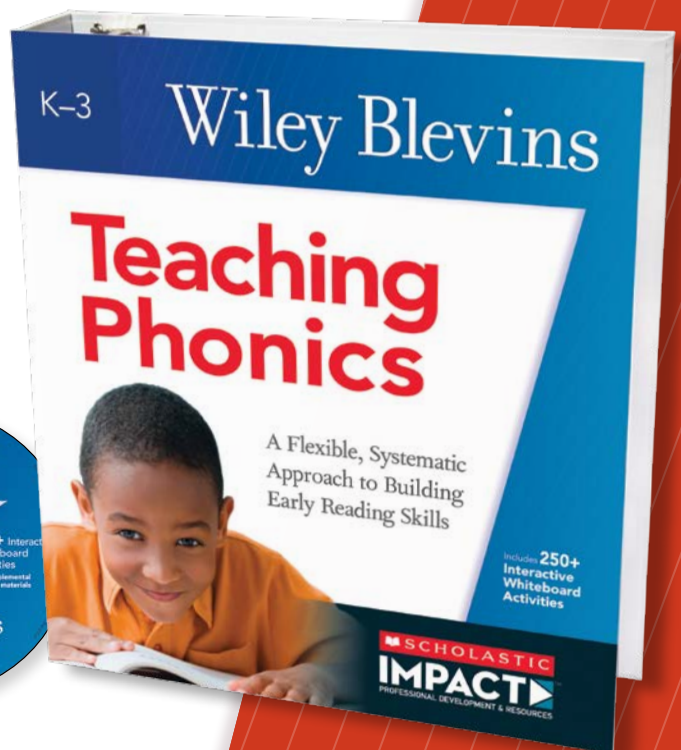
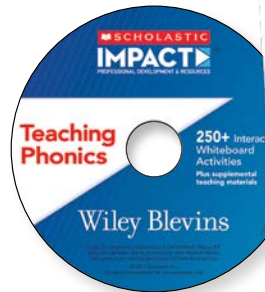


Teaching Phonics

New from Wiley Blevins

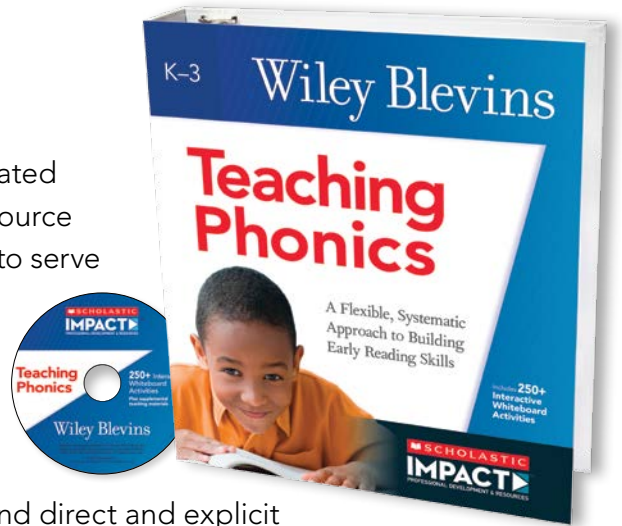
A robust phonics toolkit including:

- Teaching schedules, routines, and lessons
- 250+ whiteboard activities
- Ongoing assessment



Teaching Phonics, K–3

With *Teaching Phonics*, Wiley Blevins has created a research-based resource that has the comprehensiveness to serve as a formal phonics program and the flexibility to augment any curriculum. Teachers can deliver the lessons and activities in sequence, benefiting from the binder's recurring routines and direct and explicit language. Or they can dip in and out as needed, using the assessments and activities for small-group differentiated instruction or individual interventions. The binder is designed to be versatile in its use and applicable to any scope and sequence.



Just as important, *Teaching Phonics* brings a sense of fun and collaboration to K–3 literacy learning. The ready-to-use stories, games, and activities offer children high-interest ways to learn. And the 250+ whiteboard activities bring a fresh, full-color interactivity to teaching and learning that will engage any young learner. You'll quickly discover that there's no better resource for helping build the early skills young children need to become confident and successful readers.

