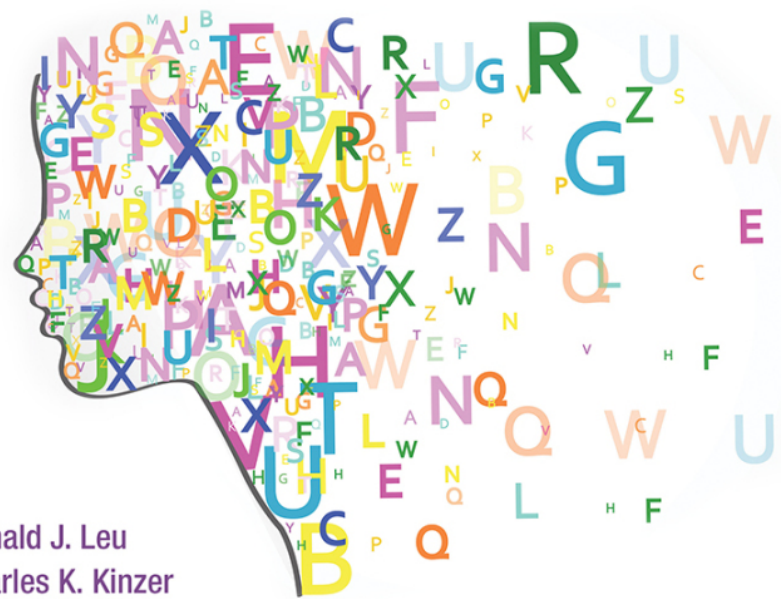
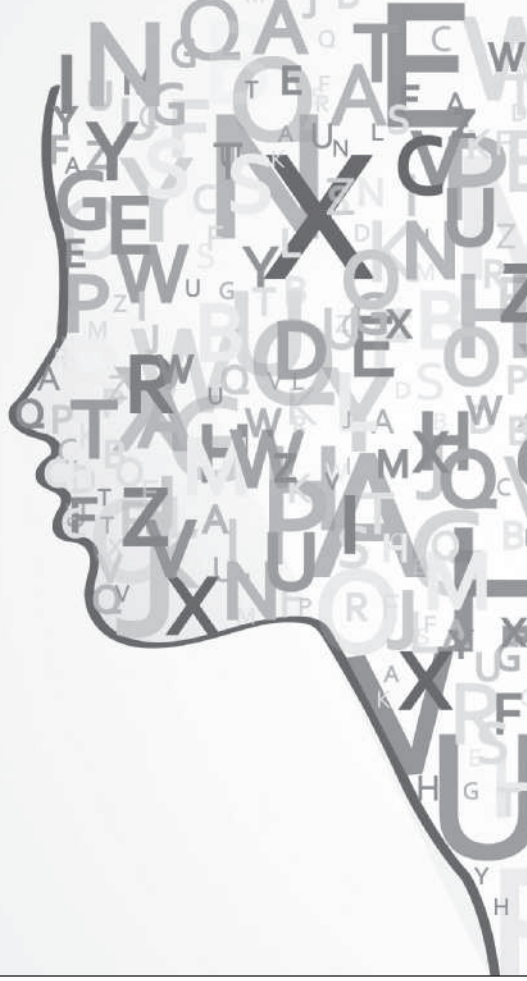
Tenth Edition

PHONICS, PHONEMIC AWARENESS, *and* WORD ANALYSIS FOR TEACHERS

An Interactive Tutorial



Donald J. Leu
Charles K. Kinzer



Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial

Tenth Edition

Donald J. Leu
University of Connecticut

Charles K. Kinzer
Teachers College, Columbia University

PEARSON

Boston Columbus Indianapolis New York San Francisco
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montréal
Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

