



The Alphabetic Principle and Advanced Phonics

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Objectives

- Understand Alphabetic Principle and Advanced Phonics
- Understand how to diagnose phonics issues in order to strengthen classroom instruction
- Provide strategies that will ensure struggling students receive extra practice with multi-syllable decoding



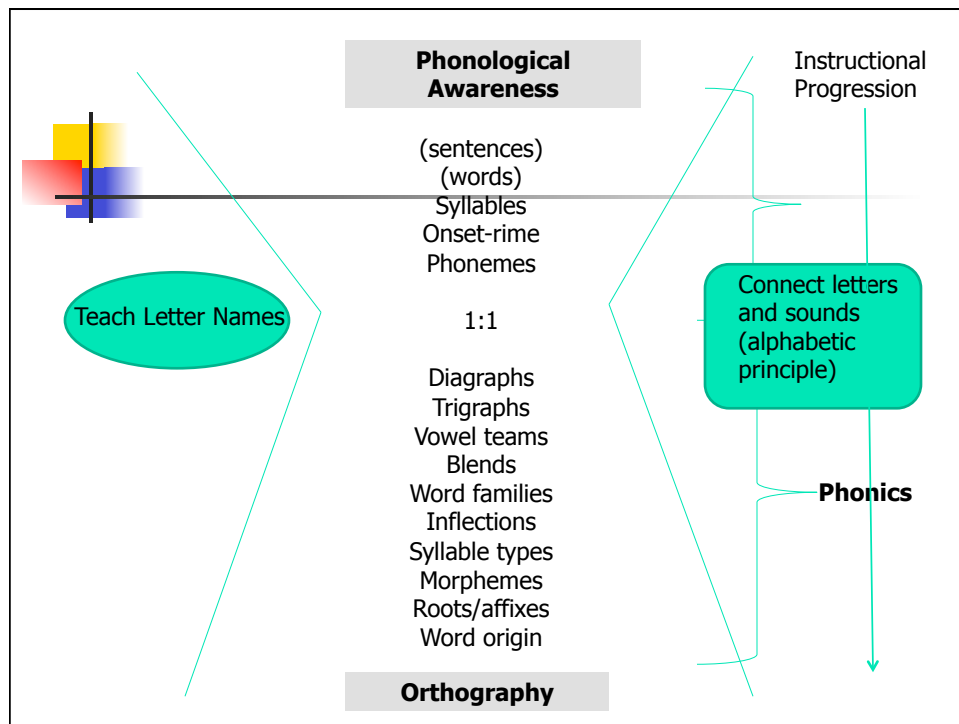
Poor readers at the end of first grade...

- Are at very significant risk for long term academic difficulty.
 - 88% probability of being a poor reader in fourth grade if a poor reader in the first grade.
 - 87% probability of remaining an average reader in fourth grade, if an average reader in the first grade. (Juel, 1988)
- Are likely to require intensive instructional support.



Alphabetic Principle and Phonics

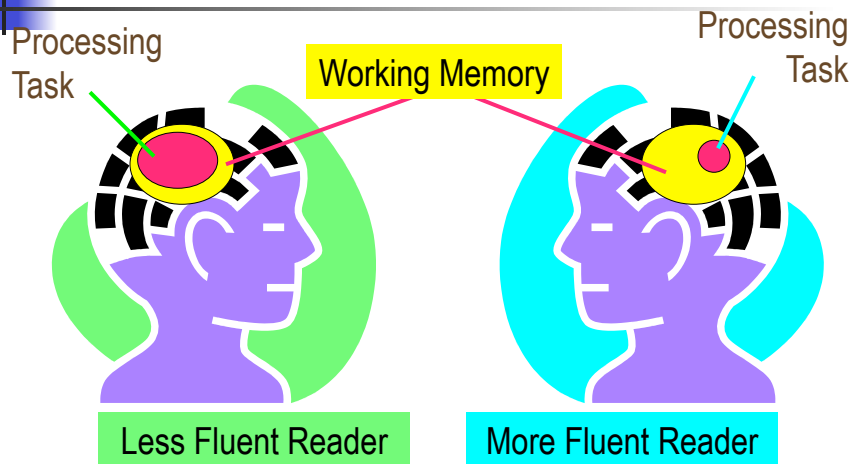
- *Alphabetic Principle*= the concept that alphabet letters represent speech sounds
- *Phonics*=the sound-symbol mapping system of correspondence between phonemes and graphemes



