

Thursday, October 26, 2017

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# Effective Small Group Phonics Instruction

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# WELCOME!



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## Participants will:

- Describe the **5 main components of reading instruction**: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Learn where to find **RESOURCES** with the Teacher Dashboard of Wonders connectED.
- Practice using the **Lesson Templates and materials** for small group literacy instruction.
- Practice the main **instructional routines** for teaching English language arts.

# Integrated Comprehensive Reading Instruction

## Five Components of Reading



# Phonological Awareness

*The understanding of different ways that **oral language** can be divided into smaller parts.*

Onset and rime

“s”

“un”

- Word Awareness
- Rhyme and Alliteration
- Syllables
- **Onset and Rime**
- Phoneme Identity
- Phoneme Categorization
- Phoneme Isolation
- Phoneme Blending
- Phoneme Segmenting
- Phoneme Deletion
- Phoneme Addition
- Phoneme Substitution
- Phoneme Reversal

Phonological Awareness

Phonemic Awareness

**Scope &  
Sequence**

# Phonemic Awareness

*The ability to hear and manipulate individual phonemes (sounds) in words.*

- Word Awareness
- Rhyme and Alliteration
- Syllables
- Onset and Rime
- Phoneme Identity
- Phoneme Categorization
- Phoneme Isolation
- Phoneme Blending
- Phoneme Segmenting
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- Phoneme Substitution
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Phonological Awareness

Phonemic Awareness

**Scope &  
Sequence**



## Isolation

“What is the first sound you hear in the word **sun**?” /s/

## Blending

I will say some sounds, you will put them together to make a word.

/s/ /u/ /n/ “**sun**”

## Segmenting

I will say a word; you say all of the sounds you hear in the word.

“**sun**” /s/ /u/ /n/

# Phonics

*The understanding that there is a relationship between sounds (phonemes) and spellings (graphemes).*

With phonics we teach children to match letters and sounds, to help them when reading and writing.

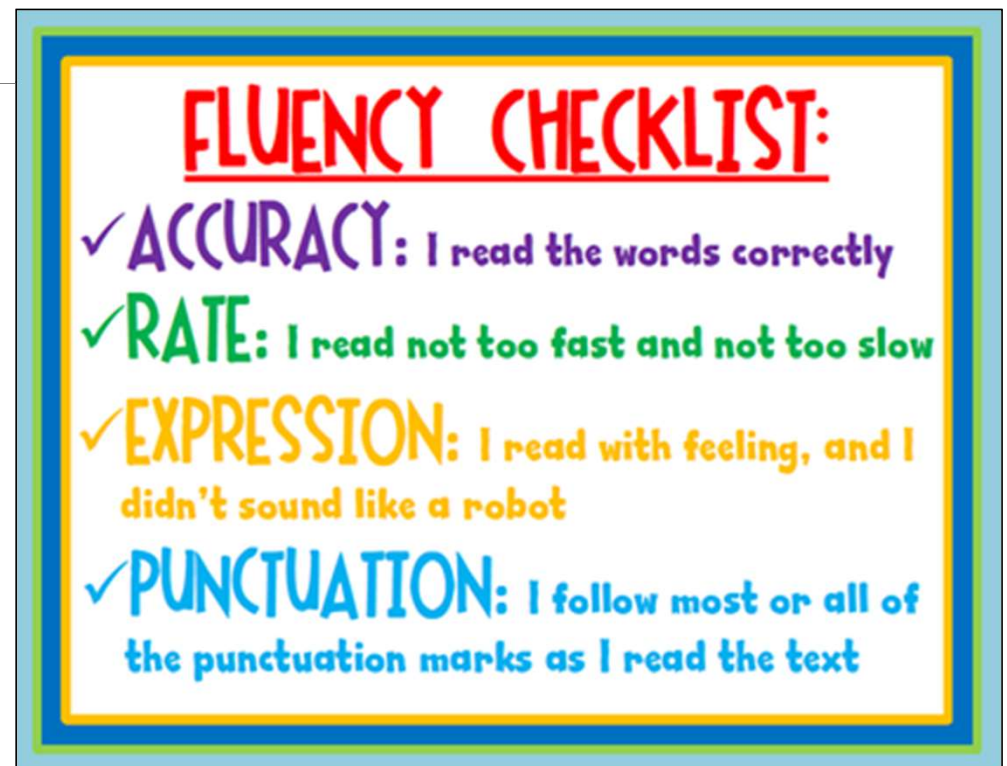
The sequence of skills can have an impact on students' progress.

**Refer to these guidelines (Instructional Routine Handbook, page R17):**

- Teach **short-vowel** sounds (in VC and CVC words) before **long-vowel** sounds (in CVVC words).
- Teach **consonants and short vowels in combination** so words can be generated as early as possible.
- Be sure the majority of the consonants taught early on are **continuous** consonants, such as *f, l, m, n, r*, and *s*. These consonant sounds can be stretched, or sustained, without distortion and make it easier to blend words.
- Use a sequence in which the most words can be generated. Teach **high-utility letters** such as *m, s*, and *t* before lower-utility letters such as *x* or *z*.
- Progress from **simple to more complex** sound-spellings. For example, single consonants should be taught before consonant blends and digraphs. Likewise, short vowels should be taught before long vowels, variant vowels, and diphthongs.
- **Separate visually and auditorily confusing** letters and sounds (e.g., *e/i, b/d*) in the instructional sequence.

# Fluency

- Ability to read text accurately, with proper expression and age appropriate rate.
- Fluency provides a bridge between word recognition and comprehension.





# Vocabulary

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- Refers to all of the words of our language. One must know words to communicate effectively.
- Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean.
- Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication.
- Four types of vocabulary include listening, speaking, reading, and writing.

