Alphabet Arc


Note: This Alphabet Arc needs to be enlarged for an actual lesson.
Beginning Reading Skills / Print Awareness

OBJECTIVE
The student will recognize the names of letters and sequence them correctly.

INSTRUCTIONAL CONTENT
Decoding: Letter recognition with 26 uppercase letters

INSTRUCTIONAL ACTIVITY
Alphabet Arc

Purpose: This activity teaches students to recognize, name, and sequence the 26 letters of the alphabet.

MATERIALS
Alphabet strip
Alphabet arc
Set of uppercase letters

DELIVERY OF INSTRUCTION
Grouping: Whole class divided into small groups of five students.

1. Review the sequence of the alphabet while students touch the letters on the alphabet strip.
2. Have students place the letters on a desk.
3. Name the first letter, <A>, and have students find it and place it on the arc.
4. Name the last letter, <Z>, and have students find it and place it on the arc.
5. Name the two middle letters, <M> and <N>, and have students find them and place them on the arc.
6. Ask the name of the second letter, <B>. Say it and ask where it should be placed. Have students find it and place it on the arc.
7. Prompt students to sequence the remaining letters, reminding them to “say it, find it, and place it.”
8. Finish the activity by having students examine the alphabet strip to check for accuracy.

PROGRESS MONITORING
After the lesson, chart the percentage correct of letter naming and sequencing for each student. Periodically have students name and sequence all 26 letters.
One Example of a Sequence for Introducing Letter-Sound Correspondences

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sound</th>
<th>Key Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>/i/</td>
<td>it</td>
</tr>
<tr>
<td>t</td>
<td>/t/</td>
<td>table</td>
</tr>
<tr>
<td>p</td>
<td>/p/</td>
<td>pig</td>
</tr>
<tr>
<td>n</td>
<td>/n/</td>
<td>nest</td>
</tr>
<tr>
<td>s</td>
<td>/s/</td>
<td>sock</td>
</tr>
<tr>
<td>a</td>
<td>/a/</td>
<td>apple</td>
</tr>
<tr>
<td>l</td>
<td>/l/</td>
<td>leaf</td>
</tr>
<tr>
<td>d</td>
<td>/d/</td>
<td>dog</td>
</tr>
<tr>
<td>f</td>
<td>/f/</td>
<td>fish</td>
</tr>
<tr>
<td>h</td>
<td>/h/</td>
<td>house</td>
</tr>
<tr>
<td>g</td>
<td>/g/</td>
<td>goat</td>
</tr>
<tr>
<td>o</td>
<td>/o/</td>
<td>octopus</td>
</tr>
<tr>
<td>k</td>
<td>/k/</td>
<td>kite</td>
</tr>
<tr>
<td>c</td>
<td>/k/</td>
<td>cup</td>
</tr>
<tr>
<td>m</td>
<td>/m/</td>
<td>mitten</td>
</tr>
<tr>
<td>r</td>
<td>/r/</td>
<td>rabbit</td>
</tr>
<tr>
<td>b</td>
<td>/b/</td>
<td>bat</td>
</tr>
<tr>
<td>e</td>
<td>/e/</td>
<td>elephant</td>
</tr>
<tr>
<td>y</td>
<td>/y/</td>
<td>yarn</td>
</tr>
<tr>
<td>j</td>
<td>/j/</td>
<td>jam</td>
</tr>
<tr>
<td>u</td>
<td>/u/</td>
<td>umbrella</td>
</tr>
<tr>
<td>w</td>
<td>/w/</td>
<td>wagon</td>
</tr>
<tr>
<td>v</td>
<td>/v/</td>
<td>valentine</td>
</tr>
<tr>
<td>x</td>
<td>/ks/</td>
<td>box</td>
</tr>
<tr>
<td>z</td>
<td>/z/</td>
<td>zipper</td>
</tr>
<tr>
<td>qu</td>
<td>/kw/</td>
<td>queen</td>
</tr>
</tbody>
</table>

This is one example of a sequence for letter-sound correspondence introductions and is based on frequency of use in reading and spelling. Sounds that are easily confused and letter shapes that are easily confused are widely separated in this order of introduction.

Palabras que contienen las primeras once combinaciones de vocales y consonantes

Vocales: a, e, i, o, u
Consonantes: m, p, s, l, t, d

mamá    le    osito
más     se    maleta
mal      pala  sapo
mes      puma  sopa
me       pasa  sola
mi       todo  pesa
masa     toma  está
mata     mesa  sala
lata     tipo  patio
lástima  amo   paseo
da       mami  lima
de       mapa  lodo
es       papi  saludo
sol      pido  dime
tu       tan   ala
dos      dedo  suma
a         desde pelota
el       pato  miedo
lo       lee   ola
los      elote mil
la        duda  topo
las       loma  salto
les       al    esto
pelo      como  paleta
estado    toma  dato
ALPHABETIC UNDERSTANDING

I. Letter Sounds - Lesson 1:
Initial Instructional Strategy—Producing Letter Sounds

Introduction
In this three-lesson strategy set, the students learn and practice letter-sound correspondences. The first lesson introduces the new letter-sound /sss/. Students practice sounding out the isolated letter and also trace the letter that makes the sound /sss/. The second lesson reviews the newly introduced letter-sound /sss/, and students discriminate the new sound from previously learned letter-sounds. The discrimination task was separated from the initial teaching sequence for students who may have difficulty managing new information. The final lesson integrates a phonological awareness task, identifying initial sounds of words, with identifying the letter that represents that initial sound.

Lesson Objective
Teach the new letter-sound /sss/.

Corresponding TEKS Objectives
K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

Rationale and Purpose
• Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple consonant-vowel-consonant (CVC) words.

• This strategy can be used with beginning readers in kindergarten and first grade or struggling readers who lack understanding of letter-sound correspondences.

Necessary Pre-skills
For students to be successful, they need to be able to:

• Produce the sound /sss/.

• Identify the following letter names and their corresponding sounds: /aaa/, /mmm/, and /t/ for the review sequence.

University of Texas Center for Reading and Language Arts. (2004). Reading strategies and activities resource book for students at risk for reading difficulties, including dyslexia. Austin, TX: Author.
Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:

- Introduce most common sounds for new letters.
- Separate introductory teaching lessons of letters that are similar in shape or sound.
- Introduce letters that are found in many short, decodable words.
- Introduce lower-case letters before upper-case letters if students have difficulty managing multiple pieces of information.
- Distinguish between continuous and stop sounds. Continuous sounds can be prolonged for one to two seconds, while stop sounds are immediate, quick sounds.

Sample sequence example:
(This is only one possible example.)
m, t, s, a, d, r, o, f, i, g, h, l, u, c, b, n, k, v, e, w, j, p, y, x, q, z

Letters that represent continuous sounds are: a, e, f, i, l, m, n, o, r, s, u, v, w, y, z

Letters that represent stop sounds are: b, c, d, g, h, j, k, p, q, t, x

Materials and Examples
Dry erase board or chalk board.

Instructional Sequence

<table>
<thead>
<tr>
<th>Instructional Feature</th>
<th>What To Do</th>
<th>Explicit Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model explicit examples.</td>
<td>Point to the letter s.</td>
<td>“Today we are going to learn a new letter-sound. We use this letter’s sound to read words.” Model: “The sound for this letter is /sss/. Listen as I say this sound /sss/.”</td>
</tr>
<tr>
<td>Provide students opportunities.</td>
<td>Assess group and confirm response.</td>
<td>“The sound for this letter is /s/.” “What is the sound for this letter? /s/.” “Yes, the sound for this letter is /s/.”</td>
</tr>
<tr>
<td>Assess students’ understanding.</td>
<td>Monitor each individual student’s progress on knowledge of letter-sounds.</td>
<td>“What is the sound for this letter?”</td>
</tr>
</tbody>
</table>

Continued on next page
## Instructional Feature

<table>
<thead>
<tr>
<th>Instructional Feature</th>
<th>What To Do</th>
<th>Explicit Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide feedback.</td>
<td><strong>Building Success:</strong> If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.</td>
<td><strong>Feedback:</strong> “The sound for this letter is /sss/. What is the sound for this letter?”</td>
</tr>
<tr>
<td>Integration Activity.</td>
<td><strong>Model tracing the letter s.</strong></td>
<td><strong>Model:</strong> “Watch, I’ll write the letter that makes the sound /sss/.” “Your turn to copy the letter that makes the sound /sss/.”</td>
</tr>
<tr>
<td></td>
<td><strong>Have the students copy the letter s from your example five times.</strong></td>
<td></td>
</tr>
</tbody>
</table>

## How To Evaluate Learning

Student performance is evaluated in terms of accuracy in responding to letter sounds. Data can be informally collected during a lesson’s group and individual assessment tasks. More formal individual assessment can be completed after every five lessons, testing four to six of the most recent letter sounds. Following is a sample student protocol for assessing the most recently taught letter sounds. When students are highly accurate with letter sounds they may be added to the letter-sound bank for fluency practice. Letter sounds which students are having difficulty learning should be included and reinforced in review practice.
University of Texas Center for Reading and Language Arts. (2004). Reading strategies and activities resource book for students at risk for reading difficulties, including dyslexia. Austin, TX: Author.
I. Letter Sounds - Lesson 2:
Review Strategy—Review a New Letter Sound with Previously Learned Letter Sounds

**Lesson Objective**
Review the new letter-sound /sss/ with previously learned letter-sounds.

**Corresponding TEKS Objectives**
K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).
K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

**Rationale and Purpose**
- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple CVC words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers through second grade. It is important to review the newly learned skill along with previously learned skills to promote discrimination and generalization.