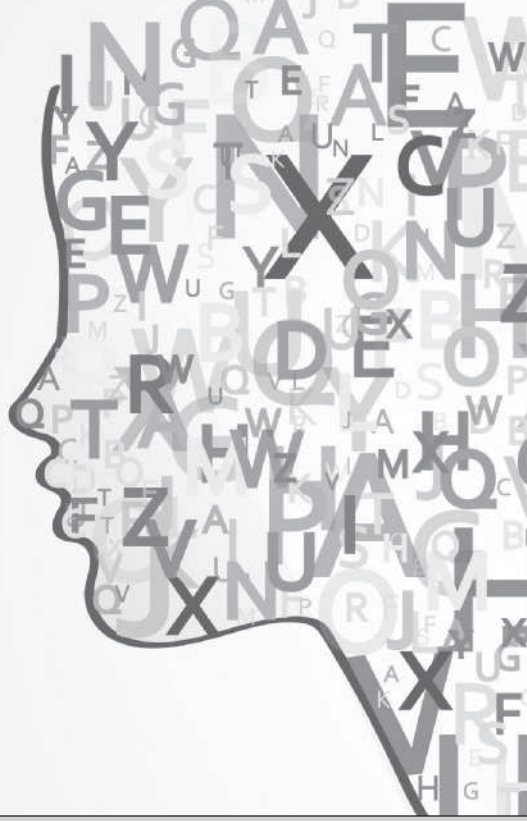
Vice President and Editorial Director: Jeffery Johnston
Executive Editor: Meredith D. Fossel
Editorial Assistant: Maria Feliberty
Executive Marketing Managers: Christopher Barry and Krista Clark
Program Manager: Miryam Chandler
Project Manager: Karen Mason
Manufacturing Buyer: Deidra Skahill
Full-Service Project Management: Lumina Datamatics, Inc.
Rights and Permissions Research Project Manager: Tania Zamora
Manager, Cover Visual Research & Permissions: Diane Lorenzo
Cover Image Credits: MirMar/Fotolia
Printer/Binder: Edwards Brothers Malloy
Text Credits: Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text. pp. 21, 40, 52, 83, 116: Used by permission from National Council of Teachers of English; pp. 14, 22, 41, 53, 65, 73, 83, 96, 104, 116–117: A courtesy of Apple Inc.

Cataloging in Publication data is available upon request

10 9 8 7 6 5 4 3 2 1

PEARSON

ISBN 10: 0-13-416978-6
ISBN 13: 978-0-13-416978-1



Contents

Preface	ix
1 Recognizing Words: Helping Children Develop Word Analysis Strategies	**1**
Introduction	1
Phonological Awareness	2
Phonemic Awareness	2
Phonics	3
Context Use	3
Sight Word Knowledge	4
Morphemic Analysis	4
Chunking Words	4
Dictionary Skills	4
Developmental Spelling Patterns	5
Two Special Populations	5
English Learners	5
Struggling Readers	6
The Journey Ahead	6
Word Analysis: An Interactive Tutorial	6
Self-Check for Chapter 1	12
Practical Examples and Resources for Teaching Word Analysis in Your Classroom	13
Take a Look Videos	13
Lesson Suggestions	13
Apps for Classroom Use	13
Online Reading Resources	14

The Early Stages: Phonological and Phonemic Awareness **15**

Introduction 15
Phonological Awareness 15
Phonemic Awareness 16
Phonological and Phonemic Awareness: An Interactive Tutorial 17
Self-Check for Chapter 2 20
Practical Examples and Resources for Teaching Phonological and Phonemic Awareness in Your Classroom 21
Take a Look Videos 21
Lesson Suggestions 21
Apps for Classroom Use 22
Online Reading Resources 22

Phonics: Onset, Rime, and Consonant Patterns **23**

Introduction 23
Onset, Rime, and Consonant Patterns: An Interactive Tutorial 24
Onset: Initial Consonants 24
Rime 25
Table 1. *The 37 Most Common Rime Patterns* 25
Consonant Patterns 26
Consonant Clusters 26
Consonant Digraphs 27
Consonant Blends 29
Special Consonant Patterns 30
Silent Consonant Patterns 35
Self-Check for Chapter 3 38
Practical Examples and Resources for Teaching Phonics (Onset, Rime, and Consonant Patterns) in Your Classroom 39
Take a Look Videos 39
Lesson Suggestions 40
Apps for Classroom Use 40
Online Reading Resources 41

4 Phonics: Vowel Patterns	**43**
Introduction	43
Vowel Patterns: An Interactive Tutorial	43
Single Vowels	44
Vowel Clusters	46
Vowel Digraphs	46
Vowel Blends (Diphthongs)	46
Vowel Generalizations	47
Vowel Generalization 1 (CVC or VC)	48
Vowel Generalization 2 (CV)	48
Vowel Generalization 3 (VCE)	49
Vowel Generalization 4 (VV)	49
Self-Check for Chapter 4	50
Practical Examples and Resources for Teaching Phonics (Vowel Patterns) in Your Classroom	51
Take a Look Videos	51
Lesson Suggestions	52
Apps for Classroom Use	52
Online Reading Resources	53
5 Context	**55**
Introduction	55
The Importance and Use of Context: An Interactive Tutorial	56
Using Context to Check Word Analysis	57
Using Context with Other Word Analysis Techniques	57
Using Context as a Basic Word Analysis Technique to Determine Meaning	59
Limitations of Using Context Clues	62
Self-Check for Chapter 5	63
Practical Examples and Resources for Teaching Context Skills in Your Classroom	64
Take a Look Videos	64
Lesson Suggestions	64
Apps for Classroom Use	65
Online Reading Resources	65
6 Sight Words	**67**
Introduction	67
The Devlopment of Sight Word Knowledge: An Interactive Tutorial	67
Figure 1 *Dolch List of Basic Sight Words*	69
Self-Check for Chapter 6	71