# Comprehension

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- Comprehension is understanding what one is reading, the ultimate goal of all reading activity.
- Before reading begins, a person's word reading ability and vocabulary, impact the level of a student's comprehension.
- During reading, students depend on their cognitive and linguistic processing abilities, and their knowledge and skill in the use of comprehension strategies, to construct meaning.
- After reading, students use other strategies and expressive skills to demonstrate their understanding of the text.

# Writing

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- Changes in standards and assessments require students in elementary through high school to write analytically in response to reading multiple texts.
- Students in kindergarten through grade 3 are expected to develop the foundational skills of writing to compose opinion and informative/explanatory pieces with increasing complexity.
- Reading comprehension skills play a critical role in success with text-based writing.

# Demo Account



# WONDERS



Open your search browser and enter this web address: <http://connected.mcgraw-hill.com/>

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**Username:** rw2017

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[Professional Development](#)

Unit 4
Week 2
16-17 KAS Sutherland

Weekly Concept: Animals Together  
Essential Question: How do animals help each other?

Launch Presentation

WEEK 2: DAILY LESSONS

1
2
3
4
5
Today

Whole Group READING

Small Group DIFFERENTIATED INSTRUCTION

Whole Group LANGUAGE ARTS

Intervention WONDERWORKS

Designated EL Instruction

QUICK LINKS

PLAN

TEACH

MANAGE AND ASSIGN

ASSESS

COLLABORATE

SCHOOL TO HOME

RESOURCES

PROFESSIONAL DEVELOPMENT

Unit 4 Week 2  
Weekly Concept: Animals Together  
Essential Question: How do animals help each other?

16-17 KAS Sutherland

## Resources

In Presentation Classroom Materials

BUILD BACKGROUND, ANIMALS TOGETHER PHONEMIC AWARENESS: PHONEME IDENTITY (1) READ A TEAM OF FISH

GO #25: Blank 2x2 Chart Weekly Opener: Team Up! Weekly Opener Video: Animal Unit 4 Week 2 Vocabulary Phonemic Awareness :

Keyword Leveled Readers My Files My Favorites WonderWorks English Learners

Keyword... Clear

eBooks [220]  
Leveled Readers [241]  
Additional Student Reads [175]  
Student Practice with Data Reporting [90]  
Student Practice Worksheets [232]  
Interactive Games & Activities [909]  
Reading/Writing Workshop Mini-Lessons [120]

All Resources

Reading/Writing Workshop Grade 1 Volume 1 Reading/Writing Workshop Grade 1 Volume 2

Keyword Leveled Readers My Files My Favorites WonderWorks

decodables Clear

ALL CATEGORIES [remove filter]  
Tier 2 Intervention

decodables

Intervention Phonics/ Word Study Teacher's Edition

Tier 2 Intervention: Grade K-2 Phonics/Word Study Teacher's

Keyword Leveled Readers My Files My Favorites WonderWorks English Learners

decodables Clear

eBooks [30]  
Tier 2 Intervention [1]

decodables

Does Sam Tap? Take-Home Decodable Unit 1 Week 2

Six Glad Pigs Take-Home Decodable Unit 1 Week 4

Crab on the Move Take-Home Decodable Unit 2 Week 1

# Lesson Template & Resources

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# Skill-based Lesson



# Where do I find targeted phonics resources?

## 1st Grade Phonics Lesson Resources

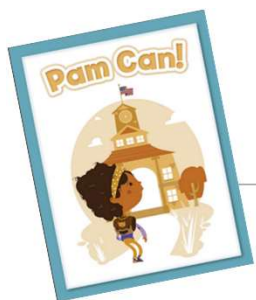
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Week	Targeted Phonics Element	High-Frequency	Phonemic Awareness	Sound / Spelling Card	Blending / Word Work	Dictation / Word Work	Decodable Reader	Additional Connected Text	
Decodable Reader: Getting to Know Us	Consonant Digraph: sh	all day want	call her	Phoneme Identity  Non-Examples shed same show sea shirt person sunshine inside ashes this finish bus flash crash shoe dashed	/sh/ as in shell	ship cash fish shop crashed wish Blush Dash	<u>Dictation or Elkonin Boxes</u> ship cash fish shop crashed wish Blush Dash	Dash Has a Wish p.37	Teacher Resource Book This and That p. 25 A pet Shop p. 26
		for he ees to	Review go of the was		Additional Words for Blending Tier 2 Int. Phonics/Word Study K-2 Lesson 52 Short vowels: Digraphs (sh) p. 104-105 shell shed shut fish dish	Additional Words for Dictation Tier 2 Int. Phonics/Word Study K-2 Lesson 52 Short vowels: Digraphs (sh) p. 104-105 shell shed shut fish dish	Your Turn Practice Book All help with the Play p.85-87		
		Additional Word Lists to Build Automaticity Tier 2 Intervention Fluency K-2				<u>Word Sorts</u> Teacher Resource Book th, sh, ng sort p.103			
	Skill Check: Wonders Progress Monitoring								
		all day want	call her	Phoneme Identity  Non-Examples shed same show sea shirt person sunshine inside ashes this finish bus flash crash shoe dashed	/sh/ as in shell	shed dish rush	<u>Dictation or Elkonin Boxes</u>	Help in a Flash	Teacher Resource Book

# Lesson template



Sample Phonics Lesson Plan Template		
Suggested Lesson Time: 30 minutes OR 2-15 minute sessions		
Targeted phonics element: Short a		
Instructional Activity	Instructional Activity Details	
Step 1: <b>Introduce new high-frequency words in decodable text.</b>	does not school what Review: and	
Step 2: <b>Phonemic awareness warm-up</b>	Examples jam Pam sad glad grand	Non Examples sun mop lick red stump
Step 3: <b>Introduction or review of sound/spelling(s)</b>	/a/ as in apple	
Step 4: <b>Blending</b>	at bag can Dan map pack tan pat	
Step 5: <b>Word work for decoding and encoding</b>		
Step 6: <b>Apply to decodable text</b>	Pam Can!	



# Decodable Text: Pam Can!



Pam sat at school.

2



Dan does not tap a map.