**Necessary Preskills**
For students to be successful, they need to be able to:
- Identify the letter-sounds: /aaa/, /mmm/, /t/ and /sss/.
- Isolate these sounds in words: /aaa/, /mmm/, /t/ and /sss/.

**Instructional Design Criteria**
To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:
- The newly learned letter sound is interspersed with previously learned letter sounds to determine students' ability to discriminate the sounds.
- The newly learned letter sound is sampled more often than the previously learned letter sounds.
- Previously taught letter sounds that students are not consistently accurate with are sampled more often than those that students already know.
### Materials and Examples

- Dry-erase board or chalk board with previous and newly learned letters.
- Students’ worksheets for letter copying activity.

### Instructional Sequence

<table>
<thead>
<tr>
<th>Instructional Feature</th>
<th>What To Do</th>
<th>Explicit Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model explicit examples.</td>
<td>Point to the letter s.</td>
<td>“Today we are going to review all of the letter-sounds that we know.” Model: “The sound for this letter is /sss/.”</td>
</tr>
<tr>
<td>Provide students opportunities.</td>
<td>Point to each of the letter sounds on the dry-erase board and assess group accuracy.</td>
<td>“Let’s say the sound for this letter.”</td>
</tr>
<tr>
<td>Assess students’ understanding.</td>
<td>Point to each of the letters on the dry-erase board and assess each individual’s accuracy.</td>
<td>“What is the sound for this letter?”</td>
</tr>
<tr>
<td>Provide feedback.</td>
<td>Building Success: If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.</td>
<td>Correction Model: “The sound of this letter is ________. What is the sound for this letter?”</td>
</tr>
<tr>
<td>Integration activity.</td>
<td>Have students copy each letter (a, m, t, s) from the chalkboard onto a piece of paper.</td>
<td>“Write the letter that makes the /sss/ sound on your worksheet. Now, write the letter that makes the /t/ sound. Write the letter that makes the /aaa/ sound. Write the letter that makes the /mmm/ sound.”</td>
</tr>
<tr>
<td>Review sequence.</td>
<td>Review letter sounds on the dry-erase board. Repeat the group and individual assessment format.</td>
<td></td>
</tr>
</tbody>
</table>

### How To Evaluate Learning

Use the procedure outlined in the initial teaching strategy.
References:


ALPHABETIC UNDERSTANDING

I. Letter Sounds - Lesson 3:
Expansion Strategy—Matching Letters and Sounds

Lesson Objective
Review and assess a student's ability to produce initial sounds of pictured objects and identify corresponding letter-sound tiles.

Corresponding TEKS Objectives
K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

K.6.D & 1.6.D: The student is expected to identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose
• This activity is designed to integrate phonological awareness and beginning alphabetic understanding skills. Phonological awareness is a necessary, but not sufficient, skill for alphabetic understanding. Coordination of these two skills is necessary for blending sounds into words. Integrating these two skills provides an opportunity to review each skill and to display the interactive nature of phonological awareness and alphabetic understanding in developing students' decoding skills.

• This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Pre-skills
For students to be successful, they need to be able to:
• Identify initial sounds of words.
• Associate initial sounds with corresponding letter tiles (s, m, t, and a).

Instructional Design Criteria
• Select pictured objects with initial sounds that have been taught.

• Include four to six sounds for the activity. Do not include sounds or letters that are very similar in sound or shape.

• Add new letter-sound tiles to the game after they have been taught and reviewed at least twice.

University of Texas Center for Reading and Language Arts. (2004). Reading strategies and activities resource book for students at risk for reading difficulties, including dyslexia. Austin, TX: Author.
Blending Activities

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

Letters: s, a, t
Say: /s/, /sa/, /sat/.
Have children practice blending CVC words using this method.

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

Say It Faster/Move It Closer
Lay out two letters separated by a wide space:

\[ \text{s} \quad \text{a} \]

Point to the first letter s. With children, say /s/ and hold it until you point to the second letter a. Then say /a/.
Move the letters closer together, and repeat the procedure with the sounds being spoken faster.

\[ \text{s} \quad \text{a} \]

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

\[ \text{s} \quad \text{a} \quad /sa/ \]

Add a final consonant t: /sa/ /t/
Blend the three sounds to read the word: sat.

Onsets and Rimes
Place two letters on the table: a and t.
Model and have children blend the two sounds.
Say: at.
Place the onset, the letter s, before the rime, —at.
With children, blend /s/ and —at to read sat.

Change the onset to other letters and make new words for children to blend and read (e.g., sat to mat, mat to rat, rat to pat, pat to bat).
Use other rimes to practice blending, such as —an, —am, —op, —it, —in.

In Spanish, work with one-syllable words that can be separated into onset and rime. For example, you can use the rime —en and add the letters v, t, d, tr to make the following words: ven, ten, den, tren.
Playing With Sounds
Place two letters on the table: a and t.
With children, blend the letter sounds to say at.
Ask children to change at to sat.
Children add the letter s and blend the sounds together to read sat.
Ask children to make and read new words by changing or adding new letter sounds (e.g., sat to mat, mat to map, map to mop, mop to top, top to stop).

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

Tapping Out
Using letters, make a word such as sat.
Using one hand, demonstrate tapping the index finger to the thumb as you say the initial sound in the word: /s/.
Tap the middle finger to the thumb as you say the medial sound: /a/.
Tap the ring finger to the thumb as you say the final sound: /t/.
Tap all the fingers to the thumb as you say the word: sat.
Children practice “tapping out” the sounds of other CVC words.

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

Tapping and Sweeping
Using letters, make a word such as sat.
Demonstrate by making a fist and tapping under the s as you say /s/.
Tap under the a as you say /a/.
Finally tap under the t as you say /t/.
Sweep your fist under all the letters as you say the word: sat.
Have each child take turns blending CVC words in this way.

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

Making and Sorting Words Lessons

Teacher Preparation

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

Note: Choose words that consist of previously introduced letter-sound correspondences. Include a range of simple to complex words.

Step Two: Brainstorm 10 or 12 words children can make using any of the letters in the final word.

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

Step Four: Sequence the words by the number of letters children will use to make them. [Begin with two-letter words, then three-letter words, etc.]

Step Five: Write the individual letters of the final word on separate index cards. [You may use individual letters or letter cards that you already have.] It is helpful to organize each lesson in a labeled envelope or reclosable plastic bag.

Teaching a Making Words Lesson

Materials

Teacher: Large letter cards; pocket chart; index cards with words to be made
Children: Individual letter cards and pocket chart (Individual pocket charts can be made from file folders.)

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

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

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

Option B: Children find the letters for the lesson from personal sets at their desk. Children place letters in individual pocket charts.
Step Seven: Children alphabetize letters, vowels first and then consonants.

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

Step Nine: Tell children the number of letters in the first word. Say the word and then use it in a sentence. In the beginning, and for children who are having difficulty, model the process of making words. The number of words that you model depends on your children’s needs and abilities. Children make the word with their individual letters and pocket chart.

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

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

A child may come to the front of the class and make the word before everyone is finished. Encourage all children to self-check words they make by comparing them to words made at the front of the room. Monitor to see that each child has the correct word.

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

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

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

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

Sorting Words

Step Thirteen: Remove the individual letters. Place all the word cards in the pocket chart. Children group or sort the words by common letters, sounds, or spelling patterns.
Transfer to Reading and Writing

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

**Related Activities**

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

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

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

Making and Sorting Words Dialogue

Getting Ready

1. “Find the letters for this lesson: ______. Place the letters in your pocket chart.”

2. “Place your pocket chart, with the letters in it, on the table in front of you.”

3. “Put the letters in alphabetical order.” [Put letters in ABC order in pocket chart.]

4. “Point to each letter and say its name and sound with me.”

5. “Each of the words we make must have a vowel. What vowel(s) are we using? What are the other letters called?”

Making Words

6. “The word we are going to make has ___ letters.” [Write number or hold up fingers.]

7. “The word is ____.”

8. [Use the word in a sentence.]

9. “Repeat after me: ______.” [Say the word; children echo.]

10. “Find the letters that make the word, ______. Make the word.”

11. “______, will you come up and make the word for us?” [Call on a child who has made the word correctly.]

12. “Let’s all check and make sure our word looks like this one.”

13. “Let’s spell the word. Point to each letter.”

14. “Read the word with me: ___.” [Point to the word.]

