwriting

- Developing handwriting (printing) skills in K-2 frees up working memory so students can access **higher level writing skills**.
- Printing must be taught systematically and practiced daily in K-2.

## Writing and Reading Link

- Writing informs reading instruction.
- The more time students spend practicing the skills they are taught (phonics skills, shared reading and writing strategies practiced by writing), the better the students' literacy skills will be.

## Writing Assessment

- Teachers can use dictated sentences to assess student reading skills.

## Spelling

- Students can use the sound wall to access phoneme and grapheme information to help them with spelling words.
- Authentic writing practice is more effective in spelling development than isolated spelling lists and tests.
- Allowing children to use “temporary spelling” is important as they learn to write. Spelling will continue to evolve. Teachers can use evidence of temporary spelling in student written texts as information about what skills to teach next.

# Comprehension and Vocabulary: What is Important to Know



## **Vocabulary Instruction**

- Readers use their oral vocabulary to make sense of the words they see in print.
- Readers must know what most of the words mean before they can understand what they are reading.
- Children learn the meanings of most words indirectly, through everyday experiences with oral and written language.
- Direct instruction includes providing students with specific word instruction and teaching students word-learning strategies.

## **Background/Prior Knowledge**

Prior knowledge refers to the knowledge readers have in their heads prior to reading a text.

- Knowledge of a topic has a larger impact on comprehension than general reading ability.
- The connection between what is read and what is written helps establish and support the acquisition of background knowledge.
- Good readers with high prior knowledge did no better than poor readers with high prior knowledge when it came to reading comprehension.

## **Comprehension**

- Comprehension refers to the listener or reader's understanding of the message expressed by the speaker or writer.

### *Listening Comprehension*

- Listening comprehension consists of 3 of the 4 processing systems in the brain: phonological, meaning, and context processing system. Therefore, strong listening comprehension does affect reading comprehension and should be a focus in our classrooms.

### *Reading Comprehension*

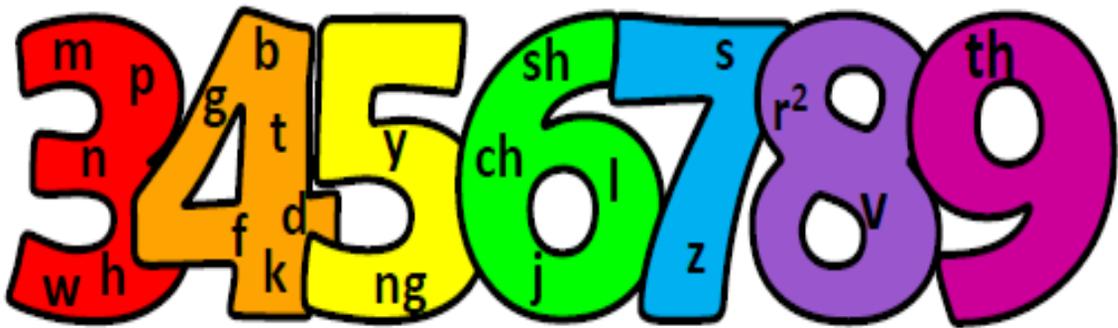
- Word Reading + Background Knowledge = Reading Comprehension
- The simple language demands of early reading texts can temporarily mask reading comprehension difficulties.
- Activities (such as predicting and visualizing) before, during, and after reading have all been found to be beneficial because they prescribe actions that encourage students to spend more time *thinking* about the ideas in texts.
- Inference is a "foundational skill" — a prerequisite for higher-order thinking and 21st century skills (Marzano, 2010)
- Decodable books must contain elements of comprehension.

# Speech Sounds Developmental Chart

Every child will develop at their own pace. This developmental chart is a general guideline for the average child. This is an example of what might be used by speech language pathologists.

## The Development of Speech Sounds in Children

Young children do not pronounce speech sounds correctly all of the time. Vowel sounds are typically pronounced correctly by age three but consonant sounds take longer. The chart below shows the age by which most<sup>1</sup> boys and girls pronounce the English consonant sounds correctly. Consonant blends may take longer to develop. Be aware that the development of speech sounds may be affected by other languages spoken in the child's home. If you have questions about the development of communication skills, please contact your school's speech-language pathologist.



### Speech-Language Pathology Services, Toronto District School Board



The normative data for this chart were adapted from the *Goldman-Fristoe test of Articulation 2*.

<sup>1</sup>Age by which the sound is produced correctly in all word positions by at least 90% of children.

<sup>2</sup>There is a great deal of variability in acquisition of the sound /r/.