INCLUDES:

- Sample teaching schedules, research-based lessons, and instructional routines
- CD with 250+ interactive whiteboard activities
- 68 units that focus on essential alphabet, phonics, and word study skills
- Activities for whole-class, small-group, and independent practice
- Ready-to-use learning centers, interactive stories, and more
- Phonemic awareness, alphabet, and phonics assessments
- Guiding principles to help support English language learners

UVJ-531344 • 604 pages + CD
List price: \$ 265.35 • Your price: \$199.00

Frequently Asked Questions

Why do we need this program when our basal already has a phonics strand?

Your teachers can use *Teaching Phonics* as an enrichment resource for on- and below-level students or as an acceleration for above-level students. The reproducible student pages and 250+ interactive whiteboard activities provide engaging opportunities for targeted practice. Teachers can assign the ready-made learning centers or independent practice pages for homework or use them for reteaching and remediation.

Is *Teaching Phonics* research based?

Yes, the materials in this resource offer a research-based, systematic, and explicit approach to phonics instruction. It's a systematic program in that the materials can be used in sequence. It's explicit because the lessons provide teachers with direct and actual language to use while teaching.

Will this program help us meet the Common Core State Standards?

Absolutely, and your specific state reading and language arts standards, too. For more information, see page 10.

Does *Teaching Phonics* support guided reading?

Teaching Phonics is an ideal resource for guided reading classrooms. Learn how on page 11.

Are there assessments so we know the instruction is working?

Yes, an assessment is provided for each major set of skills in the binder (for example, short-vowel assessment, long-vowel assessment). Teachers can administer the assessment after finishing that section to determine if students are ready to take on the next set of skills. The assessments can also be used to determine where in the materials to start individual students.

Can we use this program in PreK–K classrooms?

If you're looking for extended letter-work instruction only, your teachers should consider using *Teaching the Alphabet, PreK–K*, instead (see back cover). For kindergarten teachers who want to make the transition to decodable, connected text as quickly as possible, *Teaching Phonics* is a better match.

How do we use this program in first grade? Or second grade? Or third grade?

Most first graders are ready to jump right in to simple decoding so teachers can start with the short-vowel lessons. Grade 2 teachers may want to quickly review previously taught skills, then assist students in making the transition from reading one-syllable to multisyllabic words. By third grade, teachers can focus attention on word study with lessons that include the six syllable types or use the resource to deliver small-group instruction for students who are struggling.



ABOUT WILEY BLEVINS

Wiley Blevins is a Harvard University-trained reading specialist and former elementary teacher. He has written several Scholastic texts, including *Phonics from A to Z: A Practical Guide*, *Teaching Phonics & Word Study in the Intermediate Grades*, and *Teaching the Alphabet, PreK–K* (see back cover). He also led the development of *Treasures*—a core reading program published by McGraw-Hill—and has helped conceptualize many other programs.

First come the ABC's...

Alphabet lessons and routines that build skills and automaticity

To become skilled readers, children must be able to identify words quickly and accurately. And to do that, they need to learn the most common sound-spelling relationships, beginning with the alphabet. The 27 alphabet units in *Teaching Phonics* follow an **explicit six-step process** to guide teachers as they introduce students to letter-sound relationships and basic alphabet-recognition and decoding skills. This is just a sampling of what comes with each unit. Opportunities for writing practice, picture-sound sorts, and storybooks are also available as interactive whiteboard activities on the CD (see pages 8–9).

Teaching Phonics' explicit six-step process for teaching the alphabet:

1 PRACTICE PHONEMIC AWARENESS.

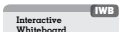
Each unit begins with a lesson routine page that offers explicit guidelines and language for introducing the target letter-sound, including word lists to be read out loud and suggestions for demonstrating how the letter-sound is made.





2 TEACH THE LETTER/NAME SOUND.

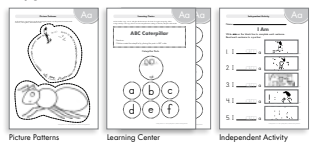
Teaching tips describe how to connect each letter to a mnemonic chant that emphasizes the letter-sound connection.

3 WRITE THE LETTER.

On a practice page, students write upper- and lowercase forms of each letter, both in formal instruction and guided practice. The lesson routine page provides tips for contrasting the target letter with similar-looking letters.

