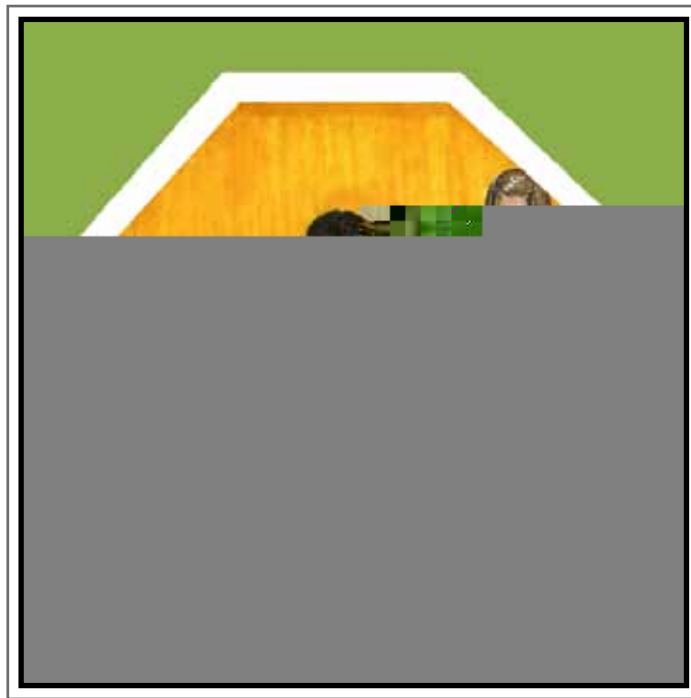


# Phonics and Spelling



*Second Grade Teacher Reading Academy*



## Learning to Read and Spell

Alphabet		Meaning
The alphabetic principle matches letters, singly or in combinations, to sounds in a left-to-right sequence to read and spell words.	syllable patterns and their common pronunciations can help students read and spell words.	tural units or groups of letters, such as prefixes, suffixes, and Greek or Latin roots or base words focus on meaning and the morphological characteristics that represent consistent spellings and/or pronunciations (words with similar meanings are often spelled the same and/or pronounced the same).
Examples:	Examples:	Examples:
blending together the sounds /s/ /a/ /t/ to read or write the word, <i>sat</i>	/ade/ in <i>made, fade, shade, trade</i>	<i>define</i> and <i>definition</i>

Adapted from Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary and spelling instruction*. (2nd ed.). Upper Saddle River, NJ: Merrill.

## Reading Processes in Spanish Los Procesos de Lectura en Español

The four reading processes can be applied to both English and Spanish.

### Decoding - Decodificación

In Spanish, it is essential for students to be able to segment, delete, and manipulate individual phonemes. Students learn to blend sounds at the phoneme level to read syllables and words.

Example: /s/ /o/ /l/ = *sol*

### Sight - Reconocimiento automático de palabras

Although the Spanish language has a regular phonetic system, there are certain syllables or spelling patterns that have to be learned so they can be recognized and read automatically.

Example: *que* and *qui* have to be recognized as making the sound /ke/ and /ki/ without pronouncing the *u*.

### Analogy - Analogías

As in English, reading by analogy refers to recalling words that have been already learned and using parts of their spellings to read new words that have similar spelling patterns. For example, when children know the word part *-al*, then they can read these words: *cal*, *sal*, *tal*, *mal*.

An additional dimension to reading by analogy in Spanish is recognizing syllables that have been learned before and using those to read new words. If children know the syllable *ma-*, they can read: *mamá*, *mata*, *matador*, *mano*, *masa*, *malo*, etc.

### Prediction - Predicción

Context also plays a very important role in learning to read in Spanish. It might seem that learning to read in Spanish is easier as it is more phonetically regular. However, Spanish readers also have to pay attention to context and syntax cues to read effectively.

Adapted from Borzone, A. M., & Signorini, A. (1994). Phonological awareness, spelling and reading abilities in Spanish-speaking children. *British Journal of Educational Psychology*, 64, 429–439; Moustafa, M., & Maldonado-Colón, E. (1999). Whole-to-parts phonics instruction: Building on what children know to help them know more. *The Reading Teacher*, 52(5), 448–458.

## Guidelines for Teaching Letter Combinations

After students have learned a number of common single letter-sound correspondences, they learn that some letters are often combined to represent a particular sound or sounds.

Letter combinations are groups of consecutive letters that represent a particular sound or sounds in words. There is not an established order of introduction for letter combinations, but the most common combinations are usually taught first.

- For example, the letter combination **ph** appears in a large number of words, but many of these words do not frequently appear in primary texts. On the other hand, **th** appears in many words found in primary texts.

A *consonant blend* refers to the combined sounds of two or three consonants.

- For example, the /**bl**/ in the word **blue**, the /**spl**/ in **splat**, the /**ft**/ in **left**, and the /**nt**/ in **ant** are examples of consonant blends.
- In consonant blends, each letter retains its common sound.
- Students learn how to blend the sounds together, rather than learning one new sound.
- Begin with initial blends before moving to final blends and medial blends.
- For many students, blending two consonants together is easy.
- Some students may require more intensive instruction and more opportunities to blend consonants.
- In Spanish, consonant blends are called grupos consonánticos. The **fl** in **flecha** (arrow), the /**bl**/ in **blusa** (blouse), the /**tr**/ in **trompeta** (trumpet) and the /**gr**/ in grillo (**grasshopper**) are some examples of grupos consonánticos.

A *consonant digraph* is a combination of consonants that represents one unique sound, unlike the sound made by any of the individual letters of the digraph, such as the /sh/ in the word *shop*.

- When you sound out consonant blends and digraphs, just as with single consonants, be careful to avoid adding the extra sound /uh/, such as saying /**shuh**/ instead of /**sh**/.
- Examples of consonant digraphs in Spanish are **ch**, **ll**, and **rr**.

*Vowel combinations (or vowel pairs)* are two adjacent vowels in the same syllable that represent a single speech sound.

- For example: the **ea** in **meat**, the **oy** in **boy**, or the **ow** in **how**.
- As with consonants, the sound made by a vowel combination may vary. For example: the vowel pair **ou** in **soup**, **could**, and **shout**.
- The generalization that the first vowel is usually long and the second vowel is silent is only reliable approximately half of the time.

Adapted from Chall, J. S., & Popp, H. M. (1996). *Teaching and assessing phonics: Why, what, when, how*. Cambridge, MA: Educators Publishing; Chard, D. J., & Osborn, J. (1999). Word recognition instruction: Paving the road to successful reading. *Intervention in School and Clinic*, 34(5), 271–277; Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston, MA: Allyn & Bacon.

## Examples of Letter Combinations

Consonant Blends	Consonant Digraphs	Vowel Pairs
blue	ship	sail
clam	cash	August
flower	chair	saw
glass	whistle	play
play	thimble	feet
slap	mother	ceiling
gold	phone	Europe
wolf	graph	few
milk	chef	monkey
belt	laugh	chief
broom	much	toe
cry	with	boil
drum		toy
tree		eat
gray		head
scare		food
desk		book
smile		out
star		soup
wasp		cow
swing		snow
jump		
act		
string		

Adapted from Carreker, S. (1999). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore, MD: Brookes; Chall, J. S., & Popp, H. M. (1996). *Teaching and assessing phonics: Why, what, when, how*. Cambridge, MA: Educators Publishing.

## Ejemplos de Combinaciones de Letras en Español

### Consonant Blends (Grupos consonánticos)

In Spanish, the *l* or the *r* are added to certain consonants to create these *grupos consonánticos*. The Spanish consonant blends are the following: **bl, fl, cl, gl, pl, cr, br, tr, gr, fr, pr, dr, tl**.

### Diphthongs and Triphthongs (Diptongos y triptongos)

In Spanish, there are vowel diphthongs (diptongos) and triphthongs (triptongos) that are formed by two or three vowels placed together in a single syllable. Diphthongs include *ue* as in *juego*, *uo* as in *cuota*; triphthongs include *uay* as in *Paraguay*. Diphthongs and triphthongs are read phonetically.

### Digraphs (Diagrafías)

There are three digraphs (*diagrafías*) in Spanish: **ch, ll, rr**. These digraphs are sometimes considered independent and individual letters.

Grupos consonánticos	Diptongos y triptongos	Diagrafías (ch, ll, rr)
<b>bl</b> —blusa, blanco, bloque	baile	chango
<b>fl</b> —flor, flaco, flema	pausa, causa	chica
<b>cl</b> —clave, clavo	peine	chorro
<b>gl</b> —globo, gladiador	deuda	Poncho
<b>pl</b> —playa, pluma, plomo	soy	callado
<b>cr</b> —crema, cromo, crisis, crudo	diario	llegar
<b>br</b> —broma, brusco, brisa, cabra	guapo	lluvia
<b>tr</b> —tren, trineo, trompo, traje	fiesta	carro
<b>gr</b> —gris, gracias, grueso, grosero	fue	correr
<b>fr</b> —fresa, frito, frambuesa	diosa	ferrocarril
<b>pr</b> —premio, primo, promesa	cuota	
<b>dr</b> —dragón, drenaje, cuadro	ciudad	
<b>tl</b> —Tlatelolco, Mazatlán	cuidado	
	caer	
	leer, creer	
	Uruguay, Paraguay	

Adapted from Azurdía, E. (1998). Integrando la fonética en el proceso de lectura en español. In A. Carrasquillo & P. Segan (Eds.), *The teaching of reading in Spanish to the bilingual student* (pp. 87–100). Mahwah, NJ: Lawrence Erlbaum.

## Teaching Decoding

By following these guidelines, you can help students learn how to pronounce individual sounds in words and blend the sounds together to pronounce words.

- **For decoding instruction and student practice, select words that:**
  - consist of previously taught letters.
  - progress from short VC and CVC (2- or 3-letter) words to longer words (consisting of 4 or 5 letters).
  - are frequently used in primary texts.
  - initially contain stop sounds in the final position.
  - represent vocabulary familiar to students.

- **Encourage students to blend individual sounds without stopping between them. For example, have students say: /mmmmaaaaaannnn/, rather than: /m/ /a/ /n/.**

When assessing phonemic awareness, sounds are usually isolated. However, to read words, it often helps students to blend individual sounds without pausing between them.

Have students track the letters from left to right with their fingers as they say each sound.