The concept for this chart was adapted from <http://www.teachersites.net>





## **General/Balanced Literacy:**

Langley School District Balanced Literacy Guides K-3

Burkins, Jan & Yates, Kari Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom 2021

[Website: Florida Center For Reading Research Student Activities](#)

## **Phonemic Awareness and Phonics**

Beck, Isabel et al. Making Sense of Phonics 2<sup>nd</sup> Edition 2013

Blevins, Wiley. A Fresh Look at Phonics, 2017

Blevins, Wiley [Meeting the Challenges of Early Literacy Phonics Instruction](#). ILA, 2017

Bottari, Marjorie [“Why Make the Switch? Transitioning From Word Walls to Sound Walls”](#). Heggerty blog, November 2020

Cunningham, Patricia Making Words 2001

McCracken, Marlene and Robert. Spelling Through Phonics (2012 Edition)

Moats, Louise Speech to Print 3<sup>rd</sup> Edition 2020

Richardson, Jan Next Steps Forward in Word Study and Phonics

## **Speech and Language**

Toronto School Board Speech Language Pathology Services

\*Please speak to your school-based SLP for more information and support.

## **Writing Development**

Graves, Donald H Writing: Teachers & Children at Work 1983

McKay, Susin Harris. Story Workshop: New Possibilities for Young Writers. Heineman 2021

Reid, Janine & Schultze, Betty, What’s Next for This Beginning Writer? 2012

Rog, Lori Jamison Read, Write, Play, Learn 2011

VanCleave, William. [“Handwriting in a Modern World: Why it Matters and What to Do About it”](#) 2019

Wood Ray, Katie and Glover, Matt, Already Ready: Nurturing Writers in Preschool and Kindergarten. 2008

Words Their Way **Spelling Inventory**



## **Sound Wall**

Tools 4 Reading: Beginning and Implementing

<https://www.tools4reading.com/single-post/implementing-sound-walls-it-s-as-easy-as-1-2-3>

<https://www.tools4reading.com/single-post/building-a-sound-wall-where-do-i-begin>

Heggerty: Transitioning from Word Walls to Sound Walls

<https://heggerty.org/blog/sound-walls/>

## **General Blogs on Sound Walls:**

<https://mrswintersbliss.com/sound-wall-in-the-classroom/>

## **Writing Development**

Graves, Donald H Writing: Teachers & Children at Work 1983

McKay, Susin Harris. Story Workshop: New Possibilities for Young Writers. Heineman 2021

Reid, Janine & Schultze, Betty, What's Next for This Beginning Writer? 2012

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Wood Ray, Katie and Glover, Matt, Already Ready: Nurturing Writers in Preschool and Kindergarten. 2008

Words Their Way **Spelling Inventory**

## **[Temporary]Spelling**

Gentry, Richard "Raising Readers Writers and Spellers"

Gentry, Richard, "Landmark Study Finds Better Path to Spelling Development"

R. Malatesha Joshi Moats, et.al How Words Cast Their Spell American Educator 2008-2009

## **Vocabulary and Comprehension**

Beck, Isabel et al. Bringing Words to Life 2<sup>nd</sup> edition 2013

Beck, Isabel et. al Creating Robust Vocabulary, 2008

Anderson, Jeff Patterns of Power 2017FI

Find a list of **decodable publishers** here: <https://www.thereadingleague.org/wp-content/uploads/2020/11/Decodables-Update-November-2020.pdf>

# Helpful Video Sources



## **Heart Words:**

<https://www.readingrockets.org/article/new-model-teaching-high-frequency-words>

<https://www.reallygreatreading.com/heart-word-magic>

[https://youtu.be/P59\\_5p7Pma4](https://youtu.be/P59_5p7Pma4)

## **Science of Reading:**

<https://www.reallygreatreading.com/workshops>

[www.pattan.net](http://www.pattan.net)

## **Sound Boxes or Elkonin Boxes – How to introduce and use:**

<https://www.youtube.com/watch?v=Eqac7kammW8&t=4s>

[https://www.youtube.com/watch?v=wBuA589kfMg&t=6s&ab\\_channel=RRFTS](https://www.youtube.com/watch?v=wBuA589kfMg&t=6s&ab_channel=RRFTS)

## **Syllable Types:**

Found in the Webinar Series – Erasing the Misery of Reading and Spelling Multi-syllabic Words (free four part series that are about 30 min. each).

<https://www.reallygreatreading.com/erasing-the-misery-of-reading-and-spelling-multi-syllabic-words>

## **Handwriting**

[Effective Core Writing Instruction](#) William Van Cleave

## **Phonemes**

[https://www.youtube.com/watch?v=wBuA589kfMg&t=6s&ab\\_channel=RRFTS](https://www.youtube.com/watch?v=wBuA589kfMg&t=6s&ab_channel=RRFTS)

## **Sound Walls**

[https://www.youtube.com/watch?v=ToWYQjPWfPk&ab\\_channel=PaTTAN](https://www.youtube.com/watch?v=ToWYQjPWfPk&ab_channel=PaTTAN)

[https://www.youtube.com/watch?v=ywmw6aCp7m14&ab\\_channel=PaTTAN](https://www.youtube.com/watch?v=ywmw6aCp7m14&ab_channel=PaTTAN)