15. [Show the word card.] “Can anyone use this word in a sentence?” [Place card on the chart.]

16. [Repeat #6 –15 for all the words in the lesson.]

Scaffolding Learning:

1. “What sound do you hear first? Find the letter that makes that sound.”

2. “What sound do you hear next? Find the letter that makes that sound.”

3. “Say ____ again after me and point to each letter.”

4. “Now, let’s say it again. Slide your finger under the word.”
Sorting Words

17. [Remove the letter cards from the pocket chart. Have children put letters away.]
18. “Let’s read the words we’ve made.” [Point to each word card.]
19. “Do any of the words we made look or sound the same?”
20. [Children sort word cards by similar patterns.]

Transfer to Reading and Writing

21. “Can you think of other words that have similar patterns?”
22. [Write words on index cards. Children group by words with similar patterns.]

Reviewing Letter Sounds to Blend Sounds and Read Words

- Distribute individual pocket charts and letters for the lesson.
- Students place letters, such as a, m, t, r, f, in top pocket.
- As you review the name and sound of each letter, have students move the letter to the lower pocket.
- Students return all the letters to the top pocket before making words.
- Present words that accommodate different ability levels. Students blend the sounds and read the word after they make each one.

Example: Review of a, m, t, r, f

Find the letter that says /a/. Name the letter and place it in the bottom pocket.

Find the letter that says /m/ and place it after the first letter. What’s the word?

Place the r before am. What does it say?

Replace the m in ram with a t. Tell me what it says.
Replace the r in rat with an f. What’s the word?

Take one letter away and make at.

<table>
<thead>
<tr>
<th>q</th>
<th>s</th>
<th>f</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>r</td>
<td>t</td>
<td>v</td>
</tr>
</tbody>
</table>
e  i  i  o

e  e  i  o
a a a a a a i i i i i i
i e e e e e e e e e e e e e e o o o o o o
o o o u u u u u u u u u
Word Sorts

Closed Sorts

Choose the categories and model the sorting procedure.

Example: Present three categories, read the three words (bolded), and place them in the correct column. Then ask children to sort the other words.

<table>
<thead>
<tr>
<th>Short /i/ words</th>
<th>short /u/ words</th>
<th>short /a/ words</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>gum</td>
<td>man</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Short /a/</th>
<th>Long /a/</th>
</tr>
</thead>
<tbody>
<tr>
<td>dad</td>
<td>make</td>
</tr>
<tr>
<td>flag</td>
<td>pale</td>
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In step two, children sort for spelling.

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Open Sorts

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

Observe the categories individual children create. These observations may provide valuable information about their understanding of letters and sounds.

Open sorts are most effective after children have had many opportunities with closed sorts and understand the concept of sorting.

Word Sorts in Spanish
Clasificación de Palabras en Español

• Clasificaciones cerradas (Closed sorts)
Escoja previamente las categorías y modele el procedimiento de clasificar.
Ejemplo: Presente tres categorías, lea tres palabras diferentes y coloque cada palabra en la columna correcta. Pídale a los niños que clasifiquen las palabras restantes. Por ejemplo, los niños pueden clasificar palabras de acuerdo a la vocal que tienen.

/e/  /u/  /a/
se  tu  más

Otras palabras: las, vez, en, paz, mes, su, yo, tren, sal, dar

• Clasificaciones abiertas (Open sorts)
Puede establecer categorías sin dar a los niños el nombre de las categorías para que ellos descubran los patrones de ortografía o los sonidos que se tengan en común.
Ejemplo: Los niños pueden identificar el sonido inicial y clasificar palabras de acuerdo a su sonido inicial.

m    p    s
mes  pescado  sonrisa
mamá  payaso  sal
mano  papa  saludar

Los niños pueden aplaudir y contar las sílabas en cada palabra y clasificar las palabras de acuerdo al número de sílabas.

1 sílaba  2 sílabas  3 sílabas
mes  casa  tapete
los  toma  ventana
doy  lodo  muñeco

Teaching With Word Walls

• Select words from reading programs, high-frequency word lists, irregular words, and words that children commonly use in their reading and writing.

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

• Limit the words to those that children encounter often in their reading and writing.

  Words should be added gradually.

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

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

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

• Categorize words in a variety of ways.

  You may have many different word walls, such as words placed in alphabetical order or words categorized by topics.

  Children’s names are often the first words placed on a word wall. Pictures can also be added.

  Content-area words from science, social studies, and other informational texts (e.g., weather, geographical regions) can also be displayed on word boards or charts.

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

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

• Provide many opportunities for word wall practice.

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

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

  Word wall activities can be used during both small-group and whole-class instruction.

  Word walls are not just bulletin boards.

  Throughout the year, word walls grow and provide a visual representation of the many words that children are learning and using as they read and write.
• Encourage children to use the word wall when they are independently reading and writing.
  
  Regularly model how to use the word wall during reading and writing.

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

  Individualized word walls provide children with their own dictionary of words that they can use at their desks or take home.

Word Wall Activities

1. (Students need wipe-off boards.)
Pretend that you're a word detective.
Number your paper from 1 to 5. (Number 1 – 5 on large wipe off board.)
I'm thinking of a word on the Word Wall. Try to guess the Word Wall word that I'm thinking.
I'll give you one clue at a time.
Listen to each clue and write the Word Wall word you believe I'm thinking about on your paper.
Don't shout out any words. Be a good detective! Here's the first clue.

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

Clue #2. It ends with the letter e. Write the Word Wall word next to #2. (Draw a line and write the letter e beside #2, 3, 4, and 5).
If you think it is the word you guessed for clue #1, write the same word again.

Clue #3. It has the letter a in it. (Write the letter a in front of numbers 3, 4, and 5)
Write a word by #3.
Remember to write the same word again, if you believe you have figured it out.

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

Clue #5. It fits in the sentence: I wear a coat _____it is cold. (Write the sentence on the board under #5.)

Raise your hand if you think you know the word.
______, tell us the Word Wall word you discovered.

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

2. (Write the word can on the board.)
Can someone read this Word Wall word?
If I cover up the first letter, what is the last part of the word?
Answer: (an)
Can is in the /an/ word family. Words spelled with the same letter pattern can be grouped in word families.
Raise your hand if you can think of more words that are in the /an/ family.
(Call on students to write and spell the words on the board under the word can. Possible answers: an, Dan, man, tan, fan, ban, clan, bran, Stan, and ran.)
Let's read and spell all the words we wrote in the /an/ family.
Repeat after me. (Read and spell each word. Students echo.)
3. **(Hold up five fingers)**
I'm thinking of a five-letter Word Wall word that begins with the letter **a**. (Write the letter on the board.)
The word makes sense in this sentence: That was fun so let's do it ______.
Answer: **(again)**
Repeat after me. (Say and spell the word. Students echo.)

4. **(Hold up four fingers)**
I'm thinking of a four-letter Word Wall word that ends with the letter **t**. (Write the letter on the board.)
It makes sense in this sentence: (Write the sentence on the board.)
I ate _ _ _ **t** of the apple.
Answer: **(part)** (Fill in the blank with the word.)
Repeat after me. (Say and spell the word. Students echo.)

5. Find Word Wall words that end with the /d/ sound. Write them on your paper.
   Answers: **(and, could, did, find, had, made, said, would)**
   (Call on students to say and spell the words as you write them on the board)
   Repeat after me. (Say and spell the words. Students echo.)

6. Find two Word Wall words that rhyme with **no**.
   Answers: **(go, so)**
   Repeat after me. (Say, spell, and read the words. Students echo, write the words, and read them.)

7. We're going to **Write and Rap** three words from the Word Wall. On your paper, write **the**, **does**, and **from**. (Write words on board and read them. Students echo.)
   Now let's rap!
   - I'll say **the**, and you say **the**. (Students echo **the**.)
     I'll spell **the**: **T-H-E**.
     Now you spell **the**: (Students echo **T-H-E**).
   - I'll say **does** and you say **does**. (Students echo **does**.)
     I'll spell **does**: **D-O-E-S**.
     Now you spell **does**: (Students echo **D-O-E-S**).
   - I'll say **from**, and you say **from**. (Students echo **from**.)
     I'll spell **from**, **F-R-O-M**.
     Now you spell **from**: (Students echo **F-R-O-M**).

8. **(Write the letters: a, s, and w on the board.)**
The Word Wall word I'm thinking of is spelled with these three letters. It makes sense in this sentence: I _ _ _ walking down the street. (Write sentence on board.)
   Answer: **(was)** (Read sentence with answer. Students echo.)
   Repeat after me. (Say and spell the word. Students echo, write the word, and read it.)
9. Which word on the Word Wall means "human beings?"
   (If no one guesses the word, provide clues one at a time.)
   Clue #1: The word that means "human beings" begins with a letter that is in the middle of the alphabet.
   Clue #2: The word that means "human beings" makes sense in this sentence: We have lots of _____ who go to our school.
   Answer: (people) (Read sentence with answer. Students echo.)
   Repeat after me. (Say and spell the word. Students echo, write the word, and read it.)