- **After students sound out individual letters, have them follow this sounding out with a fast pronunciation of the word: /mmmmaaaaaannnn/ = /man/.**
- **Move from orally sounding out words to silently sounding out words.**

As students become more proficient, they will begin to sound out words silently. Model this step by silently mouthing a word's pronunciation to illustrate that sounding out can be done silently.

## Blending Activities

### Say It Slowly

Using letters, demonstrate how to say a CVC word slowly by blending the sounds together in units:

Letters: *s, a, t*

Say: /s/, /sa/, /sat/

Have children practice blending CVC words using this method.

In Spanish, have children practice blending using one-syllable words, such as *con* (with), *sol* (sun), or *mal* (bad).

### Say It Faster / Move It Closer

Lay out two letters separated by a wide space:

*s*                      *a*

Point to the first letter *s*. With children, say /s/ and hold it until you point to the second letter *a*. Then say /a/.

Move the letters closer together, and repeat the procedure with the sounds being spoken faster.

*s*                      *a*

Move the letters closer together until the sounds are spoken as one unit:

*s a* /sa/

Add a final consonant *t*: /sa/ /t/

Blend the three sounds to read the word: *sat*.

### Onsets and Rimes

Place two letters on the table: *a* and *t*.

Model and have children blend the two sounds.



In Spanish, place two letters on the table, *a* and *l*. With students, blend the letter sounds to say *al* (to). Ask children to change *al* to *sal*. Students add an *s* and blend the sounds to read *sal* (salt). Ask students to make and read new words by changing or adding new letter sounds (e.g., *mal* (bad), *mar* (sea)).

### Tapping Out

Using letters, make a word such as *sat*.

Using one hand, demonstrate tapping the index finger to the thumb as you say the initial sound in the word: /s/.

Tap the middle finger to the thumb as you say the medial sound: /a/.

Tap the ring finger to the thumb as you say the final sound: /t/.

Tap all the fingers to the thumb as you say the word: *sat*.

Students practice “tapping out” the sounds of other CVC words.

In Spanish, children practice “tapping out” sounds using one-syllable words.

### Tapping and Sweeping

Using letters, make a word such as *sat*.

Demonstrate by making a fist and tapping under the *s* as you say /s/.

Tap under the *a* as you say /a/.

Finally, tap under the *t* as you say /t/.

Sweep your fist under all the letters as you say the word: *sat*.

Have students take turns blending CVC words in this way.

In Spanish, children can take turns blending one- and two-syllable words.

Adapted from Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall; Carreker, S. (1999). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore: Brookes; Chard, D. J., & Osborn, J. (1999). Word recognition instruction: Paving the road to successful reading. *Intervention in School and Clinic*, 34(5), 271–277.

## Phonological Awareness and Phonics Chart

### Phonological Awareness

Ability to recognize the sounds of spoken language and how sounds can be blended together, segmented, and manipulated

#### Auditory

- Involves sound
- Tasks can be done with eyes closed if not using manipulatives

#### Examples:

- Ask students to listen to each sound in the word /m/ /a/ /n/ and say the word *man*.
- Say the word /*man*/. Ask students to say each sound they hear in the word: /m/ /a/ /n/.
- Focuses on the sounds of spoken language and how they can be blended, segmented, and manipulated
- Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling

### Phonics

An instructional approach that links the sounds of spoken language to printed letters

#### Graphophonemic

- Involves sound and print
- Tasks involve looking at print

#### Examples:

- Write the word *man* on the board. Ask students to say each sound in the word and blend the sounds together to read the word: /mmaann/.
- Ask students to listen to each sound in a word and spell the word using letter tiles.
- Shows how the sounds of spoken language are represented by letters and spellings
- Helps students begin to read and to spell words

## Less Phonetically Regular Word Parts in Spanish Patrones de Ortografía Menos Regulares en Español

### Specific goals for instruction:

Develop automatic recognition of words that use specific spelling patterns, such as **r/rr, y/ll, s/c/z, q/c/k, g/j, j/x, b/v, ch, h, i/y, gue, and gui.**

Write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using **c/q/k, b/v, r/rr, y/ll, c/h/g** or **ch, g/j, j/x, i/y, and s/c/z.**

1. **gue - gui:** La *u* no se pronuncia.

guerra, sigue, guisado, guerrero, guiño, guitarra, águila, guiñapo

2. **güe - güi:** La *g* representa el sonido consonántico velar sonoro (como *gato*) y la *u* se pronuncia.

bilingüe, agüita, pingüino, paragüitas

3. **que - qui:** El sonido de la *q* es /k/ y la *u* no se pronuncia.

queso, quien, quesadilla, quise, química, pequeño, taquito, chiquito, quemar, quedar, que

Adapted from Borzone, A. M., & Signorini, A. (1994). Phonological awareness, spelling and reading abilities in Spanish-speaking children. *British Journal of Educational Psychology*, 64, 429-439; Moustafa, M. & Maldonado-Colón, E. (1999). Whole-to-parts phonics instruction: Building on what children know to help them know more. *The Reading Teacher*, 52(5), 448-458.

## Teaching Irregular Words

Suggested guidelines include:

- Introduce frequently occurring irregular words that are found in many literary and expository texts.
- Teach new irregular words before students encounter them in stories they are reading.
- Limit the number of irregular words introduced in a single lesson.
- Introduce visually-similar irregular words, such as *where* and *were* or *was* and *saw*, in separate lessons to avoid confusion.
- Review irregular words that have been previously taught.
- Teach students to sound out irregular words. Using this strategy confirms what they know because some of the sounds in these words are regular.

### Sample Lesson

- Review previously introduced irregular words before introducing a new irregular word.
- Write an irregular word on the board: **said**.
- With students, sound out each letter or letter combination using its most common sound and blend them together to read the word as you point to each letter or combination.
- Pronounce the word correctly.
- Help students discover the parts of the word that do not represent their most common sound(s).
- Circle the irregular part: **ai** in **said**.
- Compare this part to how it is correctly pronounced by writing the pronunciation in parentheses: (**s-e-d**).
- Say the word slowly: **s-e-d**.
- Write the word on a card. 

<b>said</b>
-------------
- Write the pronunciation on the back: 

<b>(s-e-d)</b>
----------------
- Have the students practice reading the word aloud.

Adapted from Carreker, S. (1999). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore, MD: Brookes.

## Using Brand-Name Products

1. Choose a variety of commercially available products with names that consist of spelling

— — — —

## Common Spelling Patterns

This list contains 37 common spelling patterns. Knowing these patterns will help students read and spell more than 500 commonly used words.

— ack	— ick
— ail	— ight
— ain	— ill
— ake	— in
— ale	— ine
— ame	— ing
— an	— ink
— ank	— ip
— ap	— it
— ash	— ock
— at	— oke
— ate	— op
— aw	— ore
— ay	— ot
— eat	— uck
— ell	— ug
— est	— ump
— ice	— unk
— de	

Adapted from Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York, NY: Addison-Wesley Longman.



44	-own	down	town/gown/crown/brown	
45	-am	am	dam/ham/slam	
46	-ad	had	glad/mad/bad/sad	
47	-elp	help	kelp/yelp	
48	-end	end	bend/send	
49	-id	did	rid/bid/hid/slid	
50	-ip	ship	dip/lip/sip/trip/rip	
51	-ox	box	ox/fox/pox	
52	-ock	rock	knock/mock/sock	
53	-unk	dunk	punk/chunk/trunk	
54	-ug	bug	hug/mug/drug/rug	
55	-ail	sail	fail/mail/pail/rail	
56	-ait	wait	bait/gait/trait	
57	-eet	feet	meet/sheet/sweet	
58	-eem	seem	deem/teem	
59	-ive	live	five/drive/dive	
60	-ight	right	light/might/night/fight	
61	-ost	most	host/post/ghost	
62	-old	old	told/hold/cold	
63	-oot	root	boot/shoot/hoot	
64	-oop	loop	coop/hoop	
65	-oom	room	doom/zoom/bloom	
66	-ash	bash	cash/dash/trash	
67	-ack	back	black/Jack/stack/sack	
68	-ell	well	tell/spell/cell	
69	-ent	went	bent/cent/sent	
70	-ig	big	dig/pig/rig	
71	-ink	think	sink/rink/stink/pink/ink	
72	-us	us	bus/plus/thus	
73	-uck	truck	duck/luck/suck	
74	-ame	name	same/came/game/fame	
75	-ace	place	face/space/race	
76	-eel	feel	heel/peel/wheel/kneel	
77	-eek	week	seek/peek/sleek	
78	-een	seen	green/keen/queen/teen/ screen	
79	-ide	side	wide/ride/slide	inside/divide/ beside
80	-ile	while	mile/smile/pile/tile	
81	-ice	ice	nice/mice/price	
82	-ome	home	dome/Rome	
83	-ose	close	those/nose/hose/rose/chose	
84	-ar	car	far/star/bar/tar	
85	-art	part	start/cart/smart	
86	-ard	hard	card/yard/guard	
87	-ort	short	fort/sport/snort	
88	-ord	ford	chord/lord	





135	-alk	talk	walk/chalk/stalk	
136	-ave	wave	gave/cave/save/brave	
137	-ase	base	case/vase/chase	
138	-ean	mean	bean	
139	-eak	speak	beak/leak/peak/weak	
140	-each	reach	beach/peach/teach	
141	-own	own	known/shown/blown/thrown	
142	-one	alone	bone/cone/lone/tone	
143	-elt	felt	belt/melt	
144	-ead	read	head/bread/thread	
145	-ain	contain	explain/rain/train/main/ strain	
146	-aint	paint	saint/faint/taint	
147	-ear	year	near/hear/clear	
148	-our	our	hour/sour/flour	
149	-ark	mark	dark/park/lark	
150	-ook	look	took/book/crook	
151	-ood	food	mood/brood	
152	-ant	plant	pant/grant/slant	
153	-act	fact	pact/tact/act	
154	-ank	thank	rank/tank/sank/plank	
155	-ept	kept	wept/crept/slept	
156	-eld	held	meld/weld	
157	-inch	inch	pinch/finch/clinch	
158	-ild	wild	mild/child	
159	-ane	plane	cane/Jane/mane	
160	-ote	note	rote/vote/wrote	
161	-ow	show	know/grow/tow/sow	
162	-ove	love	glove/dove/shove	
163	-oy	boy	joy/toy/Roy	
164	-oil	boil	soil/toil	
165	-ance	dance	chance/glance/France	
166	-eal	deal	heal/meal/peal	
167	-eam	team	ream/beam/dream	stream
168	-oon	soon	moon/noon/spoon	
169	-ool	school	cool/fool/pool	
170	-ought	thought	brought/bought/sought	
171	-tion	equation	direction	
172	-orm	form	dorm/norm/storm	
173	-are	care	bare/dare/fare	
174	-arm	farm	arm/harm/charm	alarm
175	-wer	power	flower/tower	
176	-ood	good	wood/stood/hood	

## Making Words Lessons

### Teacher Preparation

**Step One:** Think of a word related to a theme, concept, story or content-related topic. This word will be the “final word” that students make in the lesson. The letters in this word will be used to make other words.