Teaching the Letter: Aa
See Instructional Routines, pages 25–26, for additional lesson details and support.
 This icon indicates that the CD includes an interactive whiteboard version of the activity that can be used for small-group or whole-class learning.

- 1 Practice Phonemic Awareness:** Have children say /a/ every time they hear a word that begins with the /a/ sound. (Note: The word lists that follow include distractors.) Say: *at, apple, ball, add, car, on, ax*. Repeat for words with /a/ in the medial position. Say: *man, hat, tap, bat, bed, rug, cat, sad*. Extend the medial sound as you pronounce each word. Point out how the /a/ sound is made (mouth open). Contrast with other vowel sounds, such as /e/. Have children feel the difference in their mouths when making each sound.
- 2 Teach the Letter Name/Sound:** Tell children that the letter Aa stands for /a/ as in apple. Then teach children the following letter chant:
*/a/ /a/ apple.
Bite that juicy apple.
/a/ /a/ /a/ is spelled Aa.*
 The CD includes an audio of the chant.
- 3 Write the Letter:** Use *Handwriting Practice: Aa*, page 44, to teach children how to write the upper- and lowercase forms of the letter Aa. Introduce the sound-spelling using the letter chant. Then have children say the /a/ sound each time they write the letter. Also contrast Aa with other similar letters (a-d, a-o). Point out the stroke differences between the confusing letter pairs. 
- 4 Sort by Letter/Sound:** Use *Picture-Sound Sort: Aa*, page 45, to have children sort pictures whose names contain /a/ in the initial and medial positions. (Answers: Beginning—alligator, ambulance, ant, apple, astronaut, ax; Medial—bag, bat, cat, fan, map, part) 
- 5 Connect to Reading:** Distribute copies of *Storybook: What Am I?*, page 46. Help children read the book. Then invite them to reread the book during free time and at home. 
- 6 Extend Letter Knowledge:** Choose from the following patterns and activities to extend learning. (These pages are available as PDFs on the CD.)
 - *Picture Patterns: Ant, Apple*
 - *Learning Center: ABC Caterpillar*
 - *Independent Activity: I Am*



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4 SORT BY LETTER/SOUND.

Picture-sound sorts enable children to explore letter-sound relationships in both unstructured and structured ways. The lesson routine page offers suggestions on different ways to sort the cards.

5 CONNECT TO READING.

Simple, patterned storybooks highlight target skills and utilize a few high-frequency words—students' first introduction to reading.

6 EXTEND LETTER KNOWLEDGE.

Additional activities are available as needed, including picture patterns, learning centers, and independent activities for use during small-group differentiated instruction time or as homework.

Don't forget to assess!

Available both in the binder and on the CD as PDFs, the phonemic awareness and alphabet assessments contain a series of subtests, allowing for overall and individual sub-skill area scores. Also included are explicit guidelines on how to prepare and administer the tests, along with record-keeping forms.

Picture-Sound Sort

To the Teacher: Copy and cut out the pictures. Have children sort them according to sound (beginning, or words containing medial /a/).

Aa

Storybook

To the Teacher: Distribute copies of the Storybook. Invite children to color and then cut apart the pages. Have them staple the pages together along the left-hand side. Help children read the story.

What Am I?

I am a cat. **1**

I am a bat. **2**

Aa

Assessment Directions: Alphabet

Preparation

- Make a class supply of the Alphabet Assessments (Parts 1–4), pages 570–573, and the Alphabet Assessment: Individual Scoring Sheet, pages 574–575. Also make a copy of the Alphabet Assessment: Class Record Sheet, page 576.
- Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
- Use the Alphabet Assessment: Class Record Sheet to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

Part 1
Children recognize uppercase and lowercase letters in order.

- Display Alphabet Assessment: Part 1.
- Have the child point to each letter in order as he or she says the letter's name. Circle each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the speed in the boxes on the Alphabet Assessment: Individual Scoring Sheet.

Part 2
Children recognize a sampling of uppercase and lowercase letters in random order.

- Display Alphabet Assessment: Part 2.
- Have the child point to each letter as he or she says the letter's name. Circle each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the speed in the boxes on the Alphabet Assessment: Individual Scoring Sheet.