3



Pam and Dan can pat.

4



What can Pam pack?

5



Pam can pack a tan bag.

6

# How to use these documents

1st Grade Phonics Lesson Resources							
Week	Targeted Phonics Element	High-Frequency	Phonemic Awareness	Sound / Spelling Card	Blending / Word Work	Dictation / Word Work	Decodable Reader
Unit 2: Week 4 - Part 1	Decodable Reader: Getting to Know Us	all day want Review go of the for he es to	<b>Phoneme Identity</b> <u>Examples</u> shed show shirt sunshine ashes finish flash crash shoe dashed	/sh/ as in shell ship shop Blush cash crashed Dash fish wish	Additional Words for Blending Tier 2 Int. Phonics/Word Study K-2 Lesson 52 Short vowels: Digraphs (sh) p. 104-105 shell shed shut fish dish	Dictation or Elkonin Boxes dish rush finish trash Short vowels: (sh) p. 104-105 shed shut dish	Lish Has a Wish p. 37
	Consonant Digraph: sh	call her good one the out you	<b>Phoneme Identity</b> <u>Examples</u> shed show shirt sunshine ashes finish flash crash shoe dashed				Teacher Resource Book This and That p. 24 A pet Shop p. 25

Sample Phonics Lesson Plan Template	
Suggested Lesson Time: 30 minutes OR 2-15 minute sessions	
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Instructional Activity	Instructional Activity Details
Step 1: Introduce new high-frequency words in decodable text.	does not school what Review: and
Step 2: Phonemic awareness warm-up	<div>Examples jam Pam sad glad grand</div> <div>Non Examples sun mop lick red stump</div>
	/a/ as in apple
Step 5: Word work for decoding and encoding	at bag can Dan map pack tan pat
Step 6: Apply to decodable text	Pam Can!

Now it's your turn

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1. Where do you find a list of words for blending?
2. Where can I find additional text?

# Instructional Routines

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# What Are Instructional Routines?

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- Routines are step-by-step processes that:
  - begin and end with a clear signal
  - follow the same sequence of steps every time used
  - are consistent
  - require minimal teacher talk
  - are used with a brisk pace
  - often contain nonverbal and verbal teacher signals indicating a student response
  - slowly transfer the responsibility of the task to the students

# Why Are Instructional Routines Important?

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- Reflect best classroom practices
- Help students focus on the new learning task, rather than learning a new way to do something
- Organize instruction and setting clear expectations for students
- Help teachers scaffold instruction
- Minimize instructional time and teacher talk
- Maximize student participation



# Effective Instruction

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Explicit

3 Steps in Instruction:

1. Demonstration (“I do it.”)
2. Guided Practice (“We do it.”)
3. Independent Practice (“You do it.”)



Grades K-6

# Professional Development Instructional Routine Handbook

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## TEACHING WITH THE COLLABORATIVE CONVERSATIONS VIDEOS

### KINDERGARTEN and GRADE 1

Share the Collaborative Conversations Video: Small Group Discussion with students. After the video, ask students to tell you what they noticed. Ask: What did you notice about how the students in the video talked with each other? As you discuss the video with students, write their responses on chart paper.

Distribute *What Makes a Good Collaborative Conversation?* BLM on page R74. Read over the checklist with students. Then, replay the video and stop at the following parts. Use the checklist to discuss.

1. Part 1: Initial group discussion (stop at 0:21)

### 2. Part 2: Group discussion

Have students work with a partner. Replay the last section of the video, and ask them to note items on the checklist they see the students in the group doing. Have students comment on what they observe and list things the group in the video could be doing better. (Answer: Students could ask more questions about other group members' comments.)

### GRADES 4 - 6

Share the Collaborative Conversations Video: Small Group Discussion with students. Ask them to take notes

collaborative  
R76. Then,  
voting parts. Use the

stop at 0:19)  
about the group  
makes a comment

discussion (stop at 1:15)  
the group discuss  
collaborative conversation.  
group a discussion  
or a good group

Distribute *What Makes a Good Collaborative Conversation?* BLM on page R74. Read over the checklist with students. Then, replay the video and stop at the following parts. Use the checklist to discuss.

1. Part 1: Initial group discussion  
After watching the first part of the video, students should notice that the children are not talking much. They are not talking to each other. What are the children talking about? (Answer: They know they are not staying on task. The children are talking about sharing their opinions.)

to review  
question.)

R72

COLLABORATIVE CONVERSATIONS

### What Makes a Good Collaborative Conversation?

- ☐ Listen to the person speaking.
- ☐ Take turns speaking.
- ☐ Respect each other's feelings and ideas.
- ☐ Ask and answer questions about what others are saying about the text.
- ☐ Ask questions to get more information.
- ☐ Express your ideas clearly.

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# Read/Spell/Write Routine

## Step 1: Read

- Write the word on the board.
- Say this is the word “said”. What is the word?

## Step 2: Spell

- The word “said” is spelled s-a-i-d. Spell it with me: s-a-i-d
- What’s the first sound you hear in said? What letter have we learned for the /s/ sound?

## Step 3: Write

- Watch as I write the word said. I will say each letter as I write the word. [Model on the board.] Now its your turn. Write the word said five times. Spell aloud as you write it.