**Note:** Make words made up of previously introduced letter-sound correspondences. Include a range of simple to complex words.

**Step Two:** Brainstorm words that students can make using any of the letters in the final word.

**Step Three:** Group 10 or 12 words by common spelling patterns. Write each word on an index card.

**Step Four:** Sequence the words in the order students will make them. (Begin with 2-letter words, then 3-letter words, etc.)

**Step Five:** Write the individual letters of the final word on separate index cards. (You may use individual letters or letter cards that you already have.) It is helpful to organize the lessons by placing each one in a labeled envelope or reclosable plastic bag.

### Teaching a Making Words Lesson

#### Materials

**Teacher:** Large letter cards; pocket chart; index cards with words to be made.

**Students:** Individual letter cards and pocket chart. (Individual pocket charts can be made from file folders.)

**Note:** Distribute only the letters needed to make the words in each lesson. Too many letter choices can complicate the activity for students, especially for those students at risk for reading difficulties.

**Step Six:** Distribute one set of the letters in the final word to each student.

**Option A:** Place all the same letters in a reclosable bag or tray. Take out bags of letters to be used in the lesson. Students pick up one letter from each bag before the lesson begins, or designated students get a letter set for each student in their group. Students place letters in individual pocket charts.

**Option B:** Students remove letters for the lesson from personal sets at their desk. Students place letters in individual pocket charts.

**Step Seven:** Students alphabetize letters: vowels first and then consonants.

**Step Eight:** Show each letter in the lesson and review its name and sound.

**Step Nine:** Give the number of letters in the first word. Say the word and then use it in a sentence. In the beginning and for students who are having difficulty, model the process of making words with the students. The number of words that you model depends on your students. Students make the word with their individual letters and pocket chart.

For students who need more support, say the word slowly, stretching out the sounds, like /**aaaaannnnn**/. Use prompts, such as, "What sound do you hear first? What sound comes next? Say it again after me and point to each letter."

**Step Ten:** Have one student (who has made the word correctly) come up and make the word in front of the class using the large letters and pocket chart.

A student may come to the front of the class and make the word before everyone is finished. Encourage all students to self-check words they make by comparing them to words made at the front of the room.

Monitor to see that each student has the correct word.

**Note:** To clarify for students who are having difficulty, ask them to say each sound in the word they were asked to make. Then ask if the sounds match the letters in the word they made. Have students make corrections. Then have them point to each letter, say its sound slowly, blend the sounds together, and slide their finger under the word as they say it again.

**Step Eleven:** Display the word card. Ask students to use the word in a sentence.

**Step Twelve:** Use the same procedures to make the other words. End with the final word.

The final word uses all of the letters and is a challenge for students to discover on their own. Some of your students will figure it out quickly. Be sure to tell them not to say it until you ask for the final word.

## Sorting Words

**Step Thirteen:** Remove the individual letters. Place all the word cards in the pocket chart. Students group or sort the words by common letters, sounds, or spelling patterns.

## Transfer to Reading and Writing

**Step Fourteen:** Students generate other words that have the same patterns. This step helps students understand how they can use spelling patterns to read and spell other words.

## Related Activities

### Making Words Quickly

Give students two minutes to write as many words as they can using the letters from the Making Words lesson. Ask students to read and spell their words.

### Making Words Journals

Students write words from Making Words quickly in their journals. They can also record words they have learned. Words can be grouped by patterns.

### Word Hunts

Students look for words and patterns in other contexts (e.g., books, signs, magazines, content-area textbooks) to add to their collection of words.

Adapted from Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York, NY: Addison-Wesley Longman; Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They can all read and write* (2nd ed.). New York, NY: Addison-Wesley Longman; Cunningham, P. M., & Hall, D. P. (1994). *Making words: Multilevel, hands-on, developmentally appropriate spelling and phonics activities*. Carthage, IL: Good Apple.

## Making and Sorting Words Dialogue

### Getting Ready

1. Find the letters for this lesson: \_\_\_\_\_. (*Place letters in pocket chart.*)
2. Place the letters on the table (in your pocket chart) in front of you.
3. Put the letters in alphabetical order. (*Put letters in ABC order in pocket chart.*)
4. Point to each letter and say its name and sound with me.
5. Each of the words we make must have a vowel. What vowel(s) are we using? What are the other letters called?

### Making Words

6. The word we are going to make has \_\_\_ letters. (*Write number or hold up fingers.*)
7. The word is \_\_\_\_\_.
8. (*Use the word in a sentence.*)
9. Repeat after me: \_\_\_\_\_. (*Say the word; students echo.*)
10. Find the letters that make the word, \_\_\_\_\_. Make the word.
11. \_\_\_\_\_, will you come up and make the word for us?  
(*Call on a student who has made the word correctly.*)
12. Let's all check and make sure our word looks like this one.
13. Let's spell the word. Point to each letter.
14. Read the word with me: \_\_\_\_\_. (*Point to the word.*)
15. (*Show the word card.*) Can anyone use this word in a sentence? (*Place card on the chart.*)
16. (*Repeat #6 –15 for all the words in the lesson.*)

### Scaffolding Learning:

1. What sound do you hear first? Find the letter that makes that sound.
2. What sound do you hear next? Find the letter that makes that sound.
3. Say \_\_\_\_\_ again after me and point to each letter.
4. Now, let's say it again. Slide your finger under the word.

### Sorting Words

17. *(Remove the letter cards from the pocket chart. Have students put letters away.)*
18. Let's read the words we've made. (Point to each word card.)
19. Do any of the words we made look or sound the same?
20. *(Students sort word cards by similar patterns.)*

### Transfer to Reading and Writing

21. Can you think of other words that have similar patterns?
22. *(Write words on index cards. Students group words with similar patterns.)*

Adapted from Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York, NY: Addison-Wesley Longman; Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They can all read and write* (2nd ed.). New York, NY: Addison-Wesley Longman; Cunningham, P. M., & Hall, D. P. (1994). *Making words: Multilevel, hands-on, developmentally appropriate spelling and phonics activities*. Carthage, IL: Good Apple.

## Ejemplos de Palabras para Trabajar en “Formando Palabras” (Making Words)

Palabra grande: comunidades

me, mes, dedo, dedos, come, comida, nido, nudo, desnudo, ciudad, unidad, comunidades

Palabra grande: automóviles

tu, toma, tomó, tómalo, mató, voló, vuela, vuelo, vuelto, móvil, móviles,  
automóviles

Palabra grande: papalotes

papa, palo, palotes, lote, lata, latas, plato, platos, paso, tela, telas,  
papalotes

### Notes:

- If the original big word is plural or has an *s*, you can create the plural of many words you are making.
- Create a card with an accent mark (´) for students to use. You can also create cards with the five vowels already written with the accent and make words that contain the same vowel with the accent as the original big word.
- Focus on accents used for meaning with words like *si-sí; el-él; de-dé, papa-papá, tomo-tomó*.



## Diálogo para la Actividad Formando Palabras

### Antes de Empezar

1. Encuentren las letras para esta lección: **a, u, m, o, t, ó, l, i, v.**
2. Coloquen las letras en frente de ustedes.
3. Coloquen las letras en orden alfabético. ¿En qué orden deben ir?
4. Señalen cada letra y digan su nombre y cómo suena conmigo. (*Diga cada letra y su sonido.*)
5. Cada palabra que hagamos debe tener cuando menos una vocal. ¿Cuáles vocales vamos a usar? **a, o, ó, u, i** ¿Cómo se llaman las otras letras? **Consonantes**

### Formando palabras

#### Primera palabra: **tu**

6. La palabra que vamos a hacer tiene dos letras. (*Escriba el número 2 o muestre el número con los dedos.*)
7. La palabra es **tu**.
8. (*Diga una oración con la palabra.*) **Tu camisa es muy bonita.**
9. Repitan la palabra: **tu** (*Diga la palabra y los estudiantes repiten.*)
10. Encuentren las letras que forman la palabra **tu**. Formen la palabra **tu**.
11. \_\_\_\_\_, ¿puedes venir y formar la palabra aquí?  
(*Llame a un estudiante que haya formado la palabra correctamente.*)
12. Vamos a asegurarnos que nuestra palabra sea igual a ésta.
13. Vamos a deletrear la palabra. Pongan su dedo debajo de cada letra: **t – u**.
14. Lean la palabra conmigo: **tu** (*Señale la palabra.*)
15. (*Muestre la tarjeta con la palabra escrita.*) ¿Puede alguien usar la palabra en una oración?
16. (*Repita del número 6 al 15 para todas las demás palabras.*)

#### Segunda palabra: **toma**

6. La siguiente palabra que vamos a formar tiene cuatro letras. (*Escriba el número o muestre el número con los dedos.*)
7. La palabra es **toma**.
8. (*Diga una oración con esa palabra.*) **El niño toma leche en el desayuno.**
9. Repitan la palabra: **toma**. Esta palabra se puede formar quitando una letra de **tu** y añadiendo tres letras más.
10. Utilicen las letras que forman la palabra **tu**. ¿Qué van a quitar? ¿Qué van a poner para formar la palabra **toma**?

11. \_\_\_\_\_, ¿puedes venir y formar la palabra **toma** aquí?  
(Llame a un estudiante que haya formado la palabra correctamente.)
12. Revisemos y aseguremonos que nuestra palabra sea como ésta.
13. Vamos a deletrear esta palabra. Señalen cada letra: **t - o - m - a**.
14. Lean la palabra conmigo: **toma** (Señale la palabra.)
15. (Muestre la tarjeta con la palabra.) ¿Puede alguien usar la palabra en una oración?

