

PHIGURITOWT  
Reading & Phonics

Teaching Guide

## **Rationale**

The beginning reading process presented here has been developed for any child, but it has special use with the non-conserving child (unable to successfully attend to more than one cueing system at a time). The process is built on research as to how best to instruct each child and on Piaget's work with the child's stage of cognitive development.<sup>i</sup> The material developed and utilized in this program is strongly suggested to be used exactly as specified in the directions in order for the child to increase in reading ability from 1.5 to 2 years in one school year.

Originally this program was designed to serve a population of which 59% of the students were migrant. The metropolitan area in which this school was located was ranked 273<sup>rd</sup> out of 273 areas when considering the lowest per capita income level. Prior to introduction of the program 22% of the students were at or above national norms on the California Test of Basic

Skills (CTBS). Upon introduction of the program the following year 59% were above national norms. Two years later 69% were at or above national norms. By the time the first group of students in this program entered 9<sup>th</sup> grade they had the highest reading scores on TABS of any students in the state of Texas of school districts between 5,000-10,000 students (1985).<sup>ii</sup> The United States Department of Education's Joint Dissemination Panel awarded the program "exemplary program status."<sup>iii</sup>

During the 2006-2007 school year this program was used to accelerate 2<sup>nd</sup> grade students performing at least a grade level below the state standard (<10 on the Developmental Reading Assessment). Students were provided a 45 minute to an hour intervention, 5 days a week. During the 2007-2008 school year all these students passed the 3<sup>rd</sup> grade TAKS test (1/3 of these students were commended).

## **Instructional Guide**

For each instructional suggestion, there will be reasons given for the procedure. The instructional suggestions will be accompanied by statements *do* and *don't* with reasons *why* the tasks should or should not be used.

The reading segment contains 120 stories from beginning instruction through first grade. The phonics segment begins with one short vowel letter and three consonant letters and proceeds through consonants, short vowels, consonant blends and diagraphs, long vowel patterns and vowel letters with "r".

## **How does this fit into the *Guided Reading* philosophy?**

Of the *Guided Reading* components, *W3 Readers* utilizes all three cueing systems (syntactic, semantic, and graphophonic).

1. syntactic—grammar of the language. Most children come to school with a strong background of what "sounds" correct. Many teachers use this system when using such phrases as, "Does that sound right?"
2. semantic—word meaning. Most children know the meaning of basic words, but lack precise words (both academic and social). A student may come to school knowing that a year is comprised of twelve months, but may not know the meaning of the word, *annual*.
3. graphophonic—words that you know as a whole or you mediate or decode them. Students with a short term memory deficit need a structured, repetitive system. A student needs to apply phonics immediately and needs this knowledge in a passage.

## **Why pictures may not always be helpful?**

We have found from experience that children in a preoperational stage cannot deal with pictures and print at the same time.<sup>iv</sup> Piaget also supports this. That is why our stories do not have pictures. However, the teacher should read to the students each day so the students can hear the book and see the pictures. Most teachers read a page, then show the illustration, etc.

## **Program Placement**

For the non-reader, regardless the student's age, you begin with story A-1, which is one word and the student's name. Each of the first 60 stories will introduce only 1 word with an emphasis on retaining the prior words as much as possible.

Students with some reading ability will be asked to read segments of stories until they reach their instructional level.

Word recognition=98%-100%

Fluency

pre-primer: 60 wpm

primer: 70-80 wpm

Grade 1: 80-90 wpm

Comprehension = 80% or better

### **Instructions**

At the outset of the instructional program all students are practicing their stories. The stories have been assigned on their individual lesson plan. This is a key to progress. The students must have adequate practice so they are reading with appropriate fluency with 100% accuracy.