10. Turn to your neighbor.
    Choose one of the Word Wall words.
    Tell your partner the letter it begins with but NOT the word.
    Slowly write each letter with your finger on your partner's back.
    Your partner guesses the word.
    Write the word again on your partner's back, saying each letter out loud together.
    End by saying the word. Take turns.

Word Wall/Pared de Palabras
Hints for the Bilingual Classroom

• Create separate word walls for English and Spanish words.

Consider using separate colors of ink when writing in English and Spanish.

For example, print all words in Spanish in red and all words in English in black.

Mixing words can sometimes create confusion between similar looking words. For example, *dime* (dime in English) and *dime* (“tell me” in Spanish).

Vowels in Spanish and English have different sounds.

• In Spanish there are some letters that do not occur (or seldom occur) in the initial consonant position even thought they are part of the Spanish alphabet.

For example, *rr* and *ñ*. The medial positions of words containing these letters can be highlighted on the word wall.

For example:  
- barra or *barra*
- carro or *carro*
- piña or *piña*
- niño or *niño*

• Include articles with nouns.

For example: *el caballo* (the horse) or *la brocha* (the brush)

• Illustrate both uppercase and lowercase letters on Spanish Word Walls. For example, for the letters *Ch*, and *Ll*, the word wall should model these letters as follows: *Ch/ch; Ll/ll*

(Note: The letter *rr* never occurs at the beginning of a word and *ñ* is only rarely captialized, therefore neither letter needs to be modeled in the uppercase.)

• Provide examples for initial consonants and vowels because vowels are phonetically regular in Spanish.

Examples of how to join syllables to make words. For example:  
- *la + ta = lata*
- *lu + jo = lujo*
- *ma + to = mato*
- *ma + lo = malo*
• Include high-frequency, commonly misspelled words and other words you notice students misspelling.

For example: *voy (boi), yo (llo), vaca (baca)*

• Incorporate word families in Spanish or words with similar roots.

For example: 

- *-ito primito* (little cousin), *osito* (little bear)
- *-azo primazo* (big cousin), *librazo* (big book)

For example:

- *juego* (game)
- *juguete* (toy)
- *juguetón* (person who plays a lot)

  *trabar* (to work)
  *trabajo* (job)
  *trabajoso* (requires a lot of work)
  *trabajador* (worker)

Types of Texts for Beginning Reading Instruction

The following three types of texts help children learn more about book and print concepts, letters, sounds, and words. In kindergarten, children begin to use this knowledge to read words and simple texts.

**Predictable and Patterned Books**

- Follow a pattern that is usually predictable

  Close picture-text match (On each page, the text is the same except for one or two words that name something illustrated on the page.)
  Repeated pattern (phrases or a group of sentences)
  Rhyming words
  Familiar songs
  Familiar concepts (e.g., numbers or days of the week)

- Usually not based on letter-sound correspondences, spelling patterns, or sight words that children have learned or are learning (Children may try to identify words without attending to the graphophonemic features.)

- Found in many literature-based reading programs, trade books, and “little books” series

- Develop basic book and print concepts; rhyming and alliteration; listening comprehension strategies, particularly predicting what will happen next; new vocabulary; and children’s oral language through response to reading and basic sight vocabulary

**Decodable or Phonetically Regular Books**

- Provide children with opportunities to apply the alphabetic principle and begin reading connected text using the letter-sound correspondences they have learned or are learning

- Include a high proportion of words that use letter-sound correspondences or spelling patterns (rimes) that children know or are learning (i.e., words that share a common sound or spelling pattern such as the short vowel sound /a/ in *at* or the rime —*at* in *cat, rat, sat, mat, bat, pat, fat*)

- Include a limited number of high-frequency words and familiar words

- Also may contain a limited number of other words to make the text more interesting

- Develop letter-sound correspondences, spelling patterns, basic sight vocabulary, and independent reading of words, sentences, and stories
Pictures-for-Words Books

- Represent with little pictures some words that are more difficult for beginning readers
- Develop high-frequency sight words and independent reading of words, sentences, and stories

Blending Sounds to Read Words Progress Check

Note: This progress check is timed and administered individually.

Materials: Student and examiner copies of Blending Sounds to Read Words Progress Check; timer

Directions: I want you to begin here (point to the first word) and read each word going down column #1, and then go to the top of the next column (point to #2). Try to read each word. If you come to a word you don’t know, I’ll help you. Do you have any questions?

Procedure: 1. Say “Begin” and start the timer.
2. Mark errors by putting a slash through the word on your copy.
3. If the student struggles with a word or doesn’t respond in 5 seconds, tell the student the word and mark it incorrect.
4. If the student makes 5 consecutive errors before the minute is up, stop the assessment.
5. At the end of 1 minute, say “Stop” and place a double slash mark after the last word read correctly. If the student reads all the words before the minute is up, record the time.

Scoring: Add the total correct responses. Record student responses on the Letter-Sound Knowledge Checklist.

Variation: Create your own list of words that target letter-sound instruction.
## Blending Sounds to Read Words Progress Check
### Teacher Record Form

Student: ___________________________  Date: ___________________________

Time: ______  Total Number Correct: ______

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Student Form

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Comments:

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Letter Names Progress Check

Purpose: To assess knowledge of letter names, both uppercase and lowercase

Materials:
- Student copy of letter names progress check
- Teacher copy of letter names progress check
- Optional: stopwatch

Directions:
1. Administer individually.
2. Cover all the letters except the practice items.
3. Say: “I am going to show you some letters of the alphabet, both uppercase and lowercase. I want you to tell me the name of the letter.”
4. Present both practice items.
5. Say: “Let’s try a practice one. The name of this letter is t. What is the name of the letter?” [Have child say the name.] The name of this letter is o. What is the name of the letter?” [Have child say the name.]
6. Uncover one row of letters at a time. Administer all of the uppercase and lowercase letters.
7. Say: “Tell me the name of each letter in this row.” [Point from left to right]. “If you come to a letter you don’t know, I will tell you its name. Do you have any questions?”
8. Point to the first letter and say: “Begin.”
9. Follow along on your copy. If the child says the letter incorrectly, put a slash (/) through it.
10. If a child stops or struggles with a letter for 10 seconds, tell the child the letter and mark it as incorrect. Have the child continue with the next letter.

Scoring
- Record both uppercase and lowercase letters children know (e.g., use the Sample Letter-Sound Knowledge Checklist).

Options
- Have the child name as many letters as he/she can in one minute. If the child completes all the letters before one minute, record the time in seconds and write the time at the top of the page.
- Ask children to say the sound of the letter after saying its name. Circle the letter if the sound is incorrect. If a child says a long vowel sound for a vowel, ask: “Can you tell me another sound for this letter?”

Adapted from Texas Education Agency. (2001). Texas primary reading inventory (TPRI): Teacher’s guide. Austin, TX: Author.
Letter Names Progress Check  
Teacher Form  

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Letter Names Progress Check
Student Form

Practice: T o

A  M  T  S  I  F
D  R  O  G  L  H
U  C  B  N  K  V
E  Z  J  P  Y  X
Q  W

a  m  t  s  i  f
d  r  o  g  l  h
u  c  b  n  k  v
e  z  j  p  y  x
q  w
**Letter Sounds Progress Check**

**Purpose:** To assess knowledge of letter sounds

**Materials:**
- Student copy of letter sounds progress check
- Teacher copy of letter sounds progress check
- Optional: stopwatch

**Directions:**
1. Administer individually.
2. Cover all the letters except the practice items.
3. Say: “I am going to show you some letters of the alphabet. I want you to tell me the sound each letter makes.”
4. Present both practice items.
5. Say: “Let’s try a practice one. The letter *m* makes the /m/ sound. What sound does *m* make? [Have child say its sound.] The letter *o* makes the /o/ sound. [Note: /o/ as in *dog.*] What sound does *o* make?” [Have child say its sound.]
6. If the child says the letter name, say “That’s the name of the letter. Tell me the sound of the letter.” [If the child still says the letter name, say “The sound of the letter is /o/.”]
7. Uncover one row of letters at a time. Administer all of the first set of letters (all 26 letters of the alphabet).
8. Say: “Tell me the sound of each letter in this row.” [Point from left to right]. “If you come to one you don’t know, I will tell you its sound. Do you have any questions?”
9. Point to the first letter and say: “Begin.”
10. Follow along on your copy. If the child says the letter sound incorrectly, put a slash (/) through it. If the child says a long vowel sound for a vowel, ask: “Can you tell me another sound for this letter?”
11. If the child stops or struggles with a letter sound for 10 seconds, tell the child the sound and mark it as incorrect. Have the child continue with the next letter.
12. If the child says the name of the letter, say, “Yes, that’s the name, can you tell me the sound?”

**Scoring**
- Record the letter sounds that the child knows (e.g., use the Sample Letter-Sound Knowledge Checklist).

**Options**
- Have the child name as many letter sounds on the page as he/she can in one minute. If the child completes all the letters before one minute, record the time in seconds and write the time at the top of the page.