### Tercera palabra: **tomó**

6. La palabra que vamos a formar tiene cuatro letras. (Escriba o muestre el número con los dedos.)
7. La palabra es **tomó**.
8. (Diga una oración con la palabra.) **Mi mamá tomó té en la merienda.**
9. Repitan la palabra: **tomó** (Diga la palabra y los estudiantes la repiten.)
10. Cambia una sola letra a la palabra **toma** para formar esta nueva palabra. ¿Cuál letra se va a cambiar?
11. \_\_\_\_\_, ¿puedes venir y formar la palabra **tomó** aquí?  
(Llame a un estudiante que haya formado la palabra correctamente.)
12. Revisemos que todos hayamos formado la palabra correctamente.
13. Vamos a deletrear la palabra. Señalen cada letra: **t - o - m - ó**.
14. Lean la palabra conmigo: **tomó**. (Señale la palabra.)
15. (Muestre la tarjeta que tiene escrita la palabra.) ¿Puede alguien usar esta palabra en una oración? ¿Qué tiene de especial esta palabra? (La palabra tiene acento en la segunda vocal.)

Termine la lección formando las siguientes palabras: **tómalo, mató, voló, vuela, vuelo, móvil, móviles, automóviles.**

Adapted from Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York, NY: Addison-Wesley Longman; Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They can all read and write* (2nd ed.). New York, NY: Addison-Wesley Longman; Cunningham, P. M., & Hall, D. P. (1994). *Making words: Multilevel, hands-on, developmentally appropriate spelling and phonics activities*. Carthage, IL: Good Apple.

## Open Sort Activity

Create 3 to 6 columns. As you examine the words, look for commonalities. Then organize the words with similar characteristics by writing each word in the appropriate column.

can	barber	spread
go	toil	me
flute	class	world
skirt	drape	drizzle
plain	street	no
wiggle	tennis	hurl
basket	thrive	steeple
be	hound	invite
home	subject	bugle
barber	inspector	station
be	ruffle	suspect
home	disgust	cable

## Possible Answers: Open Sort Activity

Closed	Open	Vowel-Consonant-e	Vowel + r	Vowel Pair	Final Stable Syllable
can	go	flute	skirt	plain	wiggle
basket	be	home	barber	toil	purple
spend	she	state	charm	spread	cab <b>le</b>
class	me	drape	world	street	drizz <b>le</b>
tennis	no	thrive	hurl	hound	steep <b>le</b>
subject	bugle	invite	inspector	steep <b>le</b>	bug <b>le</b>
disgust	cable	unite	purple		ruff <b>le</b>
suspect	unite				stati <b>on</b>
wiggle	station				
invite					
inspector					
drizzle					
ruffle					

## Common Syllable Types

Syllable Types	Examples
<p><b>1. A closed syllable ends in at least one consonant; the vowel is short.</b></p>	<ul style="list-style-type: none"> <li>• pan</li> <li>• shot</li> <li>• magnet</li> </ul>
<p><b>2. An open syllable ends in one vowel; the vowel is long.</b></p>	<ul style="list-style-type: none"> <li>• so</li> <li>• tiger</li> <li>• he</li> </ul>
<p><b>3. A vowel-consonant-e syllable ends in one vowel, one consonant and a final e. The final e is silent and the vowel is long.</b> (It is helpful for many students to learn this pattern because of its frequency in many one-syllable words.)</p>	<ul style="list-style-type: none"> <li>• make</li> <li>• pipe</li> <li>• shine</li> </ul>
<p><b>4. A vowel-r syllable has an r after the vowel; the vowel makes an unexpected sound.</b> (Vowels that are followed by <i>r</i> do not make their common long or short sound.)</p>	<ul style="list-style-type: none"> <li>• car</li> <li>• dirt</li> <li>• turtle</li> </ul>
<p><b>5. A vowel pair syllable has two adjacent vowels. Each vowel pair syllable must be learned individually.</b> (The generalization <i>when two vowels go walking</i> is only reliable approximately half of the time.)</p>	<ul style="list-style-type: none"> <li>• sail</li> <li>• boat</li> <li>• feet</li> <li>• moon</li> <li>• boy</li> </ul>
<p><b>6. A final stable syllable has a consonant-l-e combination or a nonphonetic but reliable unit such as -tion. The accent usually falls on the syllable before the final syllable. Final stable syllables have unexpected but reliable pronunciations.</b></p>	<ul style="list-style-type: none"> <li>• puzzle</li> <li>• bubble</li> <li>• candle</li> <li>• contraction</li> <li>• picture</li> </ul>

Adapted from Carreker, S. (1999). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore, MD: Brookes; Moats, L. C. (1995). *Spelling: Developmental disability and instruction*. Baltimore, MD: York Press; Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes.

## Providing Instructional Feedback

Prompts to help students notice errors	Prompts to help students find errors
<p>Check to see if that looks/sounds right. There is a tricky word on this line. You're nearly right. Try that again. Try it another way. You've almost got that. See if you can find what is wrong.</p>	<p>Find the part that's not right. Look carefully to see what's wrong. You noticed something was wrong. Where is the part that's not right? What made you stop? Can you find the problem spot?</p>
Prompts to help students fix errors	Prompts to help students write words
<p>What do you hear first? Next? Last? What word starts with those letters? Do you think it looks/sounds like _____? What does an <u>e</u> do at the end of a word? What do you know that might help? What could you try? You said _____. Does that make sense? Can you think of a better way to say _____? (Repeat what child said)</p>	<p>You have only one letter to change. That sounds right, but does it look right? One more letter will make it right. It starts like that. Now check the last part. Did you write all the sounds you hear? Did you write a vowel for each syllable? What do you hear first? Next? Last? It starts (ends) like _____. There's a silent letter in that word.</p>
Prompts of Encouragement	
<p>I like the way you worked that out. The results are worth all your hard work. You've come a long way with this one. That was some quick thinking. That looks like an impressive piece of work. You're right on target. You're on the right track now. That's an interesting way of looking at it. Now you've figured it out. That's quite an improvement. That is quite an accomplishment.</p>	<p>That's a powerful argument. That's coming along. You're really settling down to work. You've shown a lot of patience with this. You've been paying close attention. You've put in a full day today. I knew you could finish it. You make it look so easy. You've really tackled that assignment. This shows you've been thinking/working. It looks like you've put a lot of work into this.</p>

Adapted from Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann; Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (1993). *The reading teacher's book of lists* (3rd ed.). Paramus, NJ: Prentice Hall; Pinnell, G. S., & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.

## Ways to Support the Development of High-Frequency Words

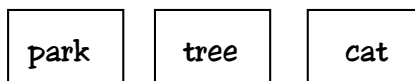
Some students, especially struggling readers, need to encounter words in print many times before they are able to read them automatically.

### Guidelines for Teachers

- Select words that students are having difficulty reading. Words can come from commercially published word lists, such as the list of high-frequency words presented in this handout, or from the texts students are reading.
- Write each word on a card.
- Present words one at a time during supported reading groups. Discuss words and their use in context. (Option: Ask students to find words in the text and read the sentence with the word.)
- Shuffle cards. Ask students to read words. Correct errors. Repeat until students can automatically read all the words.
- If a student continues to have difficulty, place several word cards on the table. Read each one and ask the student to point to the word.
- Create individual word banks or word rings (e.g., place a set of word cards on a metal ring).
- Regularly review word cards with other previously learned words.
- Provide ample opportunities to practice reading the words in various reading and writing activities.

### Examples of Practice for Students

- Read and reread texts that contain studied words.
- Write sentences using the words.
- Use word cards to make sentences: Complete sentence stems or fill-in-the-blank sentences on sentence strips.



The \_\_\_\_\_ ran up the \_\_\_\_\_ in the \_\_\_\_\_.

- Reread (2 or 3 times) a set of word bank cards. Record time for each reading on a graph to show improved rate and accuracy across the readings.
- Sort word cards into different categories using open and closed sorts.
- Alphabetize and read newly learned words in a word bank.
- Play dominoes using word bank cards by matching ending and beginning letters.

cat	their	right
-----	-------	-------

- Add words to individual word walls for use during independent reading and writing activities.
- Arrange scrambled word cards into sentences. Read sentences.

Adapted from Bos, C. S., & Vaughn, S. (1998). *Teaching students with learning and behavior problems* (4th ed.). Needham Heights, MA: Allyn & Bacon.



## High-Frequency Words

I	first	four	today
a	water	girl	order
is	called	high	horse
on	put	between	color
as	off	under	body
if	work	story	north
of	give	next	south
or	where	watch	cried
the	any	leave	I'll
you	want	it's	fire
was	does	every	music
for	here	country	question
are	only	earth	didn't
with	little	eye	friend
his	very	always	door
this	after	both	become
have	great	paper	better
one	also	often	during
what	large	until	whole
were	move	children	himself
your	again	river	morning
said	point	carry	against
use	father	once	table
each	sentence	later	pull
there	through	without	voice
their	following	almost	upon
which	even	being	area
them	because	example	problem
these	different	together	complete
some	picture	group	piece
her	animal	important	usually
has	letter	second	easy
two	answer	idea	heard
been	study	enough	sure
come	learn	really	however
from	American	sometimes	product
word	world	mountain	happen
many	add	young	remember
into	city	family	listen
number	don't	bird	early
people	open	across	cover
several	common	present	
toward	though	beautiful	
hundred	language	sign	
pattern	thousand	record	

numeral	check	describe	
slowly	produce	million	
money	government	teacher	
notice	season/reason	instrument instrument	

## Guidelines for Word Walls

- **Select words from reading programs, high-frequency word lists, irregular words, and commonly used words.**

Students can refer to the word wall as they read and spell words.

- **Limit the words to those that students encounter often in their reading and writing.**

Words should be added gradually, approximately five per week.

Words can be written in big black letters on different colored paper to help students distinguish easily confused words, such as *for* and *from* or *them* and *they*.

- **Display words in a highly visible, accessible place in the classroom.**

Being able to easily see the words on the word wall helps students when they are reading and writing.

- **Categorize words in a variety of ways.**

You may have many different word walls. Words can be categorized in alphabetical order. Pictures can also be added.

Words can also be categorized by similar spelling patterns, such as **—at** or **—ig**, to help children make connections between sounds in words.

Cutting around the shape of the word helps some students distinguish one word from another.

Smaller versions of different types of word walls, such as charts, can reflect current topics of study and content-area words (e.g., weather, geographical regions, and mathematics).