Grade Level Emphasis

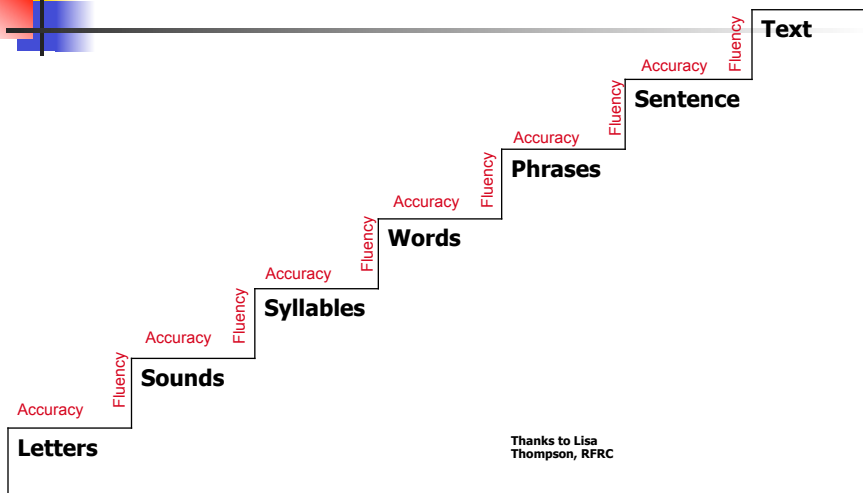
Skills	K	1	2	3	4	5	6+
Written Expression							
Comprehension Skills and Strategies							
Passage Fluency							
Vocabulary							
Advanced Phonics/Decoding							
Basic Phonics							
Phonological Awareness							
Grade	K	1	2	3	4	5	6+

Working Memory and Automaticity



Presented by Judy Dodson, Colorado Reading First

Sequence to Fluency Instruction



Thanks to Lisa Thompson, RFRC



Words in the English Language

- 50% are wholly decodable
- 37% are only off by one sound
- 50% of the words we read are made up of the first 107 high-frequency words.



Most common trouble spots...

- First Grade:
 - Blending sounds together
 - V_e
 - Vowel Teams
- Second Grade and up:
 - Vowel Teams
 - Prefixes & Suffixes
 - Multisyllable words

Vowel teams are more than
just two vowels together...



Handout #1

Think about it...

- Talk with a partner or think to yourself
 - In reading instruction in your school/classroom,
 - When are the vowel teams taught?
 - In what sequence?
 - How often are they reviewed once they are taught?



Class Review—Sounds and Words

Review sounds—Review the letter-group frieze, pointing to the letter groups in a mixed order. Use the front or back of the key cards to review **any** sounds that the students do not know instantaneously. Point to or show each card quickly. Review the letter phrases and writing cues for any letters about which the students are hesitant.

Model Stretch and Read—Choose three green cards from previous lessons. Stretch and read the words with the class.

Partner Practice—Sounds and Words

- Ask the students to practice their letter sounds using the top two boxes on the first page of their Partner Practice Booklets. Have them write down any letters or letter groups that they have trouble with in their partner writing books.
- Next ask the students to turn to page 15 in their Partner Practice Booklets, and have them read the words in the top box with their partners. Have partners initial each other's books when each reader has read each word correctly twice. After the students have read the words, have them make up sentences that use the words. This will help the students recognize words in their Partner Practice Booklets as words they already know and use.

Challenge sentence—When both students in a partnership have successfully read

er
ce

actice

Quick Erase

- Use the following sequence:
blue...glue...glum...gum...hum...ham...jam...jay...way...day
- To add challenge, tell the students what the next word will be, and ask them what letters you should change to make the word, or allow the **students** to do the **writing** themselves on mini dry-erase boards or chalkboards.



Key Card

Hear the New Sound

Sound words—Say each word, and have the students repeat it. Emphasize the vowel sound /ue/ in each of the following words:

blue glue true

- Ask the students to identify the sound **that** they hear in all three words.

Key picture—Show the students the “ue” key card. **What do you say when you see this picture?** *[responses]* **That's right. “Blue glue.”** Flip the card over so the students can only see the letters “ue.” **What sound do these letters make?** *[/ue/]* **Yes, the sound is /ue/ → /ue/.**

Stretch and Read with the New Sound

With the teacher—We're going to practice reading words with the /ue/ sound. Write each word on the board, and stretch and read it with the students:

true Sue due

With a partner—Have the students turn to page 15 in their Partner Practice Booklets and read the words in the bottom box together.





