

Rethinking Phonics: 49th Early Childhood Conference July 2009

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■ Why Teach Phonics?

- True purpose of phonics is to expand and refine children's reading and writing powers
- In the complex processes of reading and writing letters, sounds, and words are the keys to help children grasp and use language as a tool
- Phonics is not a complete reading program nor even the most important component of a reading program (Pinnell & Fountas)

■ The Best Way to Teach Phonics

- Wide range of engaging literacy experiences
- Rigorous teaching
- Classroom practice: reading and writing continuous text
- Words solved "on the run"
- Instructional approaches: demonstration and explicit teaching

■ Phonics in Context

- The context of children's needs and emerging phonics concepts
- The context of children's developing language knowledge
- The context of classroom reading and writing activities

■ A Thoughtfully Planned Program

- Learner variability
- Learner differences rather than fixed sequence of phonics skills
- "Intensity of instruction on any particular skill or strategy should be based on need. Thus, intensity will vary both with individuals and groups." Strickland

■ Phonics-in-Context

1. Phonics is taught as part of reading and writing events.
2. Systematic instruction is based on learner needs and development.

3. Phonics learning comes from instruction and independent exploration.
4. Intensive, planned instruction is designed to meet learner needs.
5. Phonics is taught as practice in isolation. It is a stand-alone part of the curriculum.
6. Systematic instruction presents all letter-sound relations in a preset sequence.
7. Phonics learning relates to the sequence of skills taught by the teacher.
8. Intensive, planned instruction provides curricular coverage of phonics skills and concepts.

■ **Embedded Phonics**

- “Effective phonics instruction is embedded in the context of a complete reading and language arts program.” IRA

■ **Phonics-in-context lessons in daily activities**

- Shared reading
- Conferences during independent reading
- Mini-lessons and cooperative work during writing

■ **Literacy Program Characteristics**

- A child-centered approach to reading and writing
- A wide selection of children’s literature
- Sustained periods of student engagement with literacy
- Peer collaboration during authentic reading and writing

■ **Principles for Phonics Instruction**

- Phonics knowledge is developmental
- Phonics instruction is integrated into beginning reading and writing instruction
- Phonics knowledge is important not for itself but in its application
- Strategic knowledge is required to use phonics concepts and skills
- Phonics instruction involves teacher decision making
- Peers teach each other phonics as they read and write side-by-side

■ My School Promise

Each day I'll do my best

And I won't do any less.

My work will always please me,

And I won't accept a mess.

I'll color very carefully,

My writing will be neat.

And I will not be happy,

Till my papers are complete.

I'll always do my homework,

And try my best on every test.

I won't forget my promise,

To do my very best!

Adapted from: <http://www.kinderthemes.com/Songsideasandchecklists.html>

■ Strategies to Develop Phonics Skills

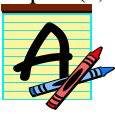



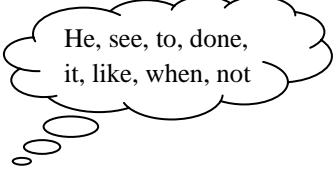

1. Use of onset and meaning to figure out a word
2. Sound out a word by elongating its sound
3. Recheck writing by rereading and monitoring sounds
4. Use letter-sound information to rethink a miscue
5. Use pattern knowledge figure out words
6. Kinesthetic information
7. Understand variation and complex letter-sound relations
8. Voice print matching to focus attention word-by-word during reading

- “Rather than debate whether phonics should be taught, effective teachers of reading and writing ask when, how, how much, and under what circumstances phonics should be taught.”
International Reading Association

■ References

- Dahl, K., Scharer, P., Lawson, L. & Grogan, P. (2001). *Rethinking phonics – Making the best teaching decisions*. Portsmouth, NH: Heinemann.
- Pinnell, G. & Fountas, I. (2003). *Phonics lessons – Letters, words, and how they work*. Portsmouth, NH: Heinemann.
- Strickland, D. (1998). *Teaching phonics today: A primer for educators*. Newark, DE: IRA.

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<p>Choose a list of words and draw shapes around the words.</p> <p>Example: that</p>	<p>Make a list of one syllable words.</p> <p>Example: (a, of)</p> 	<p>Choose a list and make a word search.</p> <p>Example:</p> <table border="1" data-bbox="987 275 1143 426"> <tr><td>A</td><td>b</td><td>g</td><td>o</td><td>t</td><td>c</td><td>f</td><td>q</td><td>a</td></tr> <tr><td>r</td><td>b</td><td>t</td><td>o</td><td>n</td><td>b</td><td>i</td><td>t</td><td>e</td></tr> <tr><td>b</td><td>l</td><td>u</td><td>e</td><td>z</td><td>o</td><td>u</td><td>t</td><td>i</td></tr> <tr><td>o</td><td>n</td><td>l</td><td>h</td><td>o</td><td>m</td><td>e</td><td>y</td><td></td></tr> </table>	A	b	g	o	t	c	f	q	a	r	b	t	o	n	b	i	t	e	b	l	u	e	z	o	u	t	i	o	n	l	h	o	m	e	y		<p>Make a list of the word with the same ending.</p> <p>Example: <u>not</u> <u>got</u> <u>hot</u></p>
A	b	g	o	t	c	f	q	a																															
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<p>Write a list of contractions.</p> <p>Example: Can't, Don't</p>	<p>Make a flip book. Illustrate each word.</p> <p>Example:</p> <table border="1" data-bbox="526 615 857 688"> <tr><td>sun</td><td>two</td><td>play</td><td>see</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	sun	two	play	see					<p>Write ten short vowel words.</p> <p>Example: Sit, wish</p>	<p>Make a list of two syllable words.</p> <p>Example: Because, wonder</p>																												
sun	two	play	see																																				
<p>Choose a list and write the words in ABC order.</p> <p>Example: Get Go Got</p>	<p>Choose a list and write a story.</p> 	<p>Write 10 words with a bossy r.</p> <p>Example: for, hurt</p>	<p>Make a list of words with the "h" brothers.</p> <p>Example: <u>which</u>, <u>then</u></p>																																				
<p>Copy and illustrate four action words.</p> <p>Run</p> 	<p>Add s, es, or ies to 10 verbs.</p> <p>Example: runs, carries</p>	<p>Write 10 words with silent e.</p> <p>Example: came, like</p>	<p>Make a list of words with vowel teams.</p> <p>Example: <u>Read</u>, <u>goes</u></p>																																				
<p>Copy and illustrate four nouns.</p> <p>Dog</p> 	<p>Add -ed to 10 action words.</p> <p>Example: talked, jumped</p>	<p>Write antonyms for 10 describe words.</p> <p>Example: hot – cold</p>	<p>Make a list of words with prefixes.</p> <p>Example: <u>retell</u>, <u>unhappy</u></p>																																				
<p>Add -ing to 10 action words.</p> <p>Example: <u>going</u>, <u>coming</u></p>	<p>Write synonyms for 10 describing words.</p> <p>Example: Happy = glad</p>	<p>Make a list of words with suffixes.</p> <p>Example: <u>Careful</u></p>	<p>Write all of the words with 4 letters.</p> <p>f r o m</p>																																				
<p>Write 5 sentences using only word wall words.</p> <p>He can play.</p>	<p>Read the word wall with a partner.</p> 	<p>Make a word family ladder. (an, oy, ill, ot, ake)</p> 	<p>Make a collage of word wall words using old magazines and newspapers.</p> 