- **Incorporate a variety of word wall activities.**

Word walls are not just bulletin boards.

Saying, spelling, and writing the words several times a week helps students recognize words automatically and increases their lexicon of sight words.

- **Encourage students to use the word wall when they are reading and writing independently.**

Students who have reading difficulties need explicit instruction and teacher modeling to remind them to use the word wall.

Throughout the year, word walls should grow and provide a visual representation of the many words that students are learning and using as they read and write.

- **Provide many opportunities for word wall practice.**

Word wall practice can be scheduled for short periods several times a week.

Portable or individual word walls can be constructed using file folders.

Individualized word walls provide students with their own resource that they can use at their desks or take home.

## Examples of Word Wall Activities

### Word Wall Activity #1

*(Students need paper or dry-erase boards.)*

Pretend that you're a word detective.

Number your paper from 1 to 5. *(Number 1 – 5 on large dry-erase board.)*

I'm thinking of a word on the word wall. Try to guess the word wall word that I'm thinking.

I'll give you one clue at a time.

Listen to each clue and, on your paper, write the word wall word you believe I'm thinking about.

Don't shout out any words. Be a good detective! Here's the first clue.

**Clue #1.** It's on the word wall. Beside #1 on your paper, write the word that you believe is the word I'm thinking beside #1 on your paper. Everyone should make a guess and write a word each time I give a clue.

**Clue #2.** It ends with the letter *e*.

Write the word wall word next to #2. *(Draw a line and write the letter e beside numbers 2, 3, 4, and 5.)* If you think it is the word you guessed for clue #1, write the same word again.

**Clue #3.** It has the letter *a* in it. *(Write the letter a in front of numbers 3, 4, and 5.)*

Write a word by #3. Remember to write the same word again, if you believe you have figured it out.

**Clue #4.** It has 7 letters. *(Erase the line in places to make 7 blanks with e in the last blank.)*

**Clue #5.** It fits in the sentence:

I wear a coat \_\_\_\_\_ it is cold.

*(Write the sentence on the board under #5.)*

Raise your hand if you think you know the word. \_\_\_\_\_, tell us the word wall word you discovered.

*Answer: (because) Repeat after me. (Read and spell the word. Students echo.)*

### Word Wall Activity #2

*(Write the word **can** on the board.)*

Can someone read this word wall word?

If I cover up the first letter, what is the last part of the word?

*Answer: (an)*

**Can** is in the /an/ word family. Words spelled with the same letter pattern can be grouped in word families.

Raise your hand if you can think of more words that are in the /an/ family.

*(Call on students to write and spell the words on the board under the word **can**. Possible answers: **an, Dan, man, tan, fan, ban, clan, bran, Stan, and ran.**)*

Let's read and spell all the words we wrote in the /an/ family.  
Repeat after me. (*Read and spell each word. Students echo.*)

### Word Wall Activity #3

(*Hold up five fingers.*)

I'm thinking of a five-letter word wall word that begins with the letter **a**. (*Write the letter on the board.*)

The word makes sense in this sentence: That was fun so let's do it \_\_\_\_\_. *Answer: (again).*  
Repeat after me. (*Say and spell the word. Students echo.*)

### Word Wall Activity #4

(*Hold up four fingers*)

I'm thinking of a four-letter word wall word that ends with the letter **t**. (*Write the letter on the board.*)

It makes sense in this sentence: I ate \_ \_ \_ **t** of the apple.

(*Write the sentence on the board.*)

*Answer: (part) (Fill in the blank with the word.)*

Repeat after me. (*Say and spell the word. Students echo.*)

### Word Wall Activity #5

Find word wall words that end with the /d/ sound. Write them on your paper.

(*Call on students to say and spell the words as you write them on the board.*)

Repeat after me. (*Say and spell the words. Students echo.*)

### Word Wall Activity #6

Find two word wall words that rhyme with **no**. *Answers: (go, so).*

Repeat after me. (*Say, spell, and read the words. Students echo, write the words, and read them.*)

### Word Wall Activity #7

We're going to *Write and Rap* three words from the word wall. On your paper, write **the**, **does**, and **from**. (*Write words on board and read them. Students echo.*) Now let's rap!

- I'll say **the**, and you say **the**. (*Students echo the.*)  
I'll spell **the**: **T-H-E**.  
Now you spell **the**: (*Students echo T-H-E.*)
- I'll say **does** and you say **does**. (*Students echo does.*)  
I'll spell **does**: **D-O-E-S**.  
Now you spell **does**: (*Students echo D-O-E-S.*)
- I'll say **from**, and you say **from**. (*Students echo from.*)  
I'll spell **from**: **F-R-O-M**.  
Now you spell **from**: (*Students echo F-R-O-M.*)

### Word Wall Activity #8

(*Write the letters a, s, and w on the board.*)

The word wall word I'm thinking of is spelled with these three letters. It makes sense in this sentence: I \_ \_ \_ walking down the street. (*Write sentence on board.*)

*Answer: (was). (Read sentence with answer. Students echo.)*

Repeat after me. (*Say and spell the word. Students echo, write the word, and read it.*)

**Word Wall Activity #9**

Which word on the word wall means "human beings?"

*(If no one guesses the word, provide clues one at a time.)*

Clue #1: The word that means "human beings" begins with a letter that is in the middle of the alphabet.

Clue #2: The word that means "human beings" makes sense in this sentence: We have lots of \_\_\_\_\_ who go to our school.

*Answer: (people). (Read sentence with answer. Students echo.)*

*Repeat after me. (Say and spell the word. Students echo, write the word, and read it.)*

**Word Wall Activity #10**

Turn to your neighbor.

Choose one of the word wall words.

Tell your partner the letter it begins with but NOT the word.

Slowly write each letter with your finger on your partner's back.

Ask your partner to guess the word.

Write the word again on your partner's back, saying each letter aloud together.

End by saying the word. Take turns.

Adapted from Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York, NY: Addison-Wesley Longman; Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They all read and write* (2nd ed.). New York, NY: Addison-Wesley Longman.

## Word Wall/Pared de Palabras Hints for the Bilingual Classroom

### Create separate word walls for English and Spanish words.

- Use separate colors of ink when writing in English and Spanish.  
For example, print all Spanish words in red and all English words in black.
- Mixing words can sometimes create confusion between similar looking words. For example, *dime* ("ten-cent piece" in English) and *dime* ("tell me" in Spanish).

### In Spanish, the digraph *rr* never occurs at the beginning of a word, and the letter *ñ* seldom occurs in the initial consonant position.

- Words containing these letters in medial positions can be highlighted on the word wall.

For example:

*barra*  
*carro*  
*piña*  
*niño*

### Illustrate both uppercase and lowercase letters on Spanish word walls. For the letters Ch and Ll, for example, the word wall could model uppercase and lowercase as follows:

Chi	ch
Chihuahua	chiango
Chiapas	chocolate
China	leche

ll	Ll
lluvia	Llegaré temprano a clase.
lleno	

(Note: Neither *rr* nor *ñ* needs to be modeled in the uppercase.)

### Include articles with nouns to help students identify the gender of a word.

For example:

el caballo	el mapa	la miel	
la brocha	el águila	el rocío	
el azúcar	el aguala	piel	



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## Pared de Palabras: Actividades

(Los participantes utilizarán pizarrones blancos.)

Imaginen que son detectives. Escriban números del 1 hasta el 5 en su hoja. Estoy pensando en una palabra misteriosa y la palabra está en la Pared de Palabras. Les voy a dar una clave a la vez. Escuchen cada clave y escriban la palabra que creen es la palabra misteriosa. No digan nada. Escriban lo que piensan. Todos tienen que adivinar después de cada clave y escribir una palabra que esté en la pared. Escriban la palabra al lado del #1.

**Clave #1:** Mi palabra está en la Pared de Palabras.

**Clave #2:** Mi palabra termina con la letra *a*. Escriban la palabra al lado del #2. Si piensan que es la misma palabra que adivinaron en el número 1, escriban la palabra otra vez.

**Clave #3:** Mi palabra tiene la letra *n*. Escriban la palabra al lado del #3.

**Clave #4:** Mi palabra tiene siete letras. Escriban la palabra al lado del #4.

**Clave #5:** Mi palabra completa la oración: *La \_\_\_\_\_ es una fruta deliciosa.*

Levanten la mano si saben la palabra.

Respuesta: (*manzana*)

Repitan la palabra *manzana*. Deletreen la palabra.

**Clave #1:** (Muestre cinco dedos a la clase.) Estoy pensando en una palabra de la pared de palabras que tiene cinco letras.

**Clave #2:** Mi palabra empieza con la letra *d*. (Escriba la letra *d* en el pizarrón.)

**Clave #3:** Mi palabra completa la oración: *Me gusta ir a la finca \_\_\_\_\_ viven mis abuelos.*

Respuesta: (*donde*)

Repitan la palabra *donde*. Deletreen la palabra.

**Clave #1:** (Muestre cuatro dedos a la clase.) Estoy pensando en una palabra de la pared de palabras que tiene cuatro letras.

**Clave #2:** Mi palabra termina con la letra *o*. (Escriba la letra *o* en el pizarrón.)

**Clave #3:** Mi palabra completa la oración: *Yo \_\_\_\_\_ en los Estados Unidos.*

Respuesta: (*vivo*)

Repitan la palabra *vivo*. Deletreen la palabra.

**Clave #1:** Busquen las palabras que terminan con el sonido /e/.

Respuestas posibles: (*café, desde, donde, once, llave, nombre, porque, que, tarde*)

(Pida a los estudiantes decir y deletrear las palabras mientras las escribe en el pizarrón.)

Repitan las palabras y deletreen las palabras.

Busquen dos palabras que rimen con *cuna*.

Respuestas: (*luna y una*)

Repitan las palabras y deletreen las palabras.

Vamos a jugar “Escriban y Digan” con tres palabras de la Pared de Palabras. En una hoja escriban: *bien*, *muy*, y *soy*.

(Escriba las palabras en el pizarrón.)

Vamos a decirlas juntos.

Yo digo *bien* y ustedes dicen *bien*. (Los estudiantes repiten *bien*.)

Yo deletreo *bien*: *B-I-E-N*.

Ahora, deletreen *bien*. (Los estudiantes repiten *B-I-E-N*.)

Yo digo *muy* y ustedes dicen *muy*. (Los estudiantes repiten *muy*.)