Animated Alphabet



The Sound and the Furry

Green Words

it's	happened
let's	dropped
gear	trapped
under	greeted
reeled	creeping
across	dragged
agreed	propped
tripped	grinned

Word Presentation

- **Let's practice the special letter we'll see a lot of in today's story.** Play the Animated Alphabet segment for lesson 26 of *Reading Reels for Roots*, or display the key card for "r."

- **Now let's practice reading some words.** Show the video segments for Finger Detective and Sound It Out.

- Select three to five Green Words to stretch and read with the students. Discuss the sound "a" in "agreed" and "across."

Teacher's Note: Use the following text when you present the word "it's":

- Hold up the Green Word Card for "it's." **Sometimes you see a word that has this mark in it. Point to the apostrophe. This is called an apostrophe. An apostrophe joins together two words so they become one word.** Write the words "it is" on the board, and have the students say them. Explain that the two words can become one when we delete the "i" in "is" and join the words with an apostrophe. Demonstrate this by erasing the "i" and adding the apostrophe. Read the new word, and have the class repeat after you. Remind the students that they still say every

Interactive
Whiteboard Users

Method varies



The Sound and the Furry



Partner Practice
Booklet 5

Team Celebration Points

Stretch and Read with the New Sound

With the teacher—Use the Letter-Blending Cards to spell each word using a pocket chart. Stretch and read the words with the students. Write each word on a green card, and say it in Alphie Talk with the students.

rain bait pail

Video: The Sound and the Furry—Introduce and play the Sound It Out segments. Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.

With a partner—Have the students turn to page 16 in their Partner Practice Booklets and read the words in the bottom box together. Partners will check each other's work.

- When the students have finished, choose a partnership randomly, and have them read the words together.
- Award team celebration points to partners who read the words successfully.



Prefixes and Suffixes

When students are decoding unknown multisyllabic words, it is to their advantage to know prefixes and suffixes. Such knowledge will also help in learning the meaning of words.

--Chall & Popp, 1996



Most frequent prefixes

The 4 most frequent prefixes

Prefix	Meaning	Key Word	Origin
dis-	not, opposite of	disagree	Latin
in-, im-, il-, ir-	not	injustice, impossible	Latin
re-	again	return	Latin
un-	not	unfriendly	Anglo-Saxon

Handout #2

Most frequent suffixes

The 4 most frequent suffixes

Suffix	Meaning	Key Word	Origin
-ed	past-tense verb	hopped	Anglo-Saxon
-ing	verb form/ present participle	running	Anglo-Saxon
-ly	characteristic of	quickly	Anglo-Saxon
-s, -es	more than one	books, boxes	Anglo-Saxon

Prefix and Suffix Template

- Have poster up showing prefix/suffixes that have been taught and their meanings.

pre_ un_ _ful re_
 re_ _less pre_ un_
 _ful _less re_ _ful

- We are going to practice reading prefixes and suffixes along with recalling their meaning.
- I will model the first two for you
- Read - pre_
- Meaning - before
- Slide hand under prefix/suffix twice. One for read. One for meaning. (not word because these are morphemes – a meaningful unit, not a word)
- These could be taken from the passage that will be read or from those that have been taught already.



Prefixes and Suffixes

- Use attached sheet for meanings
- Systematically teach each prefix and suffix
- Posters placed in classrooms for students to use
- Copied and given to students to use for help



Syllable Types

closed	him, mit/ten
open	go, lo/cate, jel/lo
r-controlled	large, en/ter, mar/ket
vowel team	green, con/tain
vowel-silent e	home, con/cave
consonant-le	bot/tle, ta/ble



Syllable Types

- Closed syllable – a syllable that ends in a consonant. It usually has a short vowel sound.
- Open syllable – a syllable that ends in a vowel (not a vowel team or r-controlled vowel) An open syllable usually has a long vowel sound.
- Vowel team syllable – a syllable that has a vowel team. The syllable has the vowel team sound.
- Vowel silent-e syllable – a syllable that contains a VCe pattern. The consonant-silent-e syllable will usually have a long vowel sound.