Adapted from Texas Education Agency. (2001). *Texas primary reading inventory (TPRI): Teacher’s guide.* Austin, TX: Author.
Letter Sounds Progress Check
Teacher Form

Student Name: __________________________ Date: ______________

Time: ______

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q  z

o  g  l  u  n  e

p  y  x  q  w  j

v  k  b  u  l  o

f  s  m  z  t  s
**Letter Sounds Progress Check**

**Student Form**

Practice $m$  $o$

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<td>t</td>
<td>s</td>
<td></td>
</tr>
</tbody>
</table>
Sample Letter-Sound Knowledge Checklist

| Students | a | m | t | s | l | f | d | r | o | g | i | h | u | c | b | n | k | v | e | w | j | p | y | x | q | z | it | am | it | sun | mid | set | him | hot | tag | must | hats | hand | last | flag | stop | skin | stamp | strip | split | 
| 1.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9.       |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 20.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 21.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22.      |   |    |    |    |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Elements of Effective Phonics Instruction

Grouping for Instruction

- Teach letter-sound knowledge (i.e., phonics) in small groups, one-on-one, or with the whole class, depending on children’s abilities and needs.

- Struggling learners especially benefit from intensive, small-group instruction.

Explicit and Systematic Instruction

- Introduce letter-sound correspondences in a sequence. There is NOT an established order of introduction for letter-sound correspondences, so the sequences vary across beginning reading programs.

- Teach frequently used letters and sounds before those less frequently used in texts and spelling.

Examples:

In English and Spanish: *m* is more frequently used than *x*.

- In English: “Hard” /k/ sound for *c* as in *can* is introduced before the “soft” /s/ sound for *c* in *cent*.
- In Spanish: “Hard” /k/ sound for *c* as in *como* (how) is introduced before the “soft” /s/ sound for *c* as in *cima* (peak).

- In English: /g/ sound for *g* as in *girl* is presented before the /j/ sound for *g* as in *gym*.
- In Spanish: the /g/ sound for *g* as in *gato* (cat) is presented before the /h/ sound for *g* in *genio* (genius).

- Introduce only a few letter-sound correspondences at a time. Reduce the number and rate of introduction of new sounds for children who have difficulty.

- Model and present each individual letter and tell children its most common sound. [Key words are often included.]

Example:

Display card with the letter and an illustration of its key word and say: *e*, /e/, *elephant*.

- Separate and introduce letter sounds with auditorily and/or visually similar features at different times to avoid confusion.

- Ensure that the first letter sound is mastered before the second letter sound is introduced.

Example:

*m* and *n*; /e/ and /i/; /d/ and /b/.
Prolong or stretch out continuous sounds only, such as vowels and some consonants. Stop sounds are sounds that can only be said for an instant because the airflow is stopped for a short time when they are spoken. Do not stretch out stop sounds.

**Examples of Continuous and Stop Consonant Sounds**

<table>
<thead>
<tr>
<th>Continuous</th>
<th>Stop (Clipped)</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>/b/</td>
</tr>
<tr>
<td>/v/</td>
<td>/c/</td>
</tr>
<tr>
<td>/m/</td>
<td>/d/</td>
</tr>
<tr>
<td>/n/</td>
<td>/g/</td>
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<tr>
<td>/r/</td>
<td>/y/</td>
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<tr>
<td>/s/</td>
<td>/k/</td>
</tr>
<tr>
<td>/w/</td>
<td>/p/</td>
</tr>
<tr>
<td>/y/</td>
<td>/t/</td>
</tr>
<tr>
<td>/z/</td>
<td></td>
</tr>
</tbody>
</table>


Continuous sounds are easier to say without distortion (adding a vowel sound) than stop sounds. “Clip” the vowel sound to make it as brief as possible.

Examples:
- In English: *b* is pronounced /b/ instead of /buh/; *g* as /g/ instead of /guh/.
- In Spanish: *b* is pronounced /b/ instead of /be/; *p* as /p/ instead of /pe/.

Voiced and unvoiced pairs are similar except for the vibration of the vocal cords. The vocal cords vibrate during the production of voiced sounds and do not vibrate during unvoiced or voiceless sounds.

**Examples of Consonant Pairs**

<table>
<thead>
<tr>
<th>Voiced</th>
<th>Unvoiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>/p/</td>
</tr>
<tr>
<td>/d/</td>
<td>/t/</td>
</tr>
<tr>
<td>/g/</td>
<td>/k/</td>
</tr>
<tr>
<td>/v/</td>
<td>/f/</td>
</tr>
<tr>
<td>/z/</td>
<td>/s/</td>
</tr>
</tbody>
</table>

• Help children if they are having difficulty distinguishing sounds.

Examples:
Let children feel the vibrations of voiced sounds by touching their voice boxes with their fingertips or by covering both ears and listening as they say the sounds.

Use small mirrors. Model the correct formation for the letters and have children watch the positions of their mouths, tongues, and teeth as they say the sounds.

Try skywriting (writing letters using whole arm movements).

• Begin with letter-sound correspondences that can be combined to make words that children can decode, read, and understand.

• In English, it is important to introduce some vowels early so that words can be made and read. In Spanish, vowels are usually introduced before consonants.

Examples:
With the letter-sound knowledge of m, s, t, and a, children can read words such as at, am, as, mat, sat, and Sam.
In Spanish: Letters can be combined to make syllables, such as la, sa, and ta, and then words, such as tasa (cup) and lata (can).

• For decoding instruction, select words that consist of previously taught letter-sound correspondences, represent vocabulary familiar to children, and are frequently used in primary texts.

• Introduce words that begin with continuous sounds before words that begin with stop (or clipped) sounds.

• Progress from short VC and CVC (two or three letters) words to longer words (four or five letters).

• Model how to blend individual sounds without stopping between them.

Example:
/mmmmmaaaaannnnn/ rather than stopping between each sound /m/ /a/ /n/

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

• Ask children to track each letter from left to right with their finger as they say each sound.

• After children sound out individual letters, have them follow this sounding-out with a “fast” pronunciation of the word.
Example:
/mmmmmaaaaannnnn/ man.

- As children become more proficient, move from orally sounding out words to sounding them out silently.
- Model this step by silently mouthing a word’s pronunciation to illustrate that sounding out can be done silently.

**Scaffolded Practice**

- Provide immediate clarification during guided practice. Model correct responses and have children give the answer on their own.

Example:

If you point to the letter a in cat and ask for its sound and a child responds /i/, model the correct response by saying /aaaaa/ and then check the child’s understanding by pointing to the letter a and asking the child to give the sound for the letter a in cat.

Repeat several of the previous tasks and the one that caused confusion.

- During guided practice, have children discriminate new sounds from other known letter-sound correspondences.

Example:

Present recently introduced /t/ sound with other known letter sounds: s, t, m, t, p, t, s. Point to each letter and have children identify its sound.

- Help children blend letter sounds to make and read words.

- Provide support as children read decodable text (i.e., text that includes words containing previously taught letter sounds). Support children as they apply decoding strategies to blend sounds to pronounce unfamiliar words.

- Provide opportunities for independent practice.

Examples:

Encourage children to blend letter sounds to make and read words and to segment words into sounds to spell and write them.

Provide practice and repeat reading of decodable text with teacher, peer, older child, or parent support.
Progress Monitoring

- Use a regular progress-monitoring system to determine knowledge and skills. Some children will already know letter sounds, some will be able to decode words, and others will have little or no letter knowledge. Some kindergartners may be reading.

- Be flexible and adapt instruction to individual children’s needs.

- Administer reading inventories to assess alphabetic understanding and phonics knowledge.

- Use results of these individually administered inventories to plan instruction and track student progress.