Yo deletreo *muy*: *M-U-Y*.

Ahora, deletreen *muy*. (Los estudiantes repiten *M-U-Y*.)

Yo digo *soy* y ustedes dicen *soy*. (Los estudiantes repiten *soy*.)

Yo deletreo *soy*: *S-O-Y*.

Ahora, deletreen *soy*. (Los estudiantes repiten *S-O-Y*.)

(Escriba las letras *i*, *r*, y *o* en el pizarrón.)

**Clave #1:** Estoy pensando en una palabra que tiene esas tres letras.

**Clave #2:** Completa la oración: *Me gusta nadar en \_\_\_\_\_*.

Respuesta: (*río*)

Repitan la palabra y deletreen la palabra.

**Clave #1:** Estoy pensando en una palabra que es un nombre de un animal.

(Hay cinco animales en la pared.)

**Clave #2:** La palabra tiene tres sílabas.

**Clave #3:** La palabra completa la oración: *Una \_\_\_\_\_ tiene un cuello muy largo.*

Respuesta: (*jirafa*)

Repitan la palabra y deletreen la palabra.

### Forman parejas

Una persona de la pareja escoge una palabra secreta pero NO se la dice a su amigo. Dile a tu amigo la letra con que empieza la palabra secreta. Escribe la palabra en la espalda de tu amigo lentamente. Tu amigo tiene que adivinar la palabra. Escribe otra vez diciendo cada letra y cuando terminas dile a tu amigo la palabra.

### Seleccione dos o tres palabras de la Pared de Palabras y escríbalas en un pizarrón blanco.

Vamos a leer estas palabras. Repitan después de mí. [Lean las palabras todos juntos.] Ahora, volteen con su vecino. Escojan una de las palabras que acabamos de practicar pero no la digan en voz alta. Lentamente escriban cada letra de la palabra con su dedo en la espalda de su compañero. Su vecino tratará de adivinar la palabra. Escriban de nuevo la palabra en la espalda de su compañero diciéndola en voz fuerte los dos juntos. Tomen turnos.

Adapted en turnos.

## Extending Learning in Small-Group Settings

### Extending Learning in Small-Group Settings

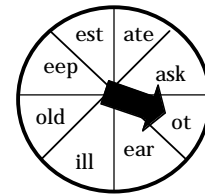
#### Wheel of Words

Players: 2

Materials: Spinner with a spelling pattern on each space; 1-minute timers; dry-erase boards; markers

Procedure:

- Students take turns spinning and naming the spelling pattern.
- Students start the 1-minute timer and write as many words as they can with the spelling pattern on dry-erase boards.
- After 1 minute, students count number of words.
- They read word lists aloud, checking for accuracy.
- Each student records how many words they wrote correctly.
- Play continues and the winner is the one with the highest total.



Variations: Laminate wheels without print and add new patterns.

Adapted from *Words Their Way* ©2000

### Extending Learning in Small-Group Settings

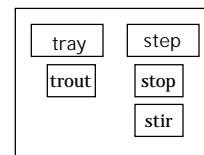
#### Buddy Word Sorts

Players: 2

Materials: 1 set of word cards; two key words or picture cards for labels of categories

Procedure:

- Select key words or pictures to establish labels for categories.
- Word cards are placed face down in a stack.
- Buddy turns over a card and says the word without showing the card.
- The other student points to the key word or category.
- The word card is placed under the correct category.
- Student reads the key word and the new word.
- Continue until all words are sorted.
- Students read down each column and state what the words have in common.



Variation: Students write words as they sort cards.

Adapted from *Words Their Way* ©2000


## Extending Learning in Small-Group Settings

### Word Hunts

Number of Students: Individual, pairs, or small group

Procedure:

- Students look for words that begin with previously introduced letter sounds, spelling patterns, and syllable patterns.
- Words can be found in books, magazines, newspapers, around the room, word banks, etc.
- Students record words they find on a chart or in their journals.

L Words	
locker	
light	
little	
	lion

Variation: Look for pictures that correspond to sounds or patterns and label the pictures with the words.

**Texas Primary Reading Inventory (TPRI)**  
Summary Sheet for Michael

Student: MichaelBeginning of the Year Administration Date: 9/6/09

Beginning of the Year					
Task	Concept Assessed	Score	Decision Criteria	Developed [✓]	Still Developing [✓]
Screening 1	Word Identification	1	5 or more correct - Developed 4 or less correct - Still Developing		✓

# Texas Primary Reading Inventory (TPRI)

## Summary Sheet for Michael

Michael

Graphophonemic Knowledge											
Task	Concept Assessed	Decision Criteria	Beginning of the Year (Score)	Developed (✓)	Still Developing (✓)	Middle of the Year (Score)	Developed (✓)	Still Developing (✓)	End of the Year (Score)	Developed (✓)	Still Developing (✓)
1	Spelling of CVC and CVCe Words	4 or more correct - Developed 3 or less correct - Still Developing	4	✓							
2	Spelling of Long Vowels	4 or more correct - Developed 3 or less correct - Still Developing	1		✓						
3	Orthographic Patterns, Conventions and Past Tense	4 or more correct - Developed 3 or less correct - Still Developing	2		✓						
4	Orthographic Patterns, Conventions and Inflectional Endings	4 or more correct - Developed 3 or less correct - Still Developing	1		✓						

Comprehension of Initial Story Placement						
Time of Year	Word List Score (0-15)	Story Administered	Listening Comprehension (if needed) Story 1, Grade 1	Reading Accuracy Level	Reading Fluency Rate	Comprehension Questions Correct Explicit/Implicit
Beginning of the Year	3/15	Story <u>1</u> (1-5) Grade <u>2</u> (K-2)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening	<input type="checkbox"/> Independent <input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Frustrational		___/___
Middle of the Year (optional)		Story ___ (1-5) Grade ___ (K-2)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening	<input type="checkbox"/> Independent <input type="checkbox"/> Instructional <input type="checkbox"/> Frustrational		___/___
End of the Year		Story ___ (1-5) Grade ___ (K-2)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening	<input type="checkbox"/> Independent <input type="checkbox"/> Instructional <input type="checkbox"/> Frustrational		___/___

Comprehension of Alternative Story (if additional story was needed)						
Time of Year	Word List Score (0-15)	Story Administered	Listening Comprehension (if needed) Story 1, Grade 1	Reading Accuracy Level	Reading Fluency Rate	Comprehension Questions Correct Explicit/Implicit
Beginning of the Year	7/15	Story <u>3</u> (1-5) Grade <u>1</u> (K-2)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Frustrational	42	2/1
Middle of the Year (optional)		Story ___ (1-5) Grade ___ (K-2)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening	<input type="checkbox"/> Independent <input type="checkbox"/> Instructional <input type="checkbox"/> Frustrational		___/___
End of the Year		Story ___ (1-5) Grade ___ (K-2)	<input type="checkbox"/> Reading <input type="checkbox"/> Listening	<input type="checkbox"/> Independent <input type="checkbox"/> Instructional <input type="checkbox"/> Frustrational		___/___





## Remember Michael?

**Look at the data from the beginning of the year TPRI. Use the TPRI Lesson Planning Chart.**

1. Based on the data, what areas should be targeted to help improve Michael's graphophonemic knowledge?

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2. What are some examples of possible activities or practices that may help improve and further develop Michael's graphophonemic knowledge?

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## Phonics Checklist

### Consonants

	Initial	Final
s		
m		
r		
t		
b		
f		
n		
p		
d		
h		
c /k/		
g /g/		
j		
l		
k		
v		
w		
z		
c /s/		
g /j/		
qu		
y		

#### Final Only

ck	
x	
ss	
ll	
tt	
ff	
bb	
dd	
pp	

### Blends

	Initial
bl	
cl	
fl	
pl	
br	
dr	
gr	
tr	
cr	
fr	
pr	
gl	
sl	
sn	
sp	
st	
sw	
sc	
sk	

#### Final

ft	
lp	
mp	
nd	
nk	
nt	
pt	
sk	
sp	
st	

### Long Vowels

CVCe words	
a	
e	
i	
o	
u	

### y as a Vowel

/e/ (bunny)	
/i/ (by)	

### Vowels followed by r

ar	
or	
er	
ir	
ur	

### Silent Letters

Initial	Final
kn	-tch
wr	-dge
gh	-gh
sc	-lk
gn	

### Vowel Digraphs

ai (paid)	
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### Vowel digraphs, cont.

ow (crow)	
ow (cow)	
oo (boot)	
oo (hook)	
ie (pie)	
ie (thief)	
ey (they)	
ey (valley)	
ei (ceiling)	
ui (build)	
ui (fruit)	

### Prefixes

dis	
un	
re	
im	
in	
mis	
pre	

### Suffixes

-ful	
-ly	
-less	
-ness	
-able	
-ible	
-ion	
-ment	

## Guidelines for Teaching Spelling

Some students learn to spell quite effortlessly, but all students benefit from some systematic spelling instruction and practice.

Students who are experiencing difficulty in spelling need intensive instruction and practice tailored to match their individual levels of word knowledge.

The following are several guidelines for spelling instruction:

**1. Review previously taught material.**

**2. Consider students' knowledge and skills; use words that students can read.**

- Select words and patterns by using spelling inventories and including words and patterns from basal reading series and student writing.
- Include words from the content-area curriculum.
- Determine the number of words to introduce based on the students' needs.
- Modify spelling lists for students who are at risk for dyslexia or who have spelling difficulties.
- Introduce letter-sound correspondences for spelling once these have been introduced and taught in reading.

**3. Introduce frequently used and regular word patterns first.**

**4. Limit the number of new words or patterns in one lesson.**

- Expect that students may need to read words many times before they are able to spell them.

**5. Provide extended practice for newly learned words or word patterns before other patterns are introduced.**

- Dictate words or sentences and have students write them.
- Provide ample practice for students who are having difficulty with spelling to help them remember letter-sound correspondences and patterns.
- If handwriting is difficult, encourage students to use keyboarding or plastic letters to spell words.
- Consider some alternative approaches, including writing on a rough surface or tracing words.
- Use word banks to provide an excellent review of previously taught words for students to refer to as they write.
- Consider using mnemonics that are developed by students themselves. Mnemonics may help some students recall words by providing association links such as "there's an *ear* in *hear*."