Part 3
Children match uppercase to lowercase letters.

- Distribute Alphabet Assessment: Part 3.
- Have the child draw lines to match the upper- and lowercase letter forms. Record the child's errors to use for error analysis. Then record the number correct and note the speed in the boxes on the Alphabet Assessment: Individual Scoring Sheet.

Part 4
Children identify the primary sound for each letter.

- Display Alphabet Assessment: Part 4.
- Have the child point to each letter and state the sound it represents. Circle each correct response. Record the child's errors to use for error analysis. Note that some letters represent multiple sounds, for example, the short and long sound for vowels. Record and accept any correct response. Then record the number correct and note the speed in the boxes on the Alphabet Assessment: Individual Scoring Sheet.

What am I?

4

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Then come phonics and word study...

Phonics lessons and routines that jumpstart reading

Once students have mastered the alphabet, the focus is on building phonics and word study skills. An **explicit nine-step process** leads teachers through each of the 27 phonics units, including short vowels, consonant blends and digraphs, long vowels, and complex vowels. They're followed by 14 word study lessons, which vary slightly and include only seven steps. Interactive stories and activities are also available on the CD for your whiteboard (see pages 8–9). As always, teachers should choose those activities that interest them or best complement their instructional needs.

Teaching Phonics' explicit nine-step process for teaching phonics and word study:

Interactive Whiteboard Activities

Digraphs *ng, nk*

See Instructional Routines, pages 29–32, for additional lesson details and support. **IWB** This icon indicates that the CD includes an interactive whiteboard version of the activity that can be used for small-group or whole-class learning.

- 1 Introduce the Sound-Spelling:** Tell children that when the letters *ng* and *nk* appear together in a word, they stand for new sounds—the *ng*/ sound in *ring* and the *ng*/ sounds in *pink*. Write the letters *ng* and *nk* on the board. Have children write the spellings several times as they say the sounds each stands for.
- 2 Model Blending:** Write the words *ring, king, ban, bunk, and sink* on the board. Model blending the words sound by sound. Run your finger under each letter or spelling as you say the sound(s) of *ng* and *nk* in words containing either digraph spelling. Have children repeat.
- 3 Blend Words:** Use *Blend Words: Digraphs ng, nk*, page 293, to have children chorally blend the words on each line. Model, as needed. Children can then use the lists for further independent practice. Also encourage children to complete the *Do More!* activities.
- 4 Build Words:** Using the letter cards on *Build Words: Digraphs ng, nk*, page 294, have children build the following words in sequence: *ring, sing, hung, rang, ring, bring, thing, think, thank, sunk, rank, rink, sink, stink, strink, shrank, hunk, junk*. Then have children complete the activities on the page. **IWB**
- 5 Sort Words:** Use *Sound-Spelling Word Sort: Digraphs ng, nk*, page 295, to have children work with partners to sort the words by their sound-spellings. **IWB**
- 6 Spell Words:** Use *Spell Words: Digraphs ng, nk*, page 296, to give children practice spelling the letter-sounds in different picture names. (Answers: *ri-ng, ki-ng, s-i-ink, s-w-i-ng, s-ki-ink*) Then have them spell the following words as you dictate each one: *sing, junk, thing, spring, and drink*. Display the words and have children self-correct their answers. **IWB**
- 7 Connect to Reading:** Distribute copies of *Interactive Story: King Hank*, page 297. Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children reread the story multiple times for fluency. **IWB**
- 8 Build Fluency:** Use *Speed Drill: Digraphs ng, nk*, page 298, for additional fluency building. Begin by giving students two minutes to underline the *ng* or *nk* digraph in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill.
- 9 Extend Phonics Knowledge:** Use the following activities to extend learning. (Specific teaching notes appear on these pages.)
 - *Learning Center: Trunk Sort*, pages 299–301 **IWB**
 - *Independent Activity: Fill-in-the-Blank*, page 302

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1 INTRODUCE THE SOUND-SPELLING.

Each unit begins with a lesson routine page that provides explicit guidelines and language for introducing the target sound-spelling or word study skill.

2 MODEL BLENDING.

Teaching tips model how to use the target sound-spelling to blend words, using a small set of decodable words.