Based on Adams, 1990, 2001; Adams, Foorman, et al., 1998; Adams, Treiman, et al., 1998; Blachman et al., 2000; Camine et al., 1997; Carreker, 1999; Chall & Popp, 1996; Chard & Osborn, 1999; Chard et al., 1998; LFA, 2000; NRP, 2000; Neuhaus Education Center, 1992; Snow et al. 1998
Taking a Closer Look

Lesson Title: ________________________________________________

Examine the lesson and complete the chart. Specifically state how the lesson addresses each element. Use the handout “Elements of Effective Phonics Instruction” as a guide.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Grouping for Instruction</strong></td>
<td></td>
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<tr>
<td><strong>Explicit and Systematic Instruction</strong></td>
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<tr>
<td><strong>Scaffolded Practice</strong></td>
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<td></td>
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<tr>
<td><strong>Progress Monitoring</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Stages of Spelling

<table>
<thead>
<tr>
<th>Stage</th>
<th>Examples of Spelling</th>
<th>Description of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prephonemic</td>
<td></td>
<td>Imitate writing by scribbling, drawing, or writing. May include letter-like forms, but make no connection to sound.</td>
</tr>
<tr>
<td>Semiphonemic/Early Letter Name</td>
<td></td>
<td>Slowly acquire directionality of writing (left to right and top to bottom) but lack correct spacing. Begin to match speech to print. Represent whole words and syllables with initial consonants, sometimes adding final consonants. Often substitute letters that are similarly articulated, such as /b/ for /p/, /j/ for /dr/.</td>
</tr>
<tr>
<td>Letter Name</td>
<td></td>
<td>Begin to represent each sound with a letter. Connect sound to letter names. Add short vowels, but continue to spell based on the place of articulation, such as /e/ for /i/. Use some consonant blends and digraphs.</td>
</tr>
<tr>
<td>Within-Word Pattern</td>
<td></td>
<td>Begin to use spelling patterns and parts of words to spell more complex single syllable words. Use long vowel patterns, but often confuse them, such as <em>bote</em> for <em>boat</em>.</td>
</tr>
<tr>
<td>Syllable Juncture</td>
<td></td>
<td>Not described; generally applies to older students.</td>
</tr>
<tr>
<td>Derivational Constancy</td>
<td></td>
<td>Not described; generally applies to older students.</td>
</tr>
</tbody>
</table>

## Spanish Spelling Stages

Spelling in Spanish and English develops in similar ways. However, the stages of spelling development in English cannot be directly applied to Spanish-speaking learners due to several key differences in the way spelling develops in each language. The following stages, proposed by Ferroli and Krajenta, correspond roughly to the Bear and Templeton stages of spelling development.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Examples of Spelling</th>
<th>Description of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliterate</td>
<td><img src="example1.png" alt="Example" /></td>
<td>There is no letter-sound correspondence between the beginning sound in the syllable and the letter or scribble that the child writes.</td>
</tr>
<tr>
<td>Semi-phonetic 1</td>
<td><img src="example2.png" alt="Example" /></td>
<td>The first vowel or the first consonant of a syllable are represented correctly. The first letters written by Spanish-speaking learners are usually the letters of their name and vowels rather than consonants.</td>
</tr>
<tr>
<td>Semi-phonetic 2</td>
<td><img src="example3.png" alt="Example" /></td>
<td>The first consonant and other consonants are represented correctly or the first consonant and a least one vowel (it could be the first vowel) are represented correctly.</td>
</tr>
<tr>
<td>Phonetic</td>
<td><img src="example4.png" alt="Example" /></td>
<td>There is a vowel in every syllable. In syllables with one vowel, the vowel is represented correctly; in syllables with two vowels at least one of the vowels is represented correctly. Misspellings are alternative representations of a particular sound.</td>
</tr>
<tr>
<td>Transitional</td>
<td><img src="example5.png" alt="Example" /></td>
<td>Every sound in the word corresponds to a letter that reasonably represents the sound. In syllables with dipthongs, each sound must be represented by two vowels or a vowel followed by $ll$ or $y$. The hard /k/ sound is represented with $k$ or $c$.</td>
</tr>
</tbody>
</table>

**Say It and Move It Activity**

*Say It and Move It is a phonemic awareness activity which helps students segment a word into its individual phonemes. Although segmentation is an auditory task, Say It and Move It adds a tactile-kinesthetic component which helps many students better understand the process of segmentation.*

**Objective:** The learner will segment a word into phonemes.

**Materials needed:** paper and pencil (or individual whiteboards and whiteboard markers), translucent chips or other manipulatives (i.e., pennies, Goldfish crackers, buttons), overhead projector for demonstration

**Teacher models drawing boxes on the overhead.**

Students draw boxes on their paper or whiteboards.

**Teacher:** I’m going to show you a way to count the sounds in a word. Listen as I say a word: *jump*. Listen as I say the word slowly: /j/ /u/ /m/ /p/. *(Use finger-blending as a scaffold. See p. 20.)* Hmm...how many sounds did I hear in the word *jump*? I heard four sounds in the word *jump*.

**Teacher:** Now, watch as I say the sounds in the word and move a manipulative for each sound I hear. *(Model the procedure using the overhead. Show students how to pull one manipulative into a box for each phoneme spoken, beginning on the left and proceeding to the right.)* /j/ /u/ /m/ /p/

**Teacher:** Your turn. Say each sound in the word *jump*. As you say each sound, pull a manipulative into a box to represent the sound.

*Continue this routine with additional words. Select words following the scope and sequence of the core program and the GK skill targeted.*

Rather than drawing boxes every time a Say It and Move It activity is done, the teacher may make and laminate a page for each student with several box configurations—two boxes (for segmenting word parts such as onset-rime), three boxes (for segmenting 3-phoneme words), and four or more boxes (for segmenting longer words).
Graphophonemic Knowledge:

Dictation

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

Dictation allows the teacher to model, through a think-aloud, the processes followed when determining the correct spelling pattern for a given phoneme in a particular word. By helping the students reason through the spellings in a word while referencing the alphabet wall cards, the teacher equips the students to logically determine the spellings of regular decodable words.

Types of dictation outlined on the following pages include the following:

1. **Letter and Sound Dictation (p. 14)**—Students learn to identify letter names and sounds and write the correct grapheme.

2. **Beginning Word Dictation (p. 15)**—With the aid of teacher scaffolding and support, students sound out the phonemes in a word, associate each phoneme with the correct spelling as shown on the alphabet wall cards, and write the word.

3. **Advanced Word Dictation (p. 16)**—As students become better able to segment sounds in words and determine correct spellings using the alphabet wall cards, teacher scaffolding decreases and students spell independently with teacher support given only as needed.

4. **“Asking an Intelligent Question” (p. 17)**—This routine enables students to reason through multiple spellings of a phoneme to determine which could be possible spellings in a particular word.

5. **Sentence Dictation (p. 18)**—Students segment sentences into words, then write spellings for the words using skills learned through Word Dictation. Teacher support is given only as needed.

6. **Checking (p. 19)**—With teacher support, students put a dot over each correct spelling and circle each incorrect spelling. The student then correctly rewrites any missed words.

*Dictation is teacher-supported guided PRACTICE. It is NOT a spelling TEST!*

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Letter and Sound Dictation

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

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

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

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

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

Students: s

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

Students: /s/

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

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

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

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

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

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

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

**Students:** Big.

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

**Students:** /b/

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

**Students:** b

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

**Students:** /i/

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

**Students:** i

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

**Students:** /g/

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

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

Journal Writing

Objective: Children draw, dictate, and write about their ideas and experiences
Topics: Print awareness, phonological awareness, and oral language
Materials: Notebooks, crayons, pencils, markers

Directions:
• Provide each child with a notebook to record ideas, thoughts, feelings, and experiences.
• Schedule time each day for children to write or draw in their journals.
• Allow time for children to share journals with peers.

Scaffolding Strategies:
Provide instructional support, or scaffolding, to meet children’s needs and abilities. Use the scaffolding strategies to help each child successfully complete the task/activity.

Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★) as needed.

★
Help children decide what they will draw or write about: “What do you want to write about today?”
Encourage children to dictate sentences: “Tell us about your trip to the zoo.”

★★
Have children talk about their drawing and what they are writing.
Encourage and praise children’s drawing, phonetic spelling, and writing.

★★★
Help children elaborate and expand their drawings: “You are drawing a cat. A cat has whiskers.”
Point out correct letters in words.
Ask children to tell you what they drew and suggest they write a title for their picture.

Help them choose letters based on segmenting the sounds of words.

Ask children to dictate what they want to say about their picture so you can write their message.

Encourage them to read words with you.

Show children how to write a word or letter to label a drawing.

Use children’s dictations to model how to write words.

Sound out words and point to each letter as you say its sound.

Model how to read and write new words and letters by blending and segmenting sounds.

Literacy Lessons

Investigate

Objective: Two or three long-term projects help children learn how to explore and develop a theme in depth and how events are linked and sequenced

Topics: Print awareness, oral language, and phonological awareness

Materials: Project-related materials, paper, markers, pencils, books, notebooks, tape recorder, camera

Directions:
• Decide on two or three topics of interest.
• Select a variety of media to document the information that is collected (e.g., drawings, photographs, audiotapes).
• Involve experts from the community and children’s families. For example, ask a fireman to come and talk about fire safety, or visit a fire station.
• Plan how the information will be summarized and disseminated (e.g., videotape, posters, or making a book).
• Divide children into two or three groups.

Scaffolding Strategies:
Provide instructional support, or scaffolding, to meet children’s needs and abilities. Use the scaffolding strategies to help each child successfully complete the task/activity.

Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★★) as needed.

★
Ask children to describe their topic: “What did you draw?”

Ask children to explain why procedures are necessary: “Why are we going to the library?”

Assist children in planning and organizing information: “How can we find out about . . . ?”
Help children relate the topic to their own personal experiences: “Have you ever seen a spider web?”

Describe what children are seeing and doing: “That’s a photograph of a hurricane.”

Encourage children to express ideas and incorporate them whenever possible.

Help children determine if their ideas are feasible: “Can we afford to order the videotape?”

Request clarification: “Why did you add that piece?”

Help children follow a logical sequence: “First, we will visit the fire station.”