**6. Teach students to check and monitor their spelling.**

- Ask students to read words after they have spelled them.
- Expect students to spell previously taught words correctly.

**7. Provide multiple opportunities for students to make connections between words, their spellings, sounds, meanings, and syntax.**

- Use techniques that encourage students to focus on the phonemic elements of words. For example, students can repeat the word after the teacher and then say the sounds as they write the corresponding letters.
- For struggling students, enhance their discrimination and recognition of the positions of individual phonemes in words. This can be done by segmenting the sounds heard in words as they spell them; counting syllables; omitting syllables; or changing the sounds in words.
- Provide opportunities for students to analyze and sort words into categories. This will help them focus on the spelling and letter patterns in words.
- Encourage students to use their decoding skills as they read words during word sorts.

**8. Provide immediate and appropriate feedback to reinforce correct spelling of newly learned spelling patterns.****9. Extend students' knowledge of words by encouraging them to look for more words that follow particular spelling patterns or generalizations.**

- After word sorts, extend students' knowledge of words by encouraging them to look for more words that follow particular spelling patterns or generalizations.
- Have students work individually, in pairs, or in small groups.
- Encourage students to record their words in notebooks or on word-bank cards.

## Graphophonemic Knowledge: Dictation



*Dictation is the segment of the GK Routine during which the students practice the targeted skill by applying it to the spelling of words and sentences.*

*Dictation allows the teacher to model, through a think aloud, the processes followed when determining the correct spelling pattern*

## Letter and Sound Dictation



*Letter and sound dictation is designed for students learning the alphabet letter names and sounds. Letter and sound dictation is appropriate for most kindergarten and first grade students.*

**Objective:** The learner will correctly write a letter of the alphabet when given its name (and/or sound, depending on the focus skill).

**Materials needed:** dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

**Teacher:** Pencils down. Eyes on me. The first letter we are going to write is *s*. The letter *s* makes the /s/ sound. *(Point to the alphabet wall card representing s.)* Watch as I write the letter *s*. *(Write the letter s, using the handwriting technique outlined in the core reading program. If the core program has an oral description for the process of writing the letter, say it as you write the letter.)*

**Teacher:** Your turn. We are going to write the letter *s*. What letter?

**Students:** *s*

**Teacher:** Point to the alphabet wall card for the letter *s*. *(Check to see that students are pointing in the direction of the correct card.)* What sound does the letter *s* make?

**Students:** /s/

**Teacher:** Correct! /s/. Pick up your pencil and write the letter *s*. You may look at my example if needed.

*Continue procedure for the remainder of letters in the dictation activity. Use the Checking Dictation Routine (p. 19) following each line of dictation. You may choose to stop and check following each letter.*

Remember—it's simpler to teach children the correct way to form the letters as they are learning them the first time than to have to unteach and reteach correct letter formation when they have learned them incorrectly. **Letter and sound dictation is an activity that needs to be closely monitored by the teacher.**

## Beginning Word Dictation



*Beginning Word Dictation is designed for students who know most of the letter names and sounds, and are learning to segment a word into phonemes*

**Objective:** The learner will write correct spellings for regularly spelled (decodable) words by segmenting the word into phonemes and attaching the correct spelling to each phoneme.

**Materials needed:** dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

**Teacher:** Pencils down. Eyes on me. On the first line, we are going to write two words. The first word is *big*. What word?

**Students:** *Big*.

**Teacher:** We are going to segment the word *big* into phonemes, or sounds. Say it with me. /b/ /i/ /g/. What's the first sound you heard in *big*?

**Students:** /b/

**Teacher:** That's right—/b/. Look at the alphabet wall cards. What is the spelling for /b/?

**Students:** *b*

**Teacher:** Correct—*b*. Write the letter *b*. (*Teacher models the correct formation of the letter b on the board or overhead.*) What's the second sound you hear in the word *big*?

**Students:** /i/

**Teacher:** Correct—/i/. Look at the cards. What is the spelling for /i/?

**Students:** *i*

**Teacher:** That's right—*i*. Write the letter *i*. (*Teacher models the correct formation of the letter i on the board or overhead.*) What's the last sound you hear in the word *big*?

**Students:** /g/

**Teacher:** Correct—/g/. Look at the cards. What is the spelling for /g/?

*Continue this pattern for each of the phonemes in each word of the dictation. Following each line of dictation, proceed to Checking Dictation Routine (p. 19).*

## Advanced Word Dictation



*Advanced Word Dictation is designed for students who know letter names and sounds and can segment a word into phonemes. In advanced Word Dictation the teacher provides less guidance and support as students practice spelling words by segmenting them into phonemes and attaching a correct spelling to each phoneme. The process of spelling is becoming more automatic.*

**Objective:** The learner will write correct spellings for regularly spelled (decodable) words by segmenting the word into phonemes and attaching the correct spelling to each phoneme.

**Materials needed:** dictation paper, regular pencil, colored pencil OR individual whiteboard, black marker, colored marker, eraser, overhead projector or whiteboard for demonstration

**Teacher:** Pencils down. Eyes on me. On the first line, we are going to write two words. The first word is *space*. What word?

**Students:** *Space*.

**Teacher:** Think about the sounds you hear in the word *space*. Remember to look at the alphabet wall cards if you aren't sure about a spelling. Listen as I model the process for you. *Space*—/s/ /p/ / /s/. Four sounds—which means I will use four spellings. First sound—/s/. There is more than one spelling for /s/, but I know that it comes at the beginning of the word and has a consonant right after it, so it must be spelled with an *s*. (*Writes on the board.*) Next sound—/p/. That's easy—I'll write a *p*. Next sound—/ / . Hmm—that has several spellings. I know it can't be *ay*, because that can only come at the end of a word, and the word *space* has a /s/ sound at the end. It can't be *a* either, because that would have a short vowel sound since it comes between two consonants in a one syllable word. That means it could either be *a\_e* or *ai\_*. I'm going to choose *a\_e*, since that is the spelling used more often. (*Write a\_e.*)

*See page 17 for an explanation of asking an intelligent question." This procedure provides teacher support, but also encourages students to think through possible spelling patterns before asking the teacher for help.*

**Teacher:** The second word is *erase*. Think about the sounds you hear in the word *erase*. (*Provide 3 5 seconds of think time.*) Remember to look at the alphabet wall cards if you aren't sure about a spelling. And remember to "ask an intelligent question" if you need help with a spelling. Now, pick up your pencil and write the word *erase*.

*Continue this procedure for the remainder of the pre determined words. Following each line of dictation, proceed to Checking Dictation Routine (p. 19).*



## Asking an "Intelligent Question"



*This procedure provides support for students while also encouraging them to logically consider possible spellings in a word. If there is more than one spelling pattern which can logically be used in a word, and the rules governing the choice of the correct spelling pattern have been taught, the student thinks through the optional spelling and rules out any which could not be correct. For example, when considering the correct spelling for / / in the word "sleep," the student should be able to rule out the "ey" spelling, since it can only occur at the end of a word or syllable. "Sleep," however, ends in /p/. The student may come to the conclusion that "sleep" could be spelled "lee p" or "lep e." At this point, the student may ask an intelligent question, and the teacher should provide the correct answer.*

*Introducing the "Asking an Intelligent Question" Routine:*

**Teacher:** Boys and girls, when you come to a sound that has more than

## Sentence Dictation



*Sentence dictation is designed to follow word dictation. The sentences should use some of the spelling patterns used in word dictation. The level of teacher support and scaffolding should be dependent upon student need.*

**Objective:** The learner will write dictated sentences accurately, using decoding skills as well as knowledge of sight words.

**Materials needed:** dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

**Teacher:** Pencils down. Eyes on me. Listen as I say the first sentence. *The big dog jumped over the fence.* Repeat the sentence.

**Students:** *The big dog jumped over the fence.*

**Teacher:** Count the number of words in the sentence. How many are there?

*For additional support, use a scaffold such as finger blending/segmenting to count the words in the sentence together with the students (see p. 21).*

**Students:** *The—big—dog—jumped—over—the—fence.* Seven words.

**Teacher:** Yes, seven words. Think about the first word in the sentence. Is it a regular word or a sight word? Right—*the* is a sight word. Look at the word wall for help if you don't remember the spelling. Write the word *the* on your paper. Think about the next word—*big*. Is it a regular word or a sight word? Yes, *big* is a regular word, so we can segment it into phonemes and spell each sound. Think about each sound in the word *big*. Write the spelling for each phoneme.

*For the first sentence offer some support, as in the example above. Remind students to refer to the alphabet wall cards if they need help with the spellings.*

**Teacher:** Before we begin the next sentence, make sure you have included a capital at the beginning of the sentence, good spacing between words, and proper punctuation. *(Provide additional explanations or modeling as needed.)*

*For the remainder of the sentences, say the sentence and have the students repeat it, several times if needed. Encourage the students to write the sentence as independently as possible.*

*Continue this procedure for the remainder of the pre determined sentences. Following each sentence, proceed to Checking Dictation Routine (p. 18).*

## Checking Dictation



**Objective:** The learner will check for spelling errors with teacher support and correctly write any words with incorrect spellings.

**Materials needed:** Materials used for dictation, colored checking pencil

Students switch to their checking pencil.

Teacher says the word.

Students repeat the word.

Teacher and students segment the word into phonemes, using scaffolds as needed.

Teacher: What is the first sound in the word?

Students respond, with teacher support as needed.

Teacher: Which alphabet wall card represents that sound?

Students respond, with teacher support as needed.

Teacher: The spelling for the sound /\_\_ / is \_\_.

Students use checking pencils to put a dot above each correct spelling.

Using their checking pencils, students circle incorrect spellings, then rewrite the entire word correctly.

*Repeat procedure for remaining words. Discuss any confusions related to spellings. Help students explain why certain spelling patterns are the best choices in specific words.*

*Remember: The spelling of 84% of the words in the English language is mostly predictable.<sup>1</sup> Its not as*

*i r r e g u l a r*

<sup>1</sup> For more detail on the predictability of the English language, see Moats (2005).