# Now You Try

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Try the Read/Spell/Write Routine with one of the following words:

11

here

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29

with

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35

down

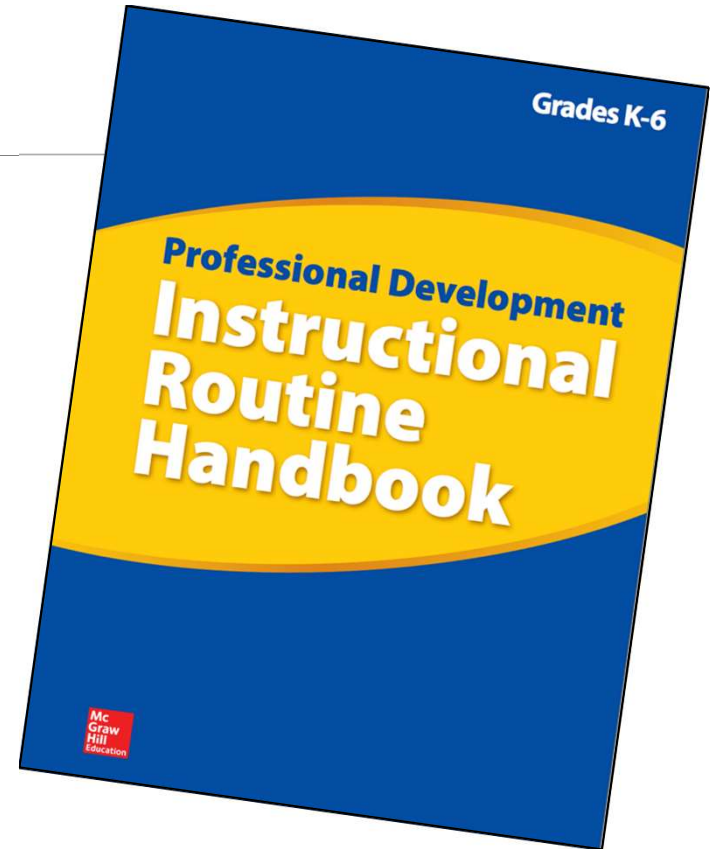
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# Phonics: Sound-By-Sound Blending

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Let's investigate the Sound-By-Sound Blending Routine.

Refer to handout



# Quick Note: Letter Sounds

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h = huh

i = i-i-i-i-i

d = duh

hid

???????

# Phonics: Sound-By-Sound Blending Routine

Step 1: Introduce (see script)

Step 2: Model (I Do)

- Level 1: Teacher Model
- Level 2: Oral Sounding out
- Level 3: Internal Sounding out
- Level 4: Whole Word Reading

Step 3: We Do

Step 4: Use Correction Procedure

Step 5: You Do

Step 6: Reread for fluency

**BLENDING AT-A-GLANCE**

**STEPS**

- 1 Introduce**
  - ✓ Name and explain purpose of task.
- 2 Model (I Do)**
  - ✓ Use explicit modeling.
  - ✓ Use appropriate signaling, pacing, and corrective feedback/monitoring techniques.
  - ✓ Use Level 1-4, based on children's needs and abilities.
- 3 Provide Guided Practice (We Do)**
  - ✓ Use the blending lines on the Teacher Chart.
  - ✓ Keep this portion of lesson brief, 5-10 minutes.
- 4 Use Correction Procedure**
  - ✓ Address Sound Errors and Blending Errors, as needed.
- 5 Provide Independent Practice (You Do)**
  - ✓ QuickCheck on individual children's skills.
- 6 Reread for Fluency**
  - ✓ Quickly and chorally reread blending lines on Teacher Chart as warm-up and preparation for the reading of the Decodable Text.

**PHONICS**

s a t

R22

# Let's look at Level 1 blending

## Level 1: Teacher Model

1. Write *m* on the board, or display the card in a pocket chart. Say: *I will sound out this word to show you how to do it. When I tap under the letter, I will say its sound. Then you will repeat it.* Point to the letter *m*, tapping under it, as you say the sound /m/. Then say: *Sound?* Tap under *m*. Have children chorally say the sound /m/.

2. Write *a* on the board to form *ma*. Point to the letter, tapping under it, as you say the sound /a/. Then say: *Sound?* Tap under *a*. Have children chorally say the sound /a/.

3. Point just to the left of *ma*. Sweep under *m* and *a* and blend the sounds /mmmaaa/. As you blend the sounds, stretch each sound for 1 to 1½ seconds so children can hear each individual sound. Then say: *Blend?* Have children chorally blend the sounds as you sweep your finger under the letters.

4. Write *t* on the board to form *mat*. Point to the letter, tapping under it, as you say the sound /t/. Then say: *Sound?* Tap under *t*. Have children chorally say the sound /t/.

5. Point just to the left of *mat*. Sweep under *m*, *a*, *t* and blend the sounds /mmmaaat/. Then say: *Blend?* Have children chorally blend the sounds as you sweep your finger under the letters.

6. Point just to the left of *mat*. Say: *Word?* Slide your hand quickly under the word. *mat*.

## Level 1: Teacher Model

1. Write *m* on the board, or display the card in a pocket chart. Say: *I will sound out this word to show you how to do it. When I tap under the letter, I will say its sound. Then you will repeat it.* Point to the letter *m*, tapping under it, as you say the sound /m/. Then say: *Sound?* Tap under *m*. Have children chorally say the sound /m/.

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6. Point just to the left of *mat*. Say: *Word?* Slide your hand quickly under the word. *mat*.

## Level 2: Oral Sounding Out

1. Write *m* on the board, or display the card in a pocket chart. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /m/.

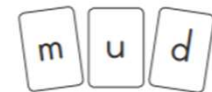
2. Write *u* on the board to form *mu*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /u/.

3. Point just to the left of *mu*. Sweep under *m* and *u*. Then say: *Blend?* Have children chorally blend the sounds /mmuuu/ as you sweep your finger under the letters.

4. Write *d* on the board to form *mu*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /d/.

5. Point just to the left of *mu*. Sweep under *m*, *u*, *d*. Then say: *Blend?* Have children chorally blend the sounds /mmuuud/ as you sweep your finger under the letters.

6. Point just to the left of *mu*. Say: *Word?* Slide your hand quickly under the word. *mu*.



## Level 3: Internal Sounding Out

Tell children that today they will try to sound out words silently. They will say each sound "in their heads" as you point to it, then blend the sounds without speaking them. (For the first few times you use this level, you will need to model it. For example, say: *Watch my mouth. I'll say the sounds in this word to myself, then I'll say the word.* Move your lips as you say each sound, then blend the word.)