Help children make connections: “If we look in more than one book, we may find more information.”

Remind children of steps to complete project. Summarize plans.

Use concrete representations, such as graphic organizers, to record observations and information: “Let’s look at our chart. Did we collect more rocks this week or last week?”

Ask children to describe what they have done so far before they proceed with the next steps.

Select different tasks for each child based on children’s interests, experiences, and abilities.
Model how to describe objects and events.

Expand children’s language: “Shells. Yes, shells are homes for many creatures of the sea.”

Encourage peer models: “Joe is looking in magazines for pictures of the ocean. Can you find any pictures?”

Assign specific tasks to individual children: “Let’s let Marcel paste the pictures on the poster.”

Ask specific questions: “What is coral?”

Literacy Lessons

Photo Journals

Objective: Photographs document past events and serve as a springboard for discussion and reflective thinking

Topics: Print awareness, oral language, and phonological awareness

Materials: Camera, paper, binders

Directions:
• Take photographs of children in the classroom engaged in activities or of interesting objects seen on field trips.
• Discuss the photographs in small groups. Ask children to evaluate experiences.
• Create albums and write brief descriptions or label the photographs.
• Optional: Use a tape recorder during field trips.

Scaffolding Strategies:
Provide instructional support, or scaffolding, to meet children’s needs and abilities. Use the scaffolding strategies to help each child successfully complete the task/activity.

Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★) as needed.

★
Ask children to explain what they see happening in the photographs: “Tell me what you see.”

Encourage children to write something to label the photograph: “Why were we wearing gloves?”

Help children choose what to write about by discussing the events in the photographs: “What were the three of you doing?”

★★
Encourage and offer feedback about children’s attempts at writing.

Encourage children’s use of phonetic spelling.
Ask children to read what they have written.

Help children write words by segmenting sounds: “What’s the first sound you hear?”

Spell words and have children write or read the letters.

Remind children of the experience or event documented in the photographs: “Remember we were counting the rocks in our collection.”

Help children remember how they have written words before: “What’s the first sound in mat?” “Which letter makes the /m/ sound?”

Provide choices: “Is Mary singing or telling a story?”

Include the real object and/or reenact events depicted in the photo.

Ask questions: “What is happening here?”

Ask children to echo as you model writing words: “Rock begins with the /r/ sound. What letter makes the /r/ sound?”

Describe some part of the photograph and encourage children to add their comments: “We were searching for a tiny pebble. What else were we doing?”

Model for children how to write words and ask them to help or continue writing.

Begin writing and have children continue. Point to specific objects or actions: “What are you doing by the tree?”

Write letters and words that children can copy.

Literacy Lessons

Book Partners

Objective: Children interact with peers as they retell familiar books
Topic: Oral language
Materials: Favorite books

Directions:
• Provide a selection of predictable, repetitive storybooks for children to “pretend read.”
• Pair children with classmates. Pair more able children with less able children.
• Have children retell the story to each other or have children take a book home to retell to a family member.
• Provide instructional support while children work together in pairs.

Scaffolding Strategies:
Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★) as needed to help each child successfully complete the task.

★
Ask children to describe illustrations in the book: “What do you see? What happened?”
Help children think about their listeners: “Do you think Jason understood that?”

★★
Ask children to clarify information: “Tell us who drove the school bus.”

★★★
Model how to make connections using the pictures: “The monkey is crying. The picture on the page before this shows why she is crying.”
Provide prompts to help children sequence events: “What happened first? Next?”
Encourage children to use pictures to help them sequence their retellings.
Repeat-read books and include books with repetitive phrases or rhymes to help children recall events.

Ask questions that give children choices: “Did the teacher move away or did she go to visit her parents?”

Use books and stories that are familiar to children.

Provide additional opportunities for children to look through and “pretend read” familiar stories and books.

Model how to expand responses: “Yes, that’s a butterfly. It is a monarch butterfly.”

Encourage peer interactions: “Tell Becky how a tadpole becomes a frog.” “Ask Amy if she can tell you about hibernation.”

Ask specific questions about pictures in the story: “What is the bear eating in this picture?”

Practice retelling books before asking children to read them with a classmate: “Remember, the girl couldn’t find her mitten. Now, you tell me what happened.”

Model how to use one picture at a time to recall events in a story.

Literacy Lessons

Different Ways to Say It

Objective: Children learn that objects, people, and events can be represented in different ways depending on language and culture

Topics: Print awareness, phonological awareness, and oral language

Materials: Paper, markers and/or crayons, objects in the classroom

Directions:

• Discuss different ways of saying and writing common words (e.g., yes, hello).
• Have children who speak languages other than English translate the words into their languages.
• Label objects in the classroom with the different languages.
• Display products and books that contain print in more than one language.
• Discuss other countries, cultures, and traditions.
• Ask children to bring articles and objects from other countries or cultures.

Scaffolding Strategies:
Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★★★) as needed to help each child successfully complete the task.

★
Ask questions: “What did you see when you visited your grandparents in Germany? How do they say hello in German?”

Encourage children to think about what words in different languages mean: “What do you think _____ means?”

★★
Provide prompts to help children sequence events: “First, you mix the masa. What is the next step?”

Help children understand that the same objects can have different names in different languages.
★ ★ ★
Engage children in conversations about familiar objects in the classroom or playground.
Encourage peer interactions: “Now, let’s all say ___. What does ___ mean in English?”
Have children bring books and objects from home.
Use pictures, objects, and maps to help children understand the meanings of words in another language.

★ ★ ★ ★
Ask specific questions: “How do you say yes in French?”
Have children name an object or picture. Then ask others to repeat the name: “This is ___. What’s this?”
Incorporate opportunities to practice using words in other languages.
Provide prompts and have children repeat words in different languages: “The French say oui. How do you say yes in French?”
Talk about your own culture and experiences: “I remember my father telling me about the books his mother read to him in Korea.”

Lecciones de lecto-escritura

**Escribiendo en su diario**

**Objetivo:** Los niños dibujan, dictan y escriben sobre sus vivencias y experiencias.

**Temas:** La percepción fonológica, el lenguaje oral y el concepto de la letra impresa.

**Materiales:** Libretas, crayones, lápices, marcadores

**Instrucciones:**

- Proporcione a cada niño una libreta para escribir ideas, pensamientos, sentimientos y experiencias.
- Asigne un período de tiempo para que los niños dibujen y escriban en su diario.
- Permita que los niños compartan sus diarios con sus compañeros.

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**Estrategias de apoyo:**

Proporcione ayuda y apoyo específico a los niños que lo necesiten. Utilice las estrategias de apoyo para ayudar a cada niño a completar la actividad satisfactoriamente.

Empiece con estrategias que ofrecen menos apoyo (ej., ★) y vaya incrementando el apoyo (ej., ★★★★★) gradualmente si se necesita.

★
Ayude a los niños a decidir sobre lo que van a dibujar o a escribir: “¿Sobre qué quieres escribir el día de hoy?”

Ayude a los niños a identificar un tema sobre el que ellos quieran dibujar y aliéntelos a que le dicten oraciones: “Cuéntanos sobre tu paseo al zoológico.”

Ayude a los niños a identificar un tema sobre el que ellos quieran dibujar: “Puedes hacer un dibujo sobre tu perrito.”
Aliente y alabe la escritura, los dibujos y el uso de ortografía fonética.

Señale las letras correctas en las palabras.

Pídales a los niños que hablen sobre sus dibujos y sobre lo que están escribiendo: “Estoy escribiendo mi nombre.”

Aliente y alabe los esfuerzos de los niños para escribir palabras.

Ayude a los niños a desarrollar y dar más información sobre sus dibujos: “Estás dibujando un gato. Un gato tiene bigotes y una cola larga.”

Pregúntele a los niños sobre lo que dibujaron y sugiérale que escriban un título para su dibujo.

Al escribir, ayude a los niños a escoger letras basándose en la segmentación de los sonidos en las palabras.

Diga en voz fuerte las palabras y señale cada letra cuando diga el sonido.

Modele a los niños cómo leer y escribir palabras y letras nuevas juntando y separando sonidos.

Muéstreles a los niños cómo escribir una palabra o una letra para titular un dibujo.

Utilice los dictados que hacen los niños para modelar cómo escribir las palabras.

Pídales a los niños que le dicten lo que quieren decir sobre su dibujo para que usted escriba el mensaje.

Aliente a los niños a que lean las palabras con usted.

Lecciones de lecto-escritura

¡A investigar!

Objetivo: Los niños exploran un tema a profundidad y analizan cómo los eventos están conectados entre sí y en una secuencia específica.

Temas: La percepción fonológica, el lenguaje oral y el concepto de la letra impresa.

Materiales: Materiales sobre los proyectos, papel, marcadores, lápices, libros, libretas, grabadora, cámara

Instrucciones:
• Escoja dos o tres proyectos de interés general.
• Seleccione una variedad de medios para obtener la información deseada (ej., dibujos, fotografías, casetes).
• Invite a los expertos de la comunidad y a las familias de los niños. Por ejemplo, invite a un bombero al salón para que hable sobre seguridad en el hogar o visite con su grupo una fábrica.
• Planee cómo va a ser la información resumida y diseminada (ej., videocasetes, pósters, libros).
• Divida a los niños en dos o tres grupos.