### Aligning Spelling and Reading Instruction

Spelling Textbook	Basal Reading Series
<i>Example:</i> Words with <i>c, k,</i> and <i>ck</i> — Unit 1, p. 19	<i>Example:</i> Consonant Digraph Ck— Book 2.2, Unit 3, p. 352


Spelling Textbook	Basal Reading Series
<i>Example:</i> Words with <i>c</i> , <i>k</i> , and <i>ck</i> — Unit 1, p. 19	<i>Example:</i> Consonant Digraph Ck— Book 2.2, Unit 3, p. 352

<b>Spelling Textbook</b>	<b>Basal Reading Series</b>
<i>Example:</i> Words with <i>c</i> , <i>k</i> , and <i>ck</i> — Unit 1, p. 19	<i>Example:</i> Consonant Digraph Ck— Book 2.2, Unit 3, p. 352

## Word Study and Word Sorts

### CLOSED SORTS

Choose the categories and model the sorting procedure.

Example: Present the three categories, read the three words (boldface), and place them in the correct column. Then ask students to sort remaining words.

short /i/ words  
***pig***

short /u/ words  
***gum***

short /a/ words  
***man***

Other words: ***jug, bit, pat, run, wag, big, dug, kit, cat, plan, lip, hum, tan, cub, chin, clap, cut***

You may build the category without actually giving students a category name and let them discover the common spelling patterns or sounds.

For example, students have mastered short vowel sounds (**CVC** words) and are ready to learn long vowels. Introduce the **VCE** pattern by using a word sort. The words to be sorted might include: ***van, vane, pan, pane, can, cane, Jan, Jane, man, mane, mad, made, hat, hate, tap, tape, cut, cute.***

Word sorts can be designed to focus on a single new concept or can be used for a review with mixed concepts.

For example, students know the **CVC** pattern with short /a/, so you create a sort with /a/ words and the new /o/ sound. An example of a mixed design would be sorting for all the short vowel sounds.

Word sorts can be scaffolded for struggling readers by choosing known words, keeping the sorts focused on a single new category and providing more modeling.

### OPEN SORTS

Students organize sets of words into categories based on what they notice about the words.

Open sorts are most effective after students have had many opportunities with closed sorts and understand the concept of sorting. Observe the categories individual students create. This information may provide you with valuable information about a student's understanding of the orthography of the English language.



## TWO-STEP SORTS

As students begin to understand the complexities of short and long vowel sounds, they may be asked to do two-step word sorts. First, they sort for sound and then for spelling.

For example, in step one, students sort for sound.

<u>Short /a/</u>	<u>Long /a/</u>
dad	make
flag	pale
fan	great
crab	paint
fast	mail
grass	say
pal	day

In step two, students sort for spelling.

<u>ay</u>	<u>ai</u>	<u>ea</u>	<u>VCe</u>
day	mail	great	make
say	paint	great	pale

## BLIND SORTS

**Blind sorts reduce students' reliance on visual cues. Words are sorted without students seeing them.**

Blind sorts force students to depend on their knowledge of sound and the associated pattern to determine where to place words.

Even when teachers incorporate sound and pattern as above, students sometimes rely primarily on visual patterns. For example, when sorting "short i" and "short a" words, students may just place all the words with "a" in one category and all the words with "i" in the other.

**Combining both pattern-sound and sound-pattern types of sorts for third graders helps them transfer and apply their word knowledge to their reading and writing.**

Substituting pictures and/or adding exceptions to the patterns being sorted can also be effective.

Blind sorts involve students working with a partner. Key words are placed in front of the students. One student calls out the words.

Without looking at the word, the other students decide where the word belongs and points to the appropriate category. The word is then placed in that category. Mistakes are corrected.

Once all the words are placed, the student who did the sorting reads all the words under each category. Then roles are reversed.

Blind sorts can also be written. In a written blind sort, students write the words under the key words instead of pointing. This kind of sort can be done in small groups as well as with partners.

**Blind sorts can be used to monitor students' word study and spelling progress.**

## **SPEED SORTS**

**Speed sorts are practiced after students can accurately categorize words. The objective is to develop automaticity.**

Speed sorts can be practiced with a partner. Students alternate between sorting and timing the activity. Students sort words twice, trying to improve their speed while maintaining accuracy.

## **WRITING SORTS**

**Writing sorts provide opportunities for students to practice spelling words.**

Words are classified on paper or dry-erase boards. Cards do not have to be sorted at all.

Words are written down under category headings of key words. Writing sorts can be done individually, with partners, or in small groups.

## **WORD HUNTS**

**Word hunts provide helpful extensions to word sorts that allow students to find other words in their reading that contain the same spelling patterns and sounds.**

Encourage students to identify exceptions which may lead to understanding that exceptions may have commonalities as well.

For example, **have**, **love**, and **give** are exceptions to the **VCe** pattern, but do have a common **v** that creates a new common sound pattern.

## Clasificando Palabras en Español (Word Sorts)

Word sorts are activities that provide students opportunities to examine words and categorize them by spelling patterns and/or sounds.

### CLOSED SORTS (CLASIFICACIONES DE PALABRAS CERRADAS):

Choose the categories and model the sorting procedure.

Example: Present the two categories, read the two words (boldface), and place them in the correct column. Then ask students to sort the remaining words. In Spanish, students can sort by difficult spelling patterns: **mb** or **nv**.

**mb**  
**combinar**  
**sembradío**

**nv**  
**invierno**  
**inventar**

Other words: **hombre, invento, sembrar, hambre, conversación, cambio, estambre, invitar, envidia, cumbre, convencido, costumbre, convertir**

### OPEN SORTS (CLASIFICACIONES DE PALABRAS ABIERTAS):

You may build the category without giving students a category name and let them discover the common spelling patterns or sounds.

For example, students who can count syllables are ready to sort by the number of syllables in words.

<u>1 sílaba</u>	<u>2 sílabas</u>	<u>3 sílabas</u>	<u>4 sílabas o más</u>
<b>mes</b>	<b>casa</b>	<b>sonrisa</b>	<b>hipopótamo</b>
<b>los</b>	<b>toma</b>	<b>pupitre</b>	<b>caballito</b>
<b>pez</b>	<b>lodo</b>	<b>muñeco</b>	<b>teléfono</b>
<b>sol</b>	<b>cama</b>	<b>pintura</b>	<b>carnicero</b>

**MIXED SORTS (CLASIFICACIONES DE PALABRAS MIXTAS):**

Word sorts can be designed to focus on a single new concept or can be used for a review of mixed concepts.

For example, students know syllables with /a/, so you can create a sort with /a/ and new /o/ sound. An example of a mixed design would be sorting for all vowels.

<u>/a/</u>	<u>/o/</u>
mamá	lodo
papá	todo
masa	tomo
casa	como
lata	toro

**TWO-STEP SORTS (CLASIFICACIONES DE PALABRAS DE DOS ETAPAS):**

As students begin to recognize specific spelling patterns, they may be asked to do two-step word sorts. First sort by sound and then by spelling.

For example, in step one, students sort for initial sound.

<u>g como /j/</u>	<u>g como /g/</u>
gemelo	golpe
gigante	gusano
gelatina	guerra
girasol	ganso
genio	guiñapo

In step two, students sort for initial syllable.

<u>gi</u>	<u>ge</u>
gis	gemelo
girasol	genio
	gelatina

Adapted from Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary and spelling instruction* (2nd ed.). Upper Saddle River, NJ: Merrill; University of Texas Center for Reading and Language Arts. (2001). *Texas Second Grade Teacher Reading Academy*. Austin, TX: Texas Education Agency.

## Modeling a Word Sort Lesson

Begin the lesson with a closed word sort. Have students bring their word cards to a supported reading lesson.

Hold up each card for the students to read.

- **Say:** "Let's see if you can tell me what each word is."

Discard any words students don't know. Stop and discuss some of the words.

- **Ask:** "Who can tell us what *plaid* means? Can anyone give us an example of something that is plaid?"

Introduce the word sort by placing the key words in front of the students in the pocket chart as category headers.

- **Say:** "Our key words are *make, say, pain*. We will also have an "Other?" category for words that don't fit any of the patterns. Today, I want you to think about the way the word sounds and the way it looks."

Model the sort.

- **Say:** "I'm going to sort some of the words, but as soon as you can, I want you to show me where they go. Ready? The first word is *space*. *Space-make; space-say; space-pain.*"

Hold the card under each key word as you say it.

- **Say:** "*Space* goes with *make*."

Place the card under the key word.

- **Say:** "The next word is *eight*. *eight-make; eight-say; eight-pain*. *Eight* doesn't appear to fit. There are no key words with the long *a* sound spelled *ei*."

Place the card in the "Other?" Category.

- **Ask:** "Where does *faith* go?"

Place card under the key word *pain*.

- **Ask:** "The next word is *day*. Where does *day* go?"

Place card under the key word *say*.

- **Ask:** "What about *plaid*?"

Place the word under the category: "Other?"

Correct mistakes. Move incorrectly placed cards to the correct category and explain.

- For example: "***Plain*** does have the same long *a* sound as *lake*, but we are looking at spelling patterns. ***Plain*** goes with *chain*. They both have the long *a* sound spelled with the rime *-ain*."

Discuss completed categories.

- **Ask:** "What do all the words in each column have in common that makes them different from words in other columns?"



## Survey of Knowledge

**Match the key concept to its definition by writing the letter in the correct blank.**

1. _____ <b>decoding</b>	A. Words in which some or all of the letters do not represent their most common sounds
2. _____ <b>decodable texts</b>	B. Knowledge of letters and letter combinations and the sounds that represent them
3. _____ <b>graphophonemic knowledge</b>	C. Process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and word structure
4. _____ <b>instructional level</b>	D. Smallest meaningful units of language
5. _____ <b>irregular words</b>	E. Writing system of language; spelling
6. _____ <b>morphemes</b>	F. The part of a syllable that includes the vowel and what follows it
7. _____ <b>orthography</b>	G. A word part that contains a vowel or, in spoken language, a vowel sound
8. _____ <b>phonics</b>	H. Process of saying each sound that represents a letter(s) in a word and blending the sounds together to read the word
9. _____ <b>rime</b>	I. Reading level in which no more than 1 in 10 words is difficult for the reader (with good comprehension)
10. _____ <b>high-frequency words</b>	J. Coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences that students have learned and are learning
11. _____ <b>sounding out</b>	K. The understanding that there is a predictable relationship between phonemes (the sounds in spoken words) and graphemes (the letters and spellings that represent those sounds in written words)
12. _____ <b>syllable</b>	L. Words that are recognized automatically when seen

### Survey of Knowledge Answer Key

<b>1. <u>C</u> decoding</b>	A. Words in which some or all of the letters do not represent
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	



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