3 BLEND WORDS.

This carefully constructed practice opportunity asks students to apply their understanding of the new sound-spelling or word study skill, with the help of high-utility words containing the target phonics skill.

4 BUILD WORDS.

Letter cards for building a particular set of words offer a structured method for helping students go from one word to another as they consider the sound and spelling difference between two very similar words.

5 SORT WORDS.

Words sorts provide structured and unstructured opportunities to explore sound-spelling relationships with common spelling patterns.

6 SPELL WORDS.

These activities guide students as they connect their new reading skills to writing through structured dictation.

7 CONNECT TO READING.

Simple stories and poems highlighting the target skill enable students to use their growing phonics knowledge to decode words. Follow-up questions check their comprehension, including students' ability to identify words in the text with target sound-spellings.

8 BUILD FLUENCY.

Speed drills are a motivating way for students to practice reading high-utility words containing the target skill until periodic timing proves they can read with fluency.

9 EXTEND PHONICS KNOWLEDGE.

Ready-made learning centers and independent activities can be assigned as needed for group work, seatwork, or homework for skills practice.

Don't forget to assess!

All of the phonics assessments—available both in the binder and on the CD as PDFs—are real-world reading tests, with explicit guidelines for teachers on how to prepare and administer the tests along with record-keeping forms. There's also a Comprehensive Phonics Survey, a nonsense-word reading test to confirm findings in the other assessments.

Digraphs
ng, nk

Sound-Spelling Word Sort

To the Teacher: Distribute copies of the page (enlarge, if desired), and have children cut out the word cards, then work with partners to sort the words by their sound-spellings.

Name _____

Read each word. Then sort the words.

_ng	_nk

Word Cards

thank	gang	pink	ring	junk
strong	bank	thing	spring	king
drink	hang	shrunken	song	honk

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Name _____ Page 1

Comprehensive Phonics Survey
Nonsense-Word Reading

A. Short Vowels	B. Consonant Blends and Digraphs
1. lat	1. sheg
2. ped	2. chab
3. sib	3. stot
4. mog	4. whid
5. vun	5. thuzz
6. fim	6. bruck
7. hep	7. cliss
8. yot	8. smend
9. rud	9. thrist
10. cag	10. phum

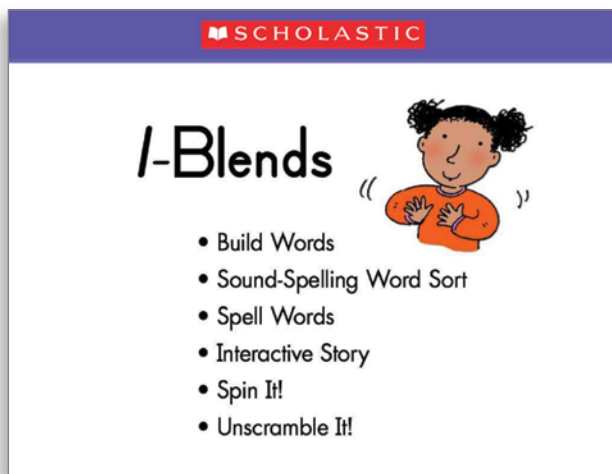
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Brought to life on a whiteboard...

Interactive whiteboard activities that bring a fresh spin to learning

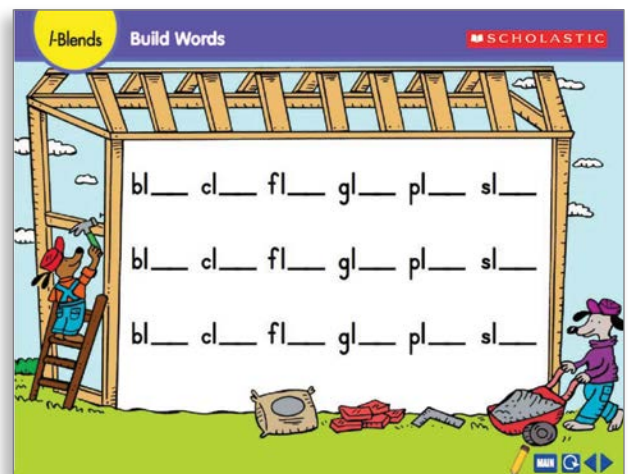
With its large display and countless opportunities for collaborative learning, an interactive whiteboard is a dynamic new way to bring phonics instruction and practice to life. Many of the activities in *Teaching Phonics* are available on the companion CD for use on your interactive whiteboard or computer; just look for the icon: **IWB**. The activities have all been carefully designed for use during whole-group and small-group instruction. They're also ideal for partner practice during classroom center time. Whether your teachers are first-time users or seasoned pros, they'll quickly discover the interactive whiteboard activities couldn't be easier to use.