Estrategias de apoyo:
Proporcione ayuda y apoyo específico a los niños que lo necesiten. Utilice las estrategias de apoyo para ayudar a cada niño a completar la actividad satisfactoriamente.

Empiece con estrategias que ofrecen menos apoyo (ej., ★) y vaya incrementando el apoyo (ej., ★★★★★) gradualmente si se necesita.

★
Ayude a los niños a planear y organizar la información: “¿Cómo podemos investigar . . . ?”

Pidales a los niños que expliquen porque los procedimientos son necesarios: “¿Por qué vamos a la biblioteca?”

Ayude a los niños a relacionar el tema con experiencias personales: “¿Has visto alguna vez una telaraña?”
Aliente a los niños a expresar sus ideas e incorporarlas siempre que sea posible.

Ayude a los niños a determinar si sus ideas son fáciles de realizar o no: “¿Tenemos suficiente dinero para ordenar el video?”

Pídale a los niños que aclaren ideas: “¿Por qué pusiste esa pieza ahí?”

Describa las cosas que los niños están haciendo y viendo: “Esa es la fotografía de un huracán.”

Ayude a los niños a seguir una secuencia lógica: “¿Qué debemos hacer primero? ¿Qué vamos a hacer después de visitar la estación de bomberos?”

Ayude a los niños a hacer conexiones: “Si buscamos en más de un libro, encontraremos más información.”

Ayude a los niños a seguir una secuencia lógica: “Primero visitaremos la estación de bomberos.”

Resuma la información, tome notas y ayude a los niños a recordar los pasos realizados.

Recuérdeles a los niños los pasos realizados para completar el proyecto. Resuma los planes de trabajo.

Asigne diferentes tareas para cada niño basándose en los intereses, experiencias y habilidades de los niños.

Pidales a los niños que describan lo que han hecho hasta ese momento antes de que procedan con los siguientes pasos.

Utilice medios concretos (organizadores gráficos) para registrar información y observaciones: “Vamos a ver nuestra tabla. ¿Recogimos más piedras esta semana o la semana pasada?”
Asigne tareas específicas a niños individualmente: “María, ¿le podrías pedir a tus padres que te ayuden a buscar fotografías de conchitas de mar?”

Asigne tareas específicas a niños individualmente: “Vamos a dejar que Paco pegue las fotos en el póster.”

Haga preguntas específicas: “¿Qué es el coral?”

Modele cómo describir objetos y eventos.

Desarrolle el vocabulario de los niños: “Conchitas. Sí, las conchas son las casas de muchas criaturas del océano.”

Utilice a otros como modelos: “Jorge está buscando fotos del océano en las revistas. ¿Puedes tú encontrar algunas fotos?”

Lecciones de lecto-escritura

Diarios con fotografías

Objetivo: Los niños aprenden cómo las fotografías documentan eventos pasados y sirven como trampolín para la discusión y reflexión.

Temas: La percepción fonológica, el lenguaje oral y concepto de la letra impresa.

Materiales: cámara, papel, cartapacios

Instrucciones:
• Tome fotografías de los niños trabajando en el salón o de objetos interesantes que hayan visto en excursiones escolares.
• En grupos pequeños, pídales a los niños que conversen sobre las fotografías y evalúen las experiencias.
• Haga álbumes con las fotos y escriba breves descripciones para cada fotografía.

Estrategias de apoyo:
Proporcione ayuda y apoyo específico a los niños que lo necesiten. Utilice las estrategias de apoyo para ayudar a cada niño a completar la actividad satisfactoramente.

Empiece con estrategias que ofrecen menos apoyo (ej., ★) y vaya incrementando el apoyo (ej., ★★★★★) gradualmente si se necesita.

★ Ayude a los niños a decidir sobre lo que van a escribir conversando sobre los eventos de las fotografías: “¿Qué estaban haciendo ustedes aquí?”

Aliente a los niños a escribir algo para ponerle un título a la fotografía: “¿Por qué estábamos usando guantes aquí?”

Pídales a los niños que expliquen lo que está pasando en las fotografías: “Dime qué ves aquí.”

★★ Aliente y alabe la escritura y el usar ortografía fonética.

Aliente y ofrezca retroalimentación a los esfuerzos de los niños para escribir.

Pídales a los niños que lean lo que han escrito.
** Ayude a los niños a escribir palabras separando los sonidos o las sílabas: “¿Cuál es el primer sonido que escuchas? ¿Con qué sílaba empieza esta palabra?”

Escriba las palabras correctamente y pídale a los niños que escriban o lean las letras o las sílabas.

** Ayude a los niños a recordar cómo han escrito palabras anteriormente: “¿Cuál es el primer sonido en casa? ¿Qué letra hace el sonido /m/?”

Recuérdelos a los niños sobre las experiencias o los eventos documentados en las fotos: “Acuérdense, estábamos contando cuántas rocas tenemos en nuestra colección.”

** Utilice los objetos reales y/o actúe los eventos capturados en las fotografías.

** Modele cómo escribir palabras y pídale a los niños ayuda para seguir escribiendo: “Estoy escribiendo gato. ¿Qué letra voy a poner al final?”

Describa una parte de la fotografía y aliente a los niños a añadir sus comentarios: “Estábamos buscando una piedrita chiquita. ¿Qué más estábamos haciendo?”

Empiece a escribir y deje que sus alumnos terminen. Señale objetos o acciones específicas: “¿Qué estabas haciendo en el árbol?”

Haga preguntas específicas: “¿Qué está pasando aquí?”

Pídale a los niños que escuchen con atención y repitan cuando usted escriba palabras: Gato empieza con el sonido /g/. ¿Con qué sonido empieza? ¿Qué letra hace el sonido /g/?”

Elements of Effective Instruction:  
Spelling and Writing

Grouping for Instruction  
Use whole-group, small-group, and one-on-one instruction for writing and spelling instruction. Group children based on their interests, knowledge, or needs.

Explicit and Systematic Instruction

Spelling  
• Some children learn to spell with little effort, but all children benefit from systematic spelling instruction and practice.

• Review words children have learned to spell. Expect children to correctly spell words previously learned.

• Consider children’s knowledge and skills and teach the spelling of words they can read.

• Introduce frequently used and regular word spelling patterns before less frequently used and less regular patterns.

Example:
The phonogram —am is more commonly used than —ax.

• Limit the number of new spelling words or spelling patterns in one lesson.

Writing  
• Use collaborative writing to help children learn how to write and spell. Collaborative writing provides a concrete demonstration of print concepts, letter-sound correspondences, the conventions of written language, and writing processes.

• Incorporate a variety of collaborative writing procedures to help children understand that spoken words can be transformed into print. Model writing of both narrative and expository texts.
Examples:
Collaborative writing involves children narrating a story or message as you record their words. Children do not write the message themselves. You can write children’s names beside their contributions.

Interactive writing is a form of collaborative writing that scaffolds writing by having children “share” the pen as the words are written. You write less and less of the text as the year progresses. The goal is for the children to write independently.

Writing aloud is similar to a “think aloud.” Teachers vocalize what they are thinking as they write and ask children to assist at various times. Teachers lead the discussion, encouraging children to contribute, expand, and sequence ideas. Writing aloud provides opportunities for children to learn how to select topics, organize ideas, and compose text.

Scaffolded Practice

Spelling
• Provide extended practice for newly learned words or spelling patterns before introducing new patterns.

Example:
Dictate words and/or sentences and have children use plastic letters to spell words or write them on dry-erase boards.

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

• Provide immediate feedback to reinforce correct spelling of newly learned spelling patterns.

• Encourage children to record words in notebooks or on word-bank cards. Children can use word banks to review previously taught words and to serve as a resource as they write.

• Introduce mnemonics to help children recall words, such as “there’s an ear in hear.”

• Provide multiple opportunities for children to make connections between words, their spellings, sounds, and meanings.

Examples:
Analyze and sort words into categories to focus children’s attention on sounds and spelling patterns in words.

Have children hunt for words in their reading and writing that fit the spelling patterns they have studied.

• Use segmenting activities that encourage children to focus on the phonemic elements of words.
Examples:
Have children repeat a word and then say the sounds as they write the corresponding letters.
Encourage children to decode unfamiliar words during word sorts and other writing activities.

Writing
- Provide daily opportunities for children to write.
- Include writing materials and activities in centers/stations.
- Incorporate writing activities across the curriculum.

Progress Monitoring
- Expect children to correctly spell previously learned words.
- Encourage children to check and monitor their spelling. Ask children to read words after they have spelled them.
- Collect written work to help you, the children, and their parents see growth and development throughout the school year.
- Use children’s spellings to monitor their phonemic awareness and their understanding of letter sounds and spelling patterns.
- Target specific spelling concepts as you plan instruction.

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