

Letter Knowledge & Phonics Instruction Guide




Goal: Accurately identify all letter/sound correspondences in alignment with grade level expectations and apply them in word and sentence level context.

Subskill Focus: _____




Date: _____

Students: _____



Instructor: _____

Time/Activity	Instruction (with example activities)	Materials
 Review 2 min	Review letter names and learned letter sounds. <ul style="list-style-type: none"> Students touch and name each letter on alphabet strip. Students name all learned letters, keywords, and sounds. 	alphabet strip letter cards keyword and sound cards
 New Letter Sounds 4 min	Introduce new letter, keyword, and sound. <ul style="list-style-type: none"> <u>Listen</u>: “What sounds do you hear that’s the same in each of these words?” Say each word; students echo each word. <u>See</u>: What looks the same in the (initial, middle, or final position) of these words? Write words and guide students to discover pattern. Acknowledge/prompt correct letter name and sound. Add keyword for the new sound and introduce to students with a one-sentence story that incorporates the target sound. Students repeat the letter name, keyword, and sound 3 times as they are shown the card for each. <u>Write</u>: Model correct written letter formation. Provide guided prompts and practice sheets for students. Students name and write the letter. 	alphabet letters letter cards keyword and sound cards letter writing prompts (i.e., numbered arrow cues with verbal prompts as well) word list
 Picture Sort 4 min	Sort pictures with target sound to their matching letter(s). <ul style="list-style-type: none"> Select 2-3 target sounds to reinforce (i.e., short vowels a , i , u in middle position). Teacher places letters (i.e., a, i, u) and keyword pictures (i.e., mat, fin, bus) as column headers and models matching the picture to the target letter-sound for 2-3 sounds. Say the name of the picture, isolate the target sound (initial, middle or final), emphasize the sound, and model matching to its letter name group. Students take turns naming pictures, isolating the target sound, and matching the picture with its letter name group. Students work together as a group, then individually. 	letter cards keyword and sound cards picture sort cards

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<p> Word Segmentation 5 min</p> <ul style="list-style-type: none"> <input type="checkbox"/> consonants and short vowels in closed syllables <input type="checkbox"/> long vowels in open syllables <input type="checkbox"/> consonant digraphs in closed and open syllables <input type="checkbox"/> long vowels in silent-e syllables <input type="checkbox"/> vowel digraphs and diphthongs in syllables <input type="checkbox"/> r-controlled vowels in syllables 	<p>Segment words into individual sounds and match to letters.</p> <ul style="list-style-type: none"> • <u>Listen</u>: Teacher says word slowly. • <u>Say</u>: Students repeat word and segment sounds. • <u>Touch</u>: Students select and touch correct letters as they segment, say the sound, and move each letter into a square of the Elkonin box. • <u>See</u>: Students name letters, blend sounds, and read the word. 	<p>alphabet letters Elkonin sound boxes word list</p>
<p> Word Chains 5 min</p> <ul style="list-style-type: none"> <input type="checkbox"/> consonants and short vowels in closed syllables <input type="checkbox"/> consonant digraphs in closed syllables <input type="checkbox"/> long vowels in silent-e syllables 	<p>Manipulate initial, middle, and final phonemes.</p> <ul style="list-style-type: none"> • <u>Listen</u>: Teacher reads word slowly. • <u>Say</u>: Students repeat the word and segment the sounds. • <u>Touch</u>: Students select and touch correct letters, say the sounds, and move each letter into a square of the Elkonin box. • <u>See</u>: Students blend sounds together and read word. • Repeat steps using word chains to add or substitute sounds in 2-4 letter words. Emphasize sound position for each change. <p>Example: This is caaat. c a t <u>c a t</u> cat. Change <u>cat</u> to sssaaat (repeat through word chain).</p>	<p>alphabet letters Elkonin sound boxes word chain list</p>
<p> Decodable Text/Comprehension 4 min</p>	<p>Supervised time reading aloud decodable, connected text.</p> <ul style="list-style-type: none"> • Students read chorally, echo read, and/or individually read with immediate corrective feedback. • Students should be able to decode and read with at least 95% accuracy (miss no more than 1/20 words) for decodable text practice. • Teacher asks 2 - 3 strategic comprehension questions about the meaning of the text. 	<p>decodable sentences decodable books</p>

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<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Wide Reading/ Listening Comprehension 4 min	Supervised time reading aloud / listening to connected text. <ul style="list-style-type: none"> • Students listen and/or share strategic reading with immediate, corrective feedback. • Texts should be at grade level expectations. • Teacher incorporates comprehension strategy such as vocabulary development, think aloud, K-W-L chart, and graphic organizers. • Teacher asks 2-3 strategic comprehension questions about the meaning of the text. 	Wide reading text/books
 Closure 2 min	Review new learning. <ul style="list-style-type: none"> • Review letter name, sound, and key word for new letter(s). • Review written letter formation, then students trace and write a copy. • Give word or nonsense word and have student identify position of the target sound (initial, middle, final). 	letter cards keyword and sound cards target words letter writing prompts (i.e., numbered arrow cues with verbal prompts as well)

Planning

- Step 1** Identify letters-sounds targeted for review and reinforcement based on assessment data and observation. Review
- Step 2** Identify subskill and sequence of instruction with pacing based on student needs. New Letter Sounds
- Step 3** Gather and prepare materials. Example resources: Florida Center for Reading Research (FCRR), West Virginia Phonics Lessons, Institute for Education Sciences (IES) practice guides.
Picture Sort
Word Segmentation
Word Chains
- Step 4** Progress monitor subskills to determine movement through the sequence of instruction until goal is met. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.