Practical Examples and Resources for Teaching Sight Words in Your Classroom 72
Take a Look Videos 72
Lesson Suggestions 72
Apps for Classroom Use 72
Online Reading Resources 73

7 **Morphemic Analysis** **75**

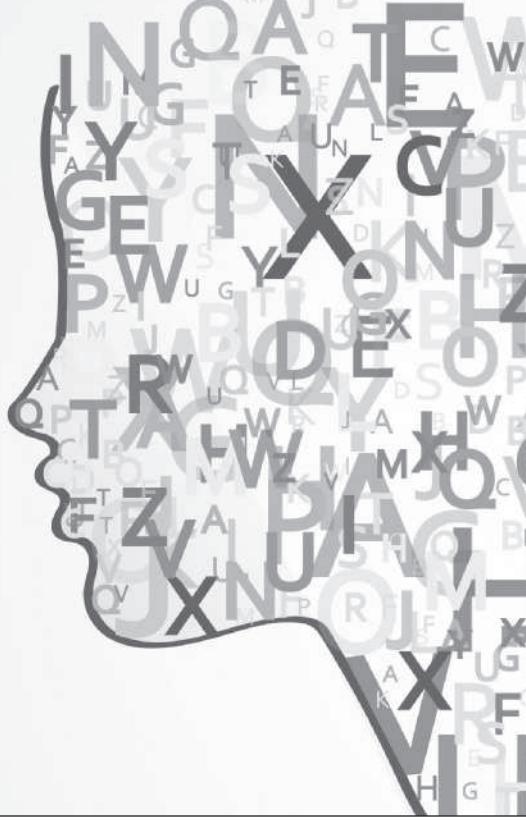
Introduction 75
Morphemic Analysis: An Interactive Tutorial 76
Understanding Affixes 76
Adding Prefixes 76
Prefix Generalization 76
Adding Suffixes 77
Suffix Generalization 1 78
Suffix Generalization 2 79
Suffix Generalization 3 80
Suffix Generalization 4 81
Self-Check for Chapter 7 81
Practical Examples and Resources for Teaching Morphemic Analysis in Your Classroom 82
Take a Look Videos 82
Lesson Suggestions 83
Apps for Classroom Use 83
Online Reading Resources 84

8 **Chunking Words into Smaller Units: Syllabication and Structural Analysis** **85**

Introduction 85
Syllabication and Structural Analysis: An Interactive Tutorial 85
Syllabication 85
Syllabication Generalization 1 86
Syllabication Generalization 2 86
Syllabication Generalization 3 (VC/CV) 87
Syllabication Generalization 4 (V/CV or VC/V) 88
Syllabication Generalization 5 (V/digraph V or V/blend V) 89
Syllabication Generalization 6 (Compound Words) 90
Syllabication Generalization 7 90
Syllabication Generalization 8 (V/C + le) 90

Using Syllabication to Help with Pronunciation	91
Pronunciation Generalization 1	92
Pronunciation Generalization 2	92
Pronunciation Generalization 3	93
Pronunciation Generalization 4	93
Pronunciation Generalization 5	93
Pronunciation Generalization 6	94
Self-Check for Chapter 8	95
Practical Examples and Resources for Teaching Chunking Skills in Your Classroom	96
Take a Look Videos	96
Lesson Suggestions	96
Apps for Classroom Use	96
Online Reading Resources	97
9 The Dictionary and Word Analysis	**99**
Introduction	99
The Dictionary and Word Analysis: An Interactive Tutorial	99
Locating Words in a Dictionary	99
Using a Dictionary to Help Determine Pronunciation	100
Using a Dictionary to Help Determine Meaning	101
Self-Check for Chapter 9	102
Practical Examples and Resources for Teaching Dictionary Skills in Your Classroom	103
Take a Look Videos	103
Lesson Suggestions	104
Apps for Classroom Use	104
Online Reading Resources	104
10 Developmental Spelling Patterns: Insights into the Development of Word Analysis Skills	**105**
Introduction	105
Figure 1 *The Leu and Kinzer Developmental Spelling Checklist*	107
Developmental Spelling Patterns: An Interactive Tutorial	108
The Precommunicative Phase	108
Figure 2 *An Example of a Child's Writing from the Precommunicative Phase*	108
The Semiphonetic Phase	109
Figure 3 *An Example of a Child's Writing from the Semiphonetic Phase. ("I Read the Book.")*	109

The Phonetic Phase	110
Figure 4 *An Example of a Child's Writing from the Phonetic Phase. ("Frogs Jumped.")*	111
The Transitional Phase	112
Figure 5 *An Example of a Child's Writing from the Transitional Phase*	112
The Standard Phase	113
Figure 6 *An Example of a Child's Writing from the Standard Phase*	113
Self-Check for Chapter 10	114
Practical Examples and Resources for Understanding Developmental Spelling Patterns in Your Classroom	116
Take a Look Videos	116
Lesson Suggestions	116
Apps for Classroom Use	116
Online Reading Resources	117
Posttest I	**119**
Posttest II	**125**
References	**131**



Preface

NEW TO THIS EDITION

This edition continues the evolution of this classic work that saves course time and maximizes students' control over their learning. Our self-paced tutorial approach allows readers to independently study and learn the important aspects of phonics, phonemic awareness, and word analysis, which saves time in class and prepares them for the state reading exams, now required in many states. The substantial amount of course time normally needed for teaching these topics can instead be devoted to other material, while ensuring that students fully understand these essential elements of reading instruction. Two posttests at the end of the book may be used to ensure that the content has been mastered.