A closer look at some of the whiteboard activities in a typical lesson:



MAIN MENU

Click on the activity title to go to that whiteboard activity page.



BUILD WORDS

Teaching notes guide you step by step through the lesson.

/Blends Sound-Spelling Word Sort SCHOLASTIC

Say each word. Then sort the words by their sound-spelling.

bl_	cl_	fl_
gl_	pl_	sl_

slept	club
floss	blind
clam	glue
blue	plant
glass	clock
play	sled
black	glad
flip	class
slip	flat
flag	plan

SOUND-SPELLING WORD SORT

A sample self-correcting drag-and-drop sorting activity.

/Blends Spell Words SCHOLASTIC

Letter Bank

1					
2					
3					
4					
5					

1		f	l	a	g	
2		c	l	a	p	
3		g	l	a	s	s
4		b	l	o	c	k
5		p	l	a	n	t

SPELL WORDS

An answer key lets children check their work instantly.

/Blends Interactive Story SCHOLASTIC

Plip! Plop!

The rain drips and drops.
Plip! Plop!
All is wet.

The black horse runs in the grass.
Clip! Clop!
Is it fast? You bet!

The green frog hops into the pond.
Flip! Flop!
Where did it go?

The kids go down the wet slide.
Slip! Slop!
Are they fast or are they slow!

Read the story. Then circle all the words with /blends. Draw a box around the word that rhymes with clack.

INTERACTIVE STORY

The Pen function lets children interact with the text by circling words containing the target phonics skill.

/Blends Spin It! SCHOLASTIC

TEAM 1

TEAM 2

LEARNING CENTER

These games and activities often include interactive spinners, number cubes, timers, and stopwatches.

... making it a powerful & purposeful resource

With correlations to help meet your state standards. . .

Teaching Phonics is the perfect resource for helping teachers meet—and exceed—the goals of the rigorous standards in these critical primary years. There’s a recommended scope and sequence for each grade, based on a careful review of state standards and existing basal scopes and sequences, as well as the CCSS Foundational Skills for Reading.

Suggested sequences and correlations are provided for all of the primary grades: Kindergarten and Grades 1, 2, and 3. Below is a partial sample from Grade 2.

Grade 2: Suggested Sequence

The focus in Grade 2 is building mastery/fluency with the skills taught in Grade 1, and applying these skills to increasingly larger numbers of multisyllabic words and more complex texts.

Short Vowels

a, i, o, e, u

Review.

Consonant Blends and Digraphs

s-blends, *l*-blends, *r*-blends, digraph *sh*, digraph *wh*, digraphs *ch/tch*, digraph *th*, digraph *ph*, digraphs *ng/nk*

Review and apply these skills to previously taught short-vowel words.

Long Vowels

final *e*, long *a*, long *e*, long *o*, long *i*, long *u*

Review long vowels.

Complex Vowels

r-controlled vowels *er, ir, ur*

r-controlled vowels *ar, or, ore*

diphthongs *ou, ow*

diphthongs *oi, oy*

variant vowels *oo*

variant vowels *a, au, aw*

r-controlled vowels *are, air, ear*

Review complex vowels.

Word Study

plurals, inflectional ending *-ed*, inflectional ending *-ing*, contractions, inflectional endings with spelling changes, compound words, prefixes, suffixes, closed syllables, open syllables, consonant + *le* syllables, vowel-team syllables, *r*-controlled syllables, final-*e* syllables

Grade 2: Sample State Standards

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

... and valuable phonics support for guided reading classrooms

Teaching *Phonics'* lesson routines, activities, and centers are all a perfect fit for guided reading classrooms. Teachers can use the lessons to preteach the phonics skills students will encounter in that day's guided reading, then assign word work and other reading and writing activities for independent practice while they meet with guided reading groups. There are also correlations recommending the skills most appropriate for each guided reading level.