1. Write *r* on the board, or display the Word-Building Card in a pocket chart. Point to the letter, tapping under it. Say: *Sound?* Remind children not to say it out loud.

2. Write *oa* on the board to form *roa*. Point to the spelling, tapping under it. Then say: *Sound?*

3. Point just to the left of *roa*. Say: *Blend.* Sweep under *r* and *oa*. Have children silently blend the sounds as you sweep your finger under the letters.

4. Write *d* on the board to form *road*. Point to the letter, tapping under it. Then say: *Sound?*

5. Point just to the left of *road*. Say: *Blend.* Sweep under *r*, *oa*, *d*. Have children silently blend the sounds.

6. Point just to the left of *road*. Say: *Word?* Slide your hand quickly under the word. *road*.

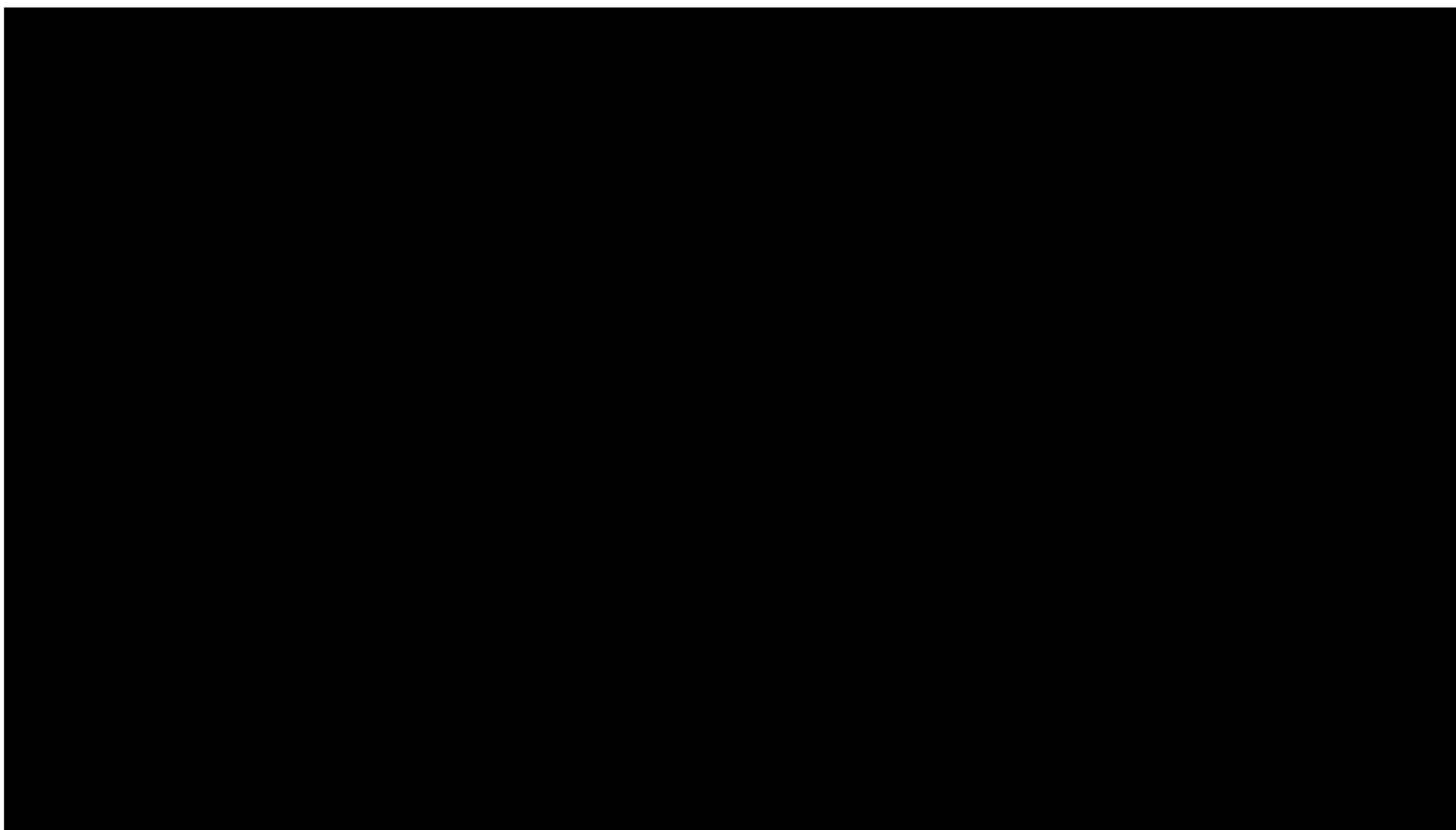
## Level 4: Whole Word Reading

1. Write *soil* on the board, or display the spelling cards *s*, *oi*, and *l* in the pocket chart. Tell children that you want them to quickly and silently blend the sounds to read the word.

2. Say: *When I point to the word, I want you to sound it out "in your head" without making any noise. When I signal, say the word out loud the fast way.* Point to the word, tapping under it. Pause 3 seconds to give children time to read it. Then say: *Word?*

3. Provide corrective feedback, as needed.

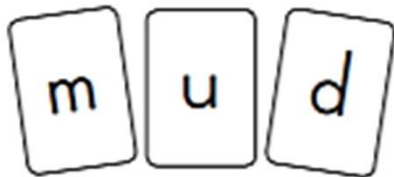
The soil is wet.



# Let's look at Level 2 blending

## Level 2: Oral Sounding Out

1. Write *m* on the board, or display the card in a pocket chart. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /m/.
2. Write *u* on the board to form *mu*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /u/.
3. Point just to the left of *mu*. Sweep under *m* and *u*. Then say: *Blend?* Have children chorally blend the sounds /mmuuu/ as you sweep your finger under the letters.
4. Write *d* on the board to form *mud*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /d/.
5. Point just to the left of *mud*. Sweep under *m*, *u*, *d*. Then say: *Blend?* Have children chorally blend the sounds /mmuuud/ as you sweep your finger under the letters.
6. Point just to the left of *mud*. Say: *Word?* Slide your hand quickly under the word. *mud*.