Your turn to practice

- Use attached chart
- Select appropriate syllable type
- Discuss as a group



Universal Screening for Alphabetic Principal and Phonics

- AIMSweb
- LNF, NWF
- RCBM

Page 3

These are sample Nonsense Word Fluency (NWF) Assessments given in the Fall of First Grade. Jaycob, on the left, attempted to "blend" many of his nonsense words (denoted by the solid line drawn underneath). However, what observations do you make about his Accuracy % and error patterns? Raquel's test, on the right, shows that she was reading sound-by-sound (short line under each letter). The rate scores for these two students are similar, but what support is indicated for each of these students?

First Grade Fall - Jaycob

Benchmark 1
DIBELS™ Nonsense Word Fluency

y d	d o j	i k	v u s	n u k	8/14
u l	z e l	f e b	w u j	h i z	10/14
i n	r o s	k u b	j a f	d u z	10/15
a j	a d	k e d	i g	e l	12/12
o j	e t	y a t	o l	t o v	13/13
u f	r a l	e p	k a b	v i f	13/13
i c	d e v	d o p	z a c	d o c	15/15
i k	s i j	z o j	m i g	z u t	15/15
f o j	i b	j u d	z e k	v o v	14/14
u z	h u f	s i b	a k	j e c	14/14

43-15 = Total: 28

Accuracy: 65% (28÷43)

First Grade Fall - Raquel

Benchmark 1
DIBELS™ Nonsense Word Fluency

w u b	d o j	i k	v u s	n u k	14/14
u l	z e l	f e b	w u j	h i z	13/14
m i n	r o s	k u b	j a f	d u z	15/15
f a j	a d	k e d	i g	e l	12/12
l o j	e t	y a t	o l	t o v	13/13
u f	r a l	e p	k a b	v i f	13/13
t i c	d e v	d o p	z a c	d o c	15/15
t i k	s i j	z o j	m i g	z u t	15/15
f o j	i b	j u d	z e k	v o v	14/14
r u z	h u f	s i b	a k	j e c	14/14

28-1 = Total: 27

Accuracy: 96% (27÷28)

LNF Accuracy

Page 4

Compare these two Letter Naming Fluency Assessments given in the Fall of First Grade.
On the left, Ana's assessment, on the right, Darion's. Both students had the same DIBELS score of: _____.
What observations do you make as you consider the needs of these two students? Note the Accuracy % difference.

Student: Ana

Benchmark 1 DIBELS™ Letter Naming Fluency												
v	l	h	g	S	y	Z	W	L	N	10		
I	K	T	D	K	T	P	d	z	w	9		
h	w	z	m	U	r	j	G	X	u	10		
g	R	B	Q	I	f	I	Z	s	r	5		
S	n	C	B	p	Y	F	c	a	E			
y	s	Q	P	M	v	O	t	n	P			
Z	A	e	x	f	F	h	u	A	t			
W	G	H	b	S	l	g	m	i	i			
L	L	o	o	X	N	E	Y	p	x			
N	k	c	D	d	y	b	j	R	v			
V	M	W	q	V	l	h	g	S	y			
										35 - 1 = Total: 34		
										Accuracy: 97% (34 ÷ 35)		

Student: Darion

Benchmark 1 DIBELS™ Letter Naming Fluency												
V	Y	h	g	S	y	Z	W	L	N	7		
I	K	T	D	K	T	P	d	z	w	7		
h	w	z	m	U	r	j	G	X	u	7		
g	R	B	Q	I	f	I	Z	s	r	9		
S	n	C	B	p	Y	F	c	a	E	4		
y	s	Q	P	M	v	O	t	n	P			
Z	A	e	x	f	F	h	u	A	t			
W	G	H	b	S	l	g	m	i	i			
L	L	o	o	X	N	E	Y	p	x			
N	k	c	D	d	y	b	j	R	v			
V	M	W	q	V	l	h	g	S	y			
46 - 12 = Total:										34		
Accuracy:										74% (34 ÷ 46)		

Diagnosing-(looking for vulnerabilities)



Formal or Informal Diagnosis

Two Types of Diagnostic Assessments

■ **Formal**

- Administered by experts
- Given to students with significant and unexplained reading weaknesses
- Most often are normed and provide percentiles for each skill measured
- Often used to place students for special services
- Examples are: Woodcock-Johnson, GORT