### **Logistics of Instruction**

The teacher will indicate to the class which student is first and who follows. Each student should know who he/she follows. The design of this is to read and work with phonics with each child each day. The teacher calls student # 1 and student #2 to the instructional location. She listens to a segment of the reading and asks questions. Students 3 and 4 are practicing reading and phonics in preparation to take the place of students 1 and 2 when their instruction is complete. At the conclusion of instruction of students 1 and 2 she assigns a new assignment and they slide over to begin practice of that new material (both phonics and controlled reading). Students 5 and 6 are then preparing their material in place of students 3 and 4. That is the sequence for the whole class.

The remaining students at their seats must practice their phonics and reading until they are fluent with their reading. Then the students will go to their second assignment which may be additional reading of library books or AR books at their level or writing tasks.

### **Do:**

1. Listen to a segment of the reading of each child and ask pertinent questions. If the assignment is long they do not have to read every word. They can respond to questions from different parts of the story so they are encouraged to read the whole story.
2. If a student is missing words in the story, DO have the student practice that same story for the next day. If the student has

- difficulty answering questions about the story, have the student focus on the main character to clarify what the story is about.
3. If only a word is missed, give the child the word and have the student repeat the sentence.

**Do Not:**

1. Don't make flash cards of words that are missed. That only focuses on the graphophonic cueing system. The students also need the semantic and syntactic cueing systems.
2. Don't ask students to decode a word that the student does not have an adequate sound/symbol relationship. This is why you need to individualize phonics for each child.
3. Don't have students answer written questions for each story. That limits the amount of reading a student will be able to perform during the allocated time. Instead, ask oral questions.

**Phonics Instruction**

There are 16 levels of phonics instruction in this program. Placement in each level is dependent on the teacher's inventory of student mastery. The student needs to begin where he/she is having difficulty. The teacher should use her alphabet cards for instruction and should make sure each level is performed flawlessly.

In order for the instruction to be effective, the classroom teacher should make a chart of cue words for short vowels. It should be the size of a sheet of tag board (visible to the whole class) on which the following five words should be printed:

at  
it  
oz  
ed  
up

As the teacher points to each word, she and the class should say:

“ă” as in “at”  
“ĭ” as in “it”  
“ŏ” as in “oz”  
“ĕ” as in “ed”  
“ŭ” as in “up”

These two letter words are more effective than other sound charts that may be purchased. Longer words are less effective (“octopus” vs. “oz”).

We have found that trying to teach the letter name and the sound simultaneously is very difficult for students in the pre-operational stage of development.

You will note that the sound of short "i" and the sound of short "e" are separated by the short "o". It has been thought that students cannot distinguish between the sounds of short "i" and short "e". They will be able to distinguish the difference using this sequence.

### **Blending**

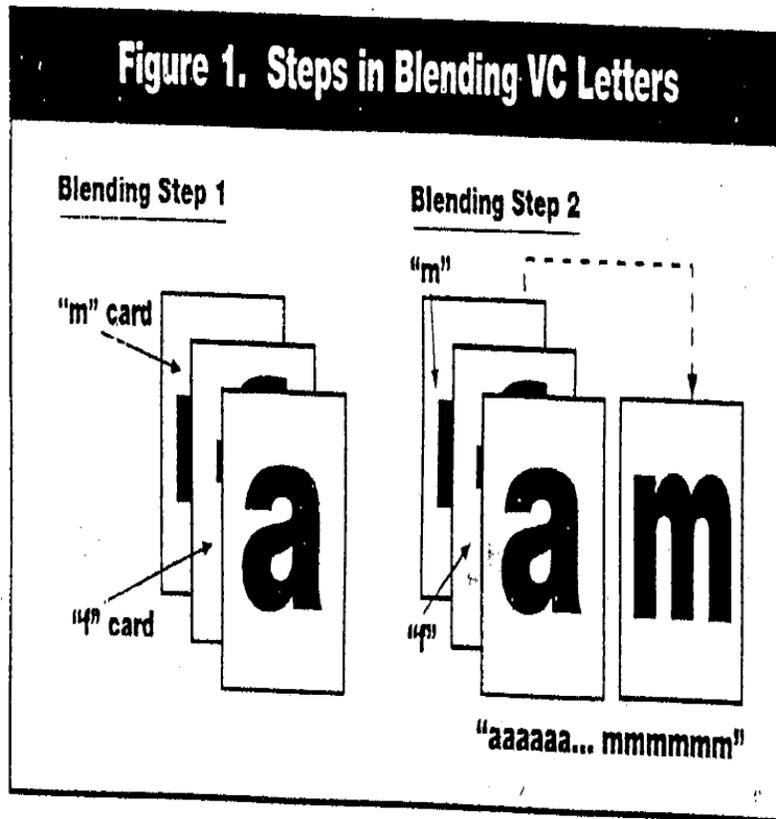
When the short A/a is introduced, point to it on the vowel wall poster. At the beginning of each session, have the children read the vowel and its keyword.