## Level 1: Teacher Model

1. Write *m* on the board, or display the card in a pocket chart. Say: *I will sound out this word to show you how to do it. When I tap under the letter, I will say its sound. Then you will repeat it.* Point to the letter *m*, tapping under it, as you say the sound /m/. Then say: *Sound?* Tap under *m*. Have children chorally say the sound /m/.
2. Write *u* on the board to form *mu*. Point to the letter, tapping under it, as you say the sound /u/. Then say: *Sound?* Tap under *u*. Have children chorally say the sound /u/.
3. Point just to the left of *mu*. Sweep under *m* and *u* and blend the sounds /mmuuu/. As you blend the sounds, stretch each sound for 1 to 1½ seconds so children can hear each individual sound. Then say: *Blend?* Have children chorally blend the sounds as you sweep your finger under the letters.
4. Write *d* on the board to form *mud*. Point to the letter, tapping under it, as you say the sound /d/. Then say: *Sound?* Tap under *d*. Have children chorally say the sound /d/.
5. Point just to the left of *mud*. Sweep under *m*, *u*, *d* and blend the sounds /mmuuud/. Then say: *Blend?* Have children chorally blend the sounds as you sweep your finger under the letters.
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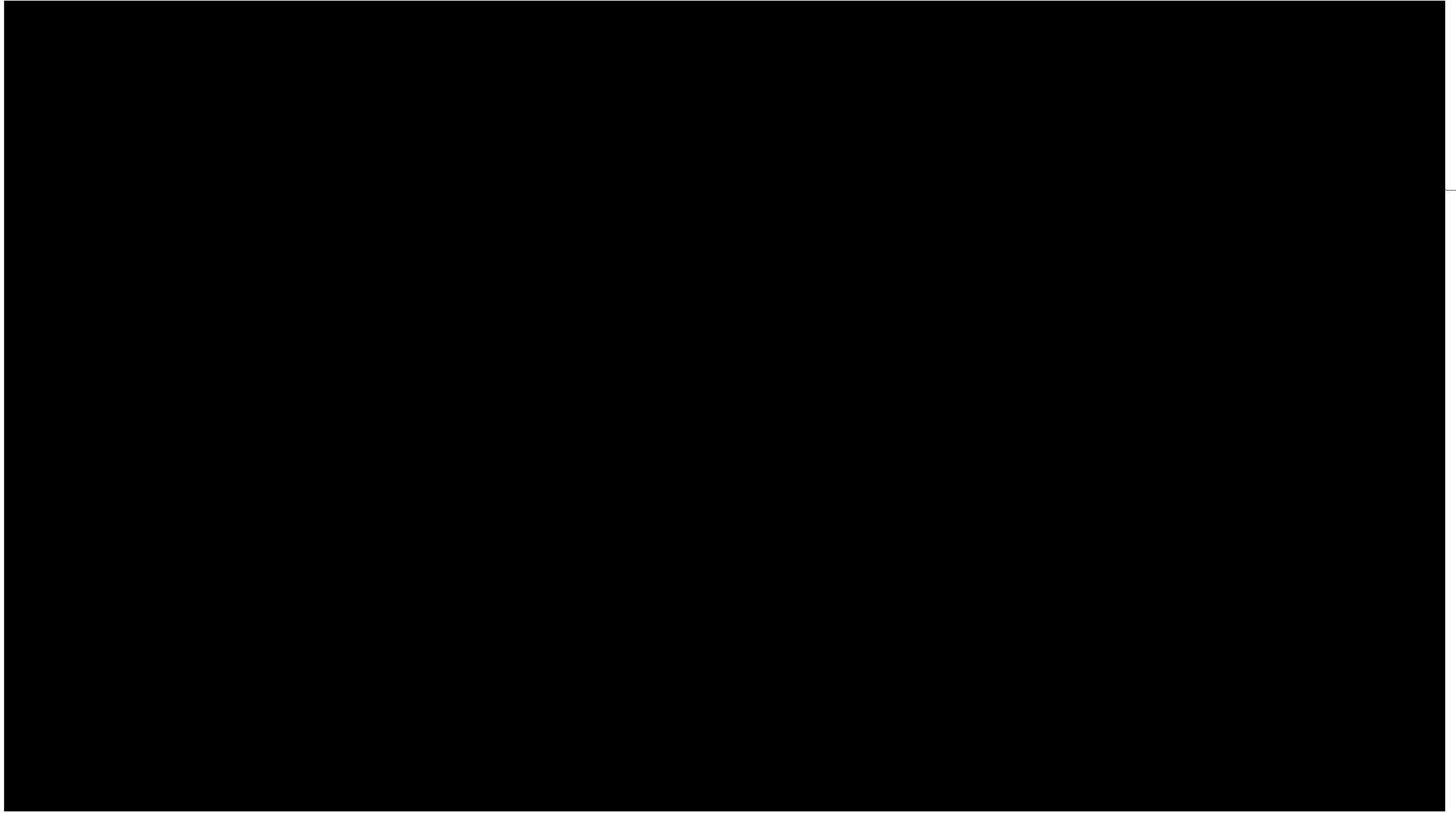
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1. Write *r* on the board, or display the Word-Building Card in a pocket chart. Point to the letter, tapping under it. Say: *Sound?* Remind children not to say it out loud.
  2. Write *oa* on the board to form *roa*. Point to the spelling, tapping under it. Then say: *Sound?*
  3. Point just to the left of *roa*. Say: *Blend.* Sweep under *r* and *oa*. Have children silently blend the sounds as you sweep your finger under the letters.
  4. Write *d* on the board to form *road*. Point to the letter, tapping under it. Then say: *Sound?*
  5. Point just to the left of *road*. Say: *Blend.* Sweep under *r*, *oa*, *d*. Have children silently blend the sounds.
  6. Point just to the left of *road*. Say: *Word?* Slide your hand quickly under the word. *road*.