Guided Reading Level	Focus Phonics Skill(s)	Guided Reading Level	Focus Phonics Skill(s)
A	Alphabet Children read patterned text.	I	<i>r</i> -Controlled Vowels <i>er, ir, ur, ar, or, ore</i> Diphthongs <i>oi, oy, ou, ow</i> Variant Vowels <i>oo, au, aw</i>
B	Alphabet Children read patterned text.	J	2-3 Syllable Words Review one-syllable words with short vowels, final <i>e</i> , blends, and digraphs to ensure mastery.
C	Alphabet Children read patterned text with a few short-vowel VC and CVC words.	K	2-3 Syllable Words Review one-syllable words with long vowels, inflectional endings, and plurals to ensure mastery.
D	Short Vowels <i>a, o</i> Children begin reading decodable text. Instruction can also include inflectional endings, consonant blends, and plurals.	L	2-3 Syllable Words Review one-syllable words with long vowels to ensure mastery. Instruction can also include silent letters and soft <i>c/g</i> .
E	Short Vowels <i>i, e, u</i> Instruction can also include consonant digraphs.	M	2-3 Syllable Words Review one-syllable words with <i>r</i> -controlled vowels, variant vowels, and diphthongs to ensure mastery.
F	Final <i>e</i>	N	Syllabication Instruction should include open syllables, closed syllables, consonant + <i>le</i> syllables, and prefixes.
G	Long Vowels <i>a, e</i>	O	Syllabication Instruction should include vowel-team syllables, final- <i>e</i> syllables, <i>r</i> -controlled vowel syllables, and suffixes.
H	Long Vowels <i>o, i</i> Instruction can also focus on introducing simple multisyllabic words.	P	Syllabication Instruction should include inflectional endings with spelling changes, prefixes, suffixes, and homophones.

Need a dedicated alphabet program for PreK–K?

ALSO BY WILEY BLEVINS:

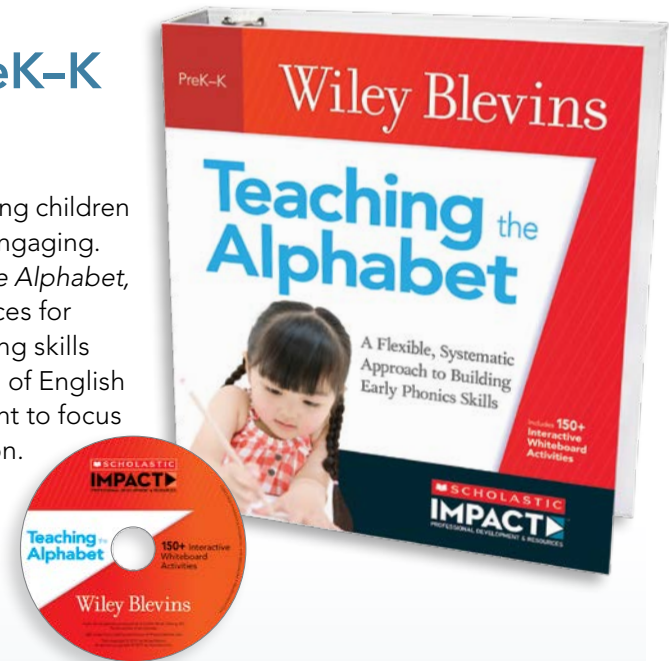
Teaching the Alphabet, PreK–K

A Flexible, Systematic Approach
to Building Early Phonics Skills

To learn our all-important sound-spelling system, young children need instruction that is purposeful, connected, and engaging. And it all begins with learning the ABC's. *Teaching the Alphabet, PreK–K*, contains a wealth of print and digital resources for teaching the basic alphabet-recognition and decoding skills children need to understand how our written system of English works. It's ideally suited for PreK–K teachers who want to focus on—or offer extra practice in—letter-work instruction.

UVJ-531343 • 400 pages + CD

List price: ~~\$ 213.35~~ • Your price: \$160.00



For more information, contact us!

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