#### **Important note:**

Since by their very nature, vowels are produced without interrupting the articulation organs, such as the teeth, mouth, lips, or tongue, a short vowel can be produced and held (e.g., aaaa). We take advantage of this fact when we teach children to decode as they blend short vowel and consonant sounds producing a VC pattern orally.

### **Direct Instruction: Blending (see figure 1)**

- Show the children the **A** card. Make sure the short a sound (a=at) and hold it (e.g., **aaaaaaaaaaaaaaaa**).
- Pull out a consonant card (**M** or **F**) and form a vowel/consonant
- Next, have the children repeat the sounds after you model them until they can produce them when shown the cards.
- Finally, have the children produce the sounds without your help. Children should hold the short **A** until shown the consonant letter, at which time they should produce the consonant sound. The flow from vowel to consonant is produced smoothly, enabling the children to state the VC word such as **AM** or **AF**.
- Do all the VC combinations using the letters **A** with **M** and **F** and then **a** with **m** and **f** until the student can do these VC blends quickly and accurately. Do not mix upper and lower cases.



When a student can blend these first letters then assign the sheet for level 1 to be practiced and to be read to the teacher when the student come to the teacher for reading instruction. At the heading of each level are the sound/symbols to be read at that level. At the close of each level there is a story to be read using the three-cueing systems so that the phonics can be practiced in a meaningful controlled reading setting.

At level four, two vowel letters are used with the consonants for blending. At this level we begin decoding multisyllabic words. We teach the students to divide the word before the second vowel letter. By dividing in this manner the students internalize the concept that each pronunciation unit must have a vowel. Also, the children have a system that is consistent throughout the decoding regardless how many syllables in a word. In a word such as "attic," the dictionary will divide between the two consonants. That division is for writing. However, in pronouncing this word we do not say, "at-tic" we say "att-ic." The two consonants act as a consonant diagraph. Continue at each level. Once the instruction is complete the student will have a sheet to practice the phonics level. Keep moving in this manner until all levels

are complete. At this point the student will not have all phonics sounds, but will be proficient at decoding most words, regardless of the word complexity. This sequence will provide knowledge of all short and long vowels, including the letter "r." Students at this point have the tools to become independent readers.

We need to devote at least one to two hour(s) daily to the reading and phonics instruction.

## END NOTES

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<sup>i</sup> Piaget, Jean. Cognitions and conservations: Two views. In Frank B. Murray (Ed.), Piaget's theory of the development of thought. New York: MSS Information Corporation, 1972.

<sup>ii</sup> Region 1. Creating Excellence through New Heights of Achievement...Weslaco Reading Number One in State. Edinburg, Texas, 1985.

<sup>iii</sup> Rubak, Seymour. United States Department of Education. Letter from the Department's Joint Dissemination Review Panel, 1983.

<sup>iv</sup> Wubbena, Richard. University of Texas in Austin. A study of the effect of illustrations on the retelling of a story read to conserving and non-conserving grade one children, 1977.