## Level 4: Whole Word Reading

1. Write *soil* on the board, or display the spelling cards *s*, *oi*, and *l* in the pocket chart. Tell children that you want them to quickly and silently blend the sounds to read the word.
2. Say: *When I point to the word, I want you to sound it out "in your head" without making any noise. When I signal, say the word out loud the fast way.* Point to the word, tapping under it. Pause 3 seconds to give children time to read it. Then say: *Word?*
3. Provide corrective feedback, as needed.

The soil is wet.



# Let's look at Level 3/4 blending

## Level 3: Internal Sounding Out

Tell children that today they will try to sound out words silently. They will say each sound "in their heads" as you point to it, then blend the sounds without speaking them. (For the first few times you use this level, you will need to model it. For example, say: *Watch my mouth. I'll say the sounds in this word to myself, then I'll say the word.* Move your lips as you say each sound, then blend the word.)

1. Write *r* on the board, or display the Word-Building Card in a pocket chart. Point to the letter, tapping under it. Say: *Sound?* Remind children not to say it out loud.
2. Write *oa* on the board to form *roa*. Point to the spelling, tapping under it. Then say: *Sound?*
3. Point just to the left of *roa*. Say: *Blend*. Sweep under *r* and *oa*. Have children silently blend the sounds as you sweep your finger under the letters.
4. Write *d* on the board to form *road*. Point to the letter, tapping under it. Then say: *Sound?*
5. Point just to the left of *road*. Say: *Blend*. Sweep under *r*, *oa*, *d*. Have children silently blend the sounds.
6. Point just to the left of *road*. Say: *Word?* Slide your hand quickly under the word. *road*.

## Level 4: Whole Word Reading

1. Write *soil* on the board, or display the spelling cards *s*, *oi*, and *l* in the pocket chart. Tell children that you want them to quickly and silently blend the sounds to read the word.
2. Say: *When I point to the word, I want you to sound it out "in your head" without making any noise. When I signal, say the word out loud the fast way.* Point to the word, tapping under it. Pause 3 seconds to give children time to read it. Then say: *Word?*
3. Provide corrective feedback, as needed.

The soil is wet.

### er Model

ard, or display the card in a  
will sound out this word to show  
en I tap under the letter, I will  
ou will repeat it. Point to the  
er it, as you say the sound /m/.  
o under m. Have children cho-  
rally say the sound /m/.

ard to form ma. Point to the let-  
as you say the sound /a/. Then  
er a. Have children chorally say  
the letters.

ard to form mat. Point to the let-  
as you say the sound /t/. Then  
er t. Have children chorally say  
the letters.

It of mat. Sweep under m, a, t  
s /mmmaaat/. Then say: Blend?  
ly blend the sounds as you  
der the letters.

It of mat. Say: Word? Slide your  
he word. mat.

### ial Sounding Out

ay they will try to sound out  
ill say each sound "in their  
o it, then blend the sounds with-  
For the first few times you use  
ed to model it. For example, say:  
I say the sounds in this word to  
he word. Move your lips as you  
blend the word.)

rd, or display the Word-Building  
rt. Point to the letter, tapping  
Remind children not to say it

board to form roa. Point to the  
er it. Then say: Sound?

It of roa. Say: Blend. Sweep un-  
children silently blend the sounds  
iger under the letters.

ard to form road. Point to the  
it. Then say: Sound?

It of road. Say: Blend. Sweep un-  
children silently blend the sounds.

o. Point just to the left of road. Say: Word? Slide your  
hand quickly under the word. road.

### Level 2: Oral Sounding Out

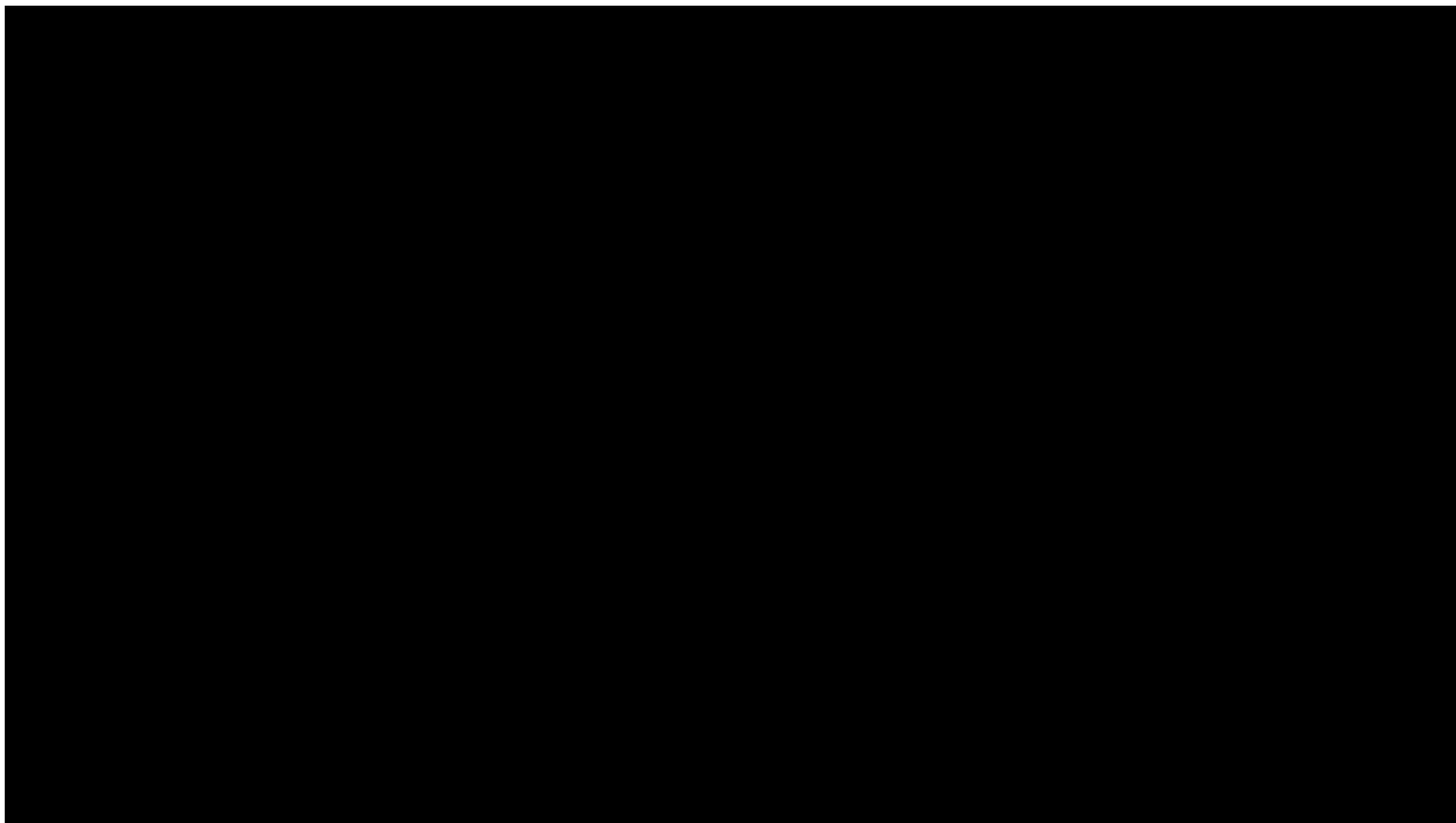
1. Write *m* on the board, or display the card in a pocket chart. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /m/.
2. Write *u* on the board to form *mu*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /u/.
3. Point just to the left of *mu*. Sweep under *m* and *u*. Then say: *Blend?* Have children chorally blend the sounds /mmuuu/ as you sweep your finger under the letters.
4. Write *d* on the board to form *mud*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound /d/.
5. Point just to the left of *mud*. Sweep under *m*, *u*, *d*. Then say: *Blend?* Have children chorally blend the sounds /mmuuud/ as you sweep your finger under the letters.
6. Point just to the left of *mud*. Say: *Word?* Slide your hand quickly under the word. *mud*.

m u d

### Level 4: Whole Word Reading

1. Write *soil* on the board, or display the spelling cards *s*, *oi*, and *l* in the pocket chart. Tell children that you want them to quickly and silently blend the sounds to read the word.
2. Say: *When I point to the word, I want you to sound it out "in your head" without making any noise. When I signal, say the word out loud the fast way.* Point to the word, tapping under it. Pause 3 seconds to give children time to read it. Then say: *Word?*
3. Provide corrective feedback, as needed.

The soil is wet.



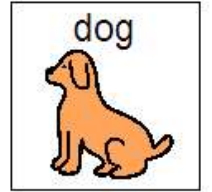
# Let's Practice

red	bed	bell	Ben	get	wet
jet	vet	men	ten	head	bread
set	sat	get	got	well	will
smell	sled	clap	flag	block	dress

## Steps 4-6

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**d-o-g** 



Step 4: Use Correction Procedure

- Sound error correction
- Blending error correction
- Vowel-First Blending

Step 5: Provide Independent Practice (You Do)

Step 6: Reread for Fluency

# Phonemic Awareness

## Blending and Segmentation Skills Across the Levels

LEVELS →	WORD	SYLLABLE	ONSET-RIME	PHONEME
<b>Blending</b> Given a word separated into phonemes, student combines the sounds to form a whole word.	Listen as I say two small words: <i>dog*house</i> . Can you put the two words together to make a bigger word? (doghouse)	Can you put these word parts together to make a whole word: <i>pock*et</i> ? (pocket)	What whole word am I trying to say: /b/.../ig/? (big)	What word is /b/ /i/ /g/? (big)
<b>Segmentation</b> Given a whole word, student separates the word into individual phonemes and says each sound.	Can you clap the word parts in <i>doghouse</i> ? (dog*house) How many times did you clap? (two)	Can you clap the word parts in <i>pocket</i> ? (pock*et) How many times did you clap? (two)	What is the first part of <i>big</i> ? (/b/) What is the last part of <i>big</i> ? (/ig/) Can you say <i>big</i> in two parts? (/b/.../ig/)	How many sounds are in <i>big</i> ? (three) Can you say them sound by sound? (/b/ /i/ /g/)

## DICTATION ROUTINE AT-A-GLANCE

## Steps

**1 State the Target Word**

- ✓ Pronounce the word and have students chorally repeat.
- ✓ Use the word in a simple context sentence.

**2 Orally Segment the Word**

- ✓ Students say the word sound-by-sound. (For multisyllabic words, students say/clap the word syllable-by-syllable.)
- ✓ Students use the Sound Boxes, as needed.

**3 Connect Each Sound to a Spelling**

- ✓ Ask: *What is the first sound? What letter (or letters) do we write for that sound?*

(For multisyllabic words, students spell one syllable at a time.)

- ✓ Continue with each sound and spelling in the word.
- ✓ Refer to the Sound-Spelling Cards, as needed.

For *maximum support*, tell the correct spelling for the sound and explain why.

For *intermediate support*, guide students to find the correct spelling and explain why.

For *minimal support*, students say the spelling and write it.

**4 Check Spelling**

- ✓ Students read the word. They ask: *Does it look right?*
- ✓ Write the correct spelling on the board for students to self-correct their work. Provide corrective feedback, such as referring to the hints on the Sound-Spelling Cards and associating the word to a known word with the same spelling pattern.

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# Spelling-Dictation

In this program, the phonics and spelling skills are linked to accelerate students' mastery of the phonics patterns in reading and writing.