■ **Informal**

- Do not have to be given by experts
- Provide information about strengths and weaknesses for specific skills
- Designed to be used to guide instruction
- Most often do not provide norms

Diagnostic Tool- Quick Phonics Screener

- Not grade level specific
- Skill specific
- Should be used with struggling students
- Usually takes about 20 minutes per child
- Information used for designing intervention or instructional emphasis in core instruction

Beginning Decoding Survey

50 Very Easy One-Syllable Words

5 high frequency words →

5 real words with short vowels & 3 letters →

5 real words with short vowels & 4 letters (digraphs) →

5 real words with short vowels & 4 letters (blends) →

22 one-syllable words in sentences: short vowels & high frequency words →

8 nonsense words with short vowels

- 4 with 3 letters
- 4 with 4 letters (digraphs)

Words and Sentences to Read

Set 1

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

Set 2

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

Set 3

vop yud zin keb
shap thid chut weck

QUICK PHONICS SCREENER

Student Copy - page 2

Task
6(a)

lick sling sunk wrap ship whiz moth sigh chin knob

Task
6(b)

The ducks chomp on the knot. What is that on the right?
Wring the wet dish cloth in the sink.

Task
7

foam roast • flea creak • mood scoop • steep bleed
raise waist • fold scold • spray gray • shout mount
spoil join • joy royal • haul fault • brawl straw

Task 8	discount dismiss • nonsense nonstop • index intent • return regard station motion • famous jealous • madness witness • mission session • portable drinkable • fastest dampest • battle handle • mouthful fearful • traffic plastic • beware beneath • decay demand				
Task 9(a)	moment crater bacon spider escape crazy mascot address basket punish				
Task 9(b)	amputate practical	liberty innocent	dominate electric	elastic volcano	entertain segregate
Task 9(c)	particular evaporate	contaminate inventory	community prehistoric	superior solitary	vitality emergency

2nd Grade QPS Class Summary

Student Name	Task 1			Task 2		Task 3		Task 4		Task 5		Task 6	Task 7	Task 8	Task 9		
	Letter-sounds			VC & CVC		CVCC & CCVC		VCe		Vowel+r		Cons. Digraph	Vowel Pair	Prefix/Suffix	2 syl	3 syl	4 syl
	26	21	5	10	20	10	10	10	10	10	10	10	30	30	10	10	10
Claire				9		7		7		4	4	8	3	3			
Jose				10		8		9		5	6	6	10	7			
Tammy				5	10	5	4										
Jamie				8		9		4	5	3	4						
Joseph				4	4	4	3										
Shawn				8		9		8		8		8	12	14			
Tia				5	5	4	4										
Brandon				9		9		7		8		8	17	18			
Matt				8		7		4	5	3	3						
Mary				10		10		9		7		4	9				

Grade Level Action Plan				
School:		Grade: Second Grade	Date: October 2009 – January 2010	
Area of Focus	Instructional Plan	Who Delivers?	Resources Needed?	Measure of Effectiveness
VC & CVC Tammy Joseph Tia	Reading Mastery (90 minute replacement core)	Teacher	RM materials	Lesson tests Progress Monitoring
CVCC & CCVC Tammy Joseph Tia	Reading Mastery (90 minute replacement core)	Teacher	RM Materials	Lesson tests Progress Monitoring
VCe Jamie Matt	Quick Erase Odd Man Out Skill Builders, Rapid Naming Skill Sheets Dictation Chalkboard intervention activities • 10 minutes per day	Teacher <u>Parapros</u>	Word list Skill builders	Progress Monitoring (RCBM end of first grade passages)
Vowel=r Claire Jose Jamie Matt	Quick Erase Odd Man Out Find the Pair Skill Builders, Rapid Naming Skill Sheets Dictation • 10 minutes per day	Teacher <u>Parapros</u>	Word list Skill builders	Progress Monitoring (RCBM end of first grade passages)
Cons. Digraph Jose Mary	Skill Builders, Rapid Naming Skill Sheets Dictation Matching Picture/ Digraph cards • 10 minutes per day	Teacher <u>Parapros</u>	Skill Builders Cards	Progress Monitoring (RCBM end of first grade passages)

Information covered this session

- Alphabetic principle
- Phonics
- Prefixes/Suffixes
- Multi-syllable words
 - Multisyllable templates
- Diagnosing student needs



Comments/Questions

- Share comments and or questions from the information shared today



Thank you!

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