In this tenth edition, we have made the following changes:

- Each chapter contains a substantially expanded section on instructional practice that will help teachers new to word analysis instruction begin their important work in this area. For teachers refreshing their knowledge, the sections relating to instructional practice provide suggestions that can be immediately used in their classrooms.
- Two new sections have been added to each chapter: "Take a Look Videos" and "Apps," which provide links to videos and apps that further explain or extend the chapter's content. Both will help in-service and preservice teachers compile important teaching resources and ideas.
- Each chapter includes an updated set of online reading resources. These resources will help readers extend their understanding of each chapter's topic.

- Each chapter includes information about how best to support English Learners as well as struggling readers so that we provide optimal support to these special populations.
- Each chapter has been revised to include the latest research on phonics, phonemic awareness, and word analysis. This will keep readers up-to-date with the most recent thinking in these areas.
- Each chapter has been condensed to focus on essential elements. This should save time for both students and course instructors.
- We conclude with an updated section that enables you to quickly diagnose students' developing awareness of their phonic, phonemic awareness, and word analysis skills by analyzing their writing. Developmental spelling patterns allow you to see both what students know and what word analysis skills they are likely to acquire next on their journey.
- References at the end of the book have been updated and include online sources.

Our purpose in this edition is to provide practical information about phonemic awareness, phonics, and word analysis for preservice teacher education and in-service teachers who are updating their knowledge or preparing for examinations. These areas continue to be important for beginning reading instruction.

Although we focus on phonics, phonemic awareness, and word analysis, it is important to be clear about the relationship between word analysis strategies and meaning construction. Meaning must be the focus of all reading, and word analysis should be viewed as one of many strategies necessary for constructing meaning from printed language. We believe that word analysis strategies are important in a balanced program of reading, especially in the early stages, but it is also important to keep in mind that readers bring meaning to their texts as they decode the meaning in printed materials.

We feel that teachers need information about a wide range of word analysis strategies: phonological and phonemic awareness, onset and rime patterns, phonic generalizations with high utility, context use, sight word knowledge, developmental spelling phases, morphemic and structural analysis, and using various dictionary resources. In learning to read, children must acquire effective strategies for recognizing unfamiliar words. Each child, however, is an individual. No single strategy will meet the needs of every child in a classroom. We believe that children learn best when they have an insightful teacher who is capable of making professional judgments about what each child requires. We also believe that the information in this text will help readers to develop the insights about word analysis that are so critical to children successfully starting their reading journeys.

Finally, while we have attempted to provide current and useful online resources, between the time website information is gathered and then published, some sites may have closed, some videos may no longer be available, and the cost of Apps may have changed. We would appreciate knowing about sites or resources that you are unable to access. Also, if you find or use sites that you believe to be particularly helpful and would like to share them, please send us a link for consideration as a resource to be included in the next edition.

ACKNOWLEDGMENTS

We would like to thank the reviewers of our manuscript for their insights and comments: Carolyn Abel, Stephen F. Austin State University; Jennifer P. Bailey, University of West Florida; Amy Barnhill, University of Houston-Victoria; Alice J. Feret, Ed. D., East Carolina University; Deborah Owens, Arkansas State University; Joan Powell, Writing Specialist, Whitley County Board of Education, Williamsburg, KY; Denise A. Dole Tallakson, University of Northern Iowa; and Carol B. Tanksley, University of West Florida.

We also thank the reviewers of the previous edition: Jennifer P. Bailey, University of West Florida; Carol J. Fuhler, Iowa State University; Diane C. Greene, Mississippi State University; Bruce Gutknecht, University of North Florida; Tommy L. Hansen, University of Nebraska at Kearney; Rosie Webb Joels, University of Central Florida; Stacey Leftwich, Rowan University; Priscilla Manarino-Leggett, Fayetteville State University; Amy S. Meekins, Salisbury University; Gregory P. Risner, University of North Alabama; Ann Russell, Southwestern Oklahoma State University; Gail G. Smith, Ashland University; Carol B. Tanksley, University of West Florida; Josh Thompson, The University of Texas at Arlington; and John T. Wolinski, Salisbury University.

USING THIS TEXT

Effective use of this book can best be accomplished by following these strategies:

1. Cover the answer portion of the page with a piece of cardboard or Please make certain this perforated mask, on the back cover page, will appear in this edition as it has in others.
2. After you have written your answer in the appropriate blank, slide the mask down to expose the correct answer.
3. Read each frame carefully. Easy frames lead to more advanced frames that provide deeper understanding of the material.

4. Complete the review sections in each chapter as though they were tests. When you miss an item, check for the related entry in the chapter.
5. Take the final Self-Check and review as needed.

We wish you the very best in providing young children with the most important gift anyone can receive: the gift of literacy.

Donald J. Leu
University of Connecticut

Charles K. Kinzer
Teachers College, Columbia University

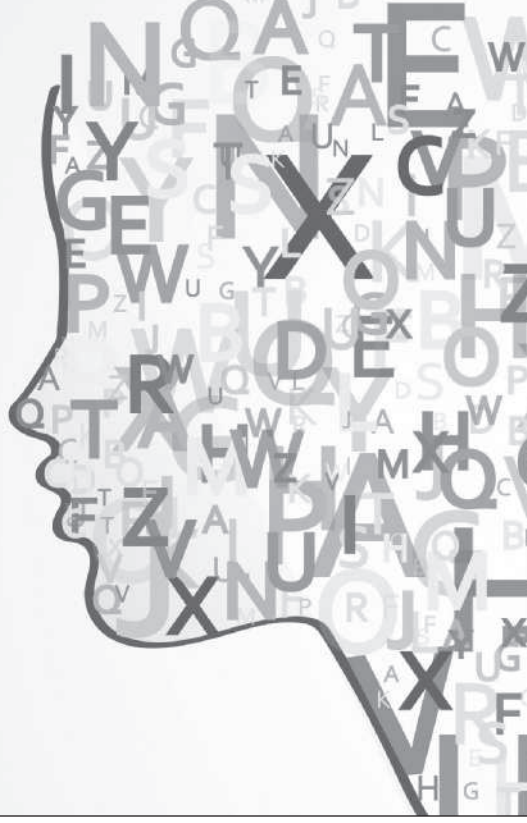
ABOUT THE AUTHORS

Donald J. Leu is a graduate of Michigan State, Harvard, and the University of California, Berkeley. He is the Neag Endowed Chair in Literacy and Technology at the University of Connecticut and holds a joint appointment in the Departments of Curriculum and Instruction and Educational Psychology. He has served as a member of the Board of Directors of the International Reading Association and as President of the Literacy Research Association. He is a member of the Reading Hall of Fame.

Charles K. (Chuck) Kinzer holds graduate degrees from the University of British Columbia and the University of California, Berkeley. He is a Professor of Education in the Communication, Media and Learning Technologies Design Program at Teachers College, Columbia University, where he also directs the Game Research Laboratory. He works to affect positive changes in the teaching and learning of literacy, teacher professional development, and the use of technology in education more broadly. He is a past member of the Board of Directors of the Literacy Research Association.

1

Recognizing Words: Helping Children Develop Word Analysis Strategies



INTRODUCTION

You are a proficient reader. When you read, you recognize most words without sounding them out. Most of the time, you recognize almost every word automatically, so you just think about the overall meaning of what you read. Your ability to recognize words rapidly and seemingly without effort is the foundation on which many other reading skills rest. How did you develop this ability?

Learning to read is a journey for every student. The paths of this journey are becoming increasingly clear to us, especially in the early stages when learning to recognize words is an important goal. We refer to children who are just beginning their literacy journeys as *emergent readers*.

Properly supported by their families and insightful teachers, emergent readers will develop effective word analysis strategies. These word analysis strategies lead to accurate and automatic word recognition and, ultimately, to effective reading comprehension.

Most printed words are unfamiliar to emergent readers. In the beginning, they do not even realize that printed words represent spoken words and they lack word analysis strategies to determine their oral equivalents. Emergent readers gradually develop these strategies, which are important to their development. Over time, most children develop the full range of word analysis strategies that enable them to become proficient readers, readers who are seldom conscious of these early skills that have become automatic.

What is word analysis? *Word analysis* refers to an extensive set of knowledge about our written language and strategies that permit readers to determine both the sounds of words and their meanings as they read. Word analysis develops as children acquire abilities in the following areas: phonological and phonemic awareness, phonics, context use, sight word knowledge, morphemic analysis, word "chunking," and dictionary skills. Let's look briefly at each area of word analysis.

PHONOLOGICAL AWARENESS

Phonological awareness develops when young children become aware that language is an object that may be analyzed and manipulated by them in different ways, such as rhyming, playing word games, and talking about words as objects. You can tell children have developed phonological awareness when they can hear words and syllables as separate units. We see evidence for phonological awareness when children are able to substitute one word for another at the end of a repeated sentence, play rhyming games in oral language, and segment a spoken word, such as the two syllables that make up the word *into*. An important beginning step on the way to phonemic awareness is becoming aware of language as an object that can be manipulated and analyzed.

PHONEMIC AWARENESS

Phonemes are the smallest unit of speech sounds, such as the three separate sounds you hear in the word *bead*. Phonemic awareness is being able to hear each sound as an individual unit.

What is the difference between phonological awareness and phonemic awareness? Put simply, when you possess phonological awareness, you are aware of individual words and syllables as objects. When you possess phonemic awareness, you are aware of individual sounds or phonemes as objects. With phonological awareness, you can hear and identify the two syllables in the spoken word *into*. With phonemic awareness, you can hear these two syllables and also hear and identify the two separate phonemes in the syllable *in* as well as the two phonemes in *to*.

Having phonemic awareness allows you to succeed in developing an awareness of the alphabetic principle, the next step on this journey. What is the alphabetic principle? It is the simple understanding that letters in our written language often represent sounds in a reasonably consistent manner. With an awareness of the alphabetic principle, having phonemic awareness enables you to develop specific aspects of phonic knowledge because you can identify the individual sounds in written words. If you cannot hear these sounds, phonics will provide little help. You can see that developing an awareness of phonemic knowledge is an important milestone in the development of word analysis.

PHONICS

Phonics, or sometimes called graphophonic knowledge, consists of several elements: (1) understanding the alphabetic principle, that is, letters in our written language often represent sounds in a reasonably consistent manner; (2) understanding the relationships between specific letters and the sounds that they often represent including common patterns that appear together; and (3) being able to put together, or blend, sounds represented by letters. Knowing the more regular letter–sound, or graphophonic, relationships helps us to recognize many words by permitting us to sound them out.

CONTEXT USE

Using context provides important assistance during word analysis. We can often anticipate what a word is, even before we actually have to read it by using the context that precedes the word. You use context, for example, when you read this sentence, recognizing the final word even though you do not see it: José opened the book and turned the _____. At other times, we can figure out an unfamiliar word by looking at the words and sentences that follow it. These examples represent *context use*, which is an important type of word analysis skill.

SIGHT WORD KNOWLEDGE

After we see a word many times, it eventually becomes a *sight word*, a word that we recognize instantly without having to analyze it with phonics or context use. High-frequency words, such as *me*, *I*, *you*, children's names, and others, quickly become sight words for us. As children become better readers, the words they know by sight, without the need to consciously analyze them, increases substantially. We seek to expand children's sight word knowledge because knowing just 200 of the most common words by sight will enable children to recognize about 50 percent of all the words they will encounter while reading.

MORPHEMIC ANALYSIS

Morphemic analysis refers to using prefixes and suffixes to break a word apart for both its meaning and pronunciation. Morphemic analysis is helpful in the later stages of word analysis in determining multisyllabic word meaning. Think about how you read words like *unachievable*, *plenipotentiary*, or *autobiographical*. You probably relied upon your morphemic analysis skills for both meaning and pronunciation.

CHUNKING WORDS

Chunking refers to breaking words into smaller units; it is sometimes called structural analysis or syllabication. Chunking can help determine a word's pronunciation and meaning. In this chapter, we include only those chunking or syllabication generalizations that are most useful and consistent.

DICTIONARY SKILLS

We sometimes use either an online or offline *dictionary* when analyzing the pronunciation or the meaning of a word. The skills used to both locate words and use entries to help us understand a word's pronunciation and meaning are sometimes important.

DEVELOPMENTAL SPELLING PATTERNS

Did you know that we can use an emergent reader's writing to determine what the child knows about reading, especially word analysis? The spelling patterns we see children use provide a window into their growing ability to recognize words. Uncorrected spelling patterns are especially revealing. A child who writes I LV MI CT ("I love my cat") tells us that he or she has both phonological and some phonemic awareness, understands the alphabetic principle, and knows much about graphophonic knowledge, or phonics, with initial and final consonants. This child, though, is only beginning to develop an awareness of vowels appearing in the middle of words.

If you know what to look for, children's developmental spelling patterns reveal important diagnostic information. They tell you what a child knows and does not know or at what stage a child is on the journey to becoming a fluent and automatic reader.

TWO SPECIAL POPULATIONS

While each child is unique and will require special instructional responses to support their word analysis development, there are two special populations to keep in mind as we explore this book: English Learners and struggling readers. Each helps us to understand the development of word analysis skills in richer and more powerful ways. English Learners accomplish word analysis in two written languages, not one—an exceptional accomplishment. It is also one where sometimes the patterns from the first language can help the student. At other times, the patterns from the first language make it more challenging. Struggling readers help us to understand the challenges of word analysis in especially profound ways. Their journeys are ones to admire and to inform us, helping each of us to become better literacy educators as we seek especially effective, and sometimes special, instructional practices to support their development. We will explore both populations in each chapter.

English Learners

English Learners acquire word analysis skills in English more easily when phonological and phonemic awareness are established in their first language before working to develop these in English. This, of

course, is not always possible in school classrooms. We also know that phonics is more easily acquired when contextual support is provided and when analogic approaches are used to teach letter–sound relationships. Challenges also come from sound systems that are not always the same between the two languages. The general strategies suggested in this book may be modified appropriately and used to support these students, keeping in mind these specific areas of need.

Struggling Readers

Struggling readers take longer to develop reading skills that lead to accurate and automatic word recognition and, ultimately, to effective reading comprehension. These students often require additional instructional support, encouragement, and time. We want to pay particular attention to instructional practices and reading contexts that appear to yield the best results with struggling readers and maximize these practices and contexts in our work. We also need to provide particular encouragement, helping to sustain important motivation for reading. Finally, as with all students, we need to work closely with families, ensuring a positive supportive context at home for reading.

THE JOURNEY AHEAD

We will explore all of the elements of word analysis in this book for each of your students. Knowing about word analysis will help children as they begin to develop proficiency in reading. You will acquire an understanding about what young children must learn in the beginning stages of their journey. This will influence your decisions about what to teach young children to help them become successful readers.

WORD ANALYSIS: AN INTERACTIVE TUTORIAL

1. One element of reading instruction that teachers should be familiar with is word _____. Readers use word analysis to analyze written words and construct both their sounds and their _____.

analysis

meanings

2. Printed letters, words, and sentences are language symbols from which a reader seeks to derive _____. Word analysis refers to those strategies a reader uses when unfamiliar words are encountered in written _____. Both sound and meaning are _____ by the symbols in our written language.	meaning language represented
3. Readers construct meaning from written language. Although emergent readers are already familiar with the spoken form of their language, most of them are unfamiliar with the _____ form of language.	written
4. Many word _____ strategies are referred to as decoding skills. A reader must be able to use the knowledge of the _____ language code to decode words.	analysis written
5. *Phonics*, or *graphophonics*, is only one of many important word _____ strategies. Some elements of word analysis, such as phonological awareness and phonemic awareness, are skills that develop earlier. These enable readers to use word analysis _____.	analysis strategies
6. In reconstructing a message from written _____, a reader uses at least three types of cueing systems. These interrelated cueing systems are *graphophonics*, *semantics*, and *syntax*.	language
7. Grapho _____ information describes the relationship between sounds and the letters or spelling patterns making up written _____.	phonic language
8. Semantic information refers to the meaning elements of language. The vocabulary and conceptual background of a reader influence his or her ability to use _____ information.	semantic
9. Syntax refers to the sentence patterns and structure, or grammar, of _____. Readers use these structures, or _____ cues, when constructing meaning from print.	language syntactic

10. Readers use all three types of cueing systems, *graphophonics*, *semantics*, and *syntax*, simultaneously during the reading _____.	process
11. *Phonics* refers to the application of information about the sounds of _____ to the teaching of reading. The term *phonics* refers to the knowledge about how _____ are represented by letters or letter combinations in written language to help readers determine the oral equivalents of words. The English language does not have a completely predictable correspondence between sounds and written symbols, which makes phonics an incomplete word analysis system. Nevertheless, relationships between letters and sounds are sufficiently predictable to make _____ a useful word analysis strategy when it is combined with other strategies.	language sounds phonics
12. *Orthography* is the term used to refer to the writing system of a language. The writing system, or _____, of English is complex. English _____ is based on an alphabetic principle as well as morphological (word form) and syntactic considerations. Because of these additional influences, words are not always spelled the way they sound.	orthography orthography
13. A *phoneme* is the smallest single unit of sound in a language that distinguishes one *morpheme* (meaning unit) from another. For example, when the words *bit* and *sit* are spoken, only the first phoneme (out of three) is different. The spoken word *at* has two _____, whereas the spoken word *cat* has _____.	phonemes, three
14. A *grapheme* is a written or printed representation of a phoneme. For example, the letters <u>th</u>, <u>i</u>, and <u>s</u> in the word *this* each represent a grapheme. Note that a single grapheme may include several letters that represent a single sound such as <u>th</u>. When you see the written word *at*, you see two graphemes: _____ and _____. In the written word *path*, you see three _____: <u>p</u>, <u>a</u>, and <u>th</u>.	a t graphemes

15. The written word *chat* has four letters. It also has _____ graphemes and _____ phonemes. Two of the letters appear in a single grapheme, ch. This grapheme represents _____ sound.	three three one
16. In reading, children are expected to learn letter–sound relationships or, as they are frequently referred to, grapheme–phoneme _____.	relationships
17. Before they learn grapheme–phoneme relationships, however, most children become aware of words and syllabic units as discrete units. This is often referred to as _____ awareness.	phonological
18. _____ awareness is the general term used to label the conscious awareness about the sounds of language. Phonological _____ is an important milestone for young children because it indicates that they are consciously aware of the sounds of language and can analyze and manipulate these sounds in different ways.	Phonological awareness
19. If children can identify individual words in oral language, clap the syllables in a word, or know how to rhyme one word with another, we can be confident that they have developed _____ awareness.	phonological
20. A special aspect of phonological awareness, and a more challenging milestone, is the development of phonemic awareness. _____ awareness is demonstrated when a child can analyze and manipulate individual phonemes, or sounds, in oral language. Being able to identify all the sounds, or phonemes, in a spoken word, such as the two sounds in *at*, demonstrates that a child has phonemic _____.	Phonemic awareness
21. Phonemic awareness is important for children to develop because it enables them to benefit from _____ instruction.	phonics

22. Being able to determine the graphophonemic relationships in a word does not, by itself, always enable a reader to comprehend what he or she _____. However, graphophonemic cues can be combined with other language information to result in understanding what you read, or reading _____.	reads comprehension
23. A morpheme is the smallest unit of meaning in a language. The word *bookmark* has _____ morphemes.	two
24. Morphemic analysis refers to the analysis of words by using the meaningful parts of _____, such as prefixes, suffixes, contractions, compound words, and base words. Some use the term *structural analysis*; this term is equivalent to *morphemic analysis*. In addition, structural _____ includes the study of syllabic units in words and spelling patterns influenced by the addition of affixes.	words analysis
25. Morphemic _____ is concerned with how meaning is determined by the combination of morphemes, the smallest units of meaning in a language.	analysis
26. The word *box* contains one unit of meaning, or morpheme. In the word *boxes*, there are _____ morphemes: *box* and *es*. *Box* is called a free _____ because it can stand alone; another unit does not need to be added to it for the unit to have meaning. The *es* plural is an example of a bound morpheme. Bound morphemes function only when combined with a _____ morpheme.	two morpheme free
27. Morphemic analysis is an important aspect of word analysis. The use of morphemic analysis is limited, however, to words that contain identifiable morphemes, including _____, _____, and root words.	prefixes suffixes

28. The English spelling system is based on more than the correspondence between _____ and sounds. For example, consider the following word pairs: *sane* and *sanity*, *nation* and *national*, *democracy* and *democratic*. The sounds represented by the a in *sane* and *sanity*, the a in *nation* and *national*, and the o in *democracy* and *democratic* are not the same, even though these word pairs contain a basic meaning unit, or _____. Linguists use the term *morphophonemic* to refer to the combined meaning and _____ base of the English spelling system.	letters morpheme sound
29. Readers often use context clues during _____ analysis. Context clues require readers to rely on the other words and sentence patterning, or _____, in a reading selection, along with meaning cues in the material.	word syntax
30. _____ clues provide helpful information for determining word _____. Context clues are also helpful in determining pronunciation for readers who have previously heard a word orally but have never seen the printed form.	Context meaning
31. Efficient readers combine all _____ _____ techniques to figure out the pronunciation and _____ of unfamiliar words.	word, analysis meaning
32. Struggling readers take _____ to develop reading skills that lead to accurate and automatic word recognition and, ultimately, to effective reading comprehension.	longer
33. The ultimate aim of instruction in word analysis is to help students become more efficient readers. Efficient readers focus on meaning and recognize many words instantly. The words that readers _____ instantly comprise their sight _____ knowledge. One factor contributing to the development of extensive _____ word knowledge is a command of word analysis _____. Extensive _____ word knowledge also contributes to efficient reading.	recognize word sight strategies sight

34. English Learners acquire word analysis skills in English more easily when _____ and phonemic awareness are established in their first language.	phonological
35. Phonological awareness, phonemic awareness, phonics, context clues, sight words, structural and morphemic analyses, and using the dictionary are word _____ strategies discussed in this text. For children, this knowledge is acquired over a period of years. For you, this information is condensed into a brief, interactive tutorial to save you time.	analysis

☑ SELF-CHECK FOR CHAPTER 1

1. Readers use word _____ strategies to analyze written words in order to construct both sounds and meanings. Word analysis includes phonological and phonemic awareness, phonics, context use, sight word knowledge, morphemic analysis, and dictionary skills.	analysis
2. The term *graphophonic relationships* refers to the relationships between letters and _____.	sounds
3. The term *phonics* refers to how sounds are represented by _____.	letters
4. A _____ is the smallest single unit of sound in a language that distinguishes one morpheme from another.	phoneme
5. A _____ is a written or printed representation of a phoneme.	grapheme
6. The spoken word *push* has _____ phonemes.	three
7. The written word *past* has _____ graphemes.	four
8. When children are able to identify individual words and syllables in a language, we can be confident that they have developed _____ awareness.	phonological

9. When children are able to identify individual sounds, or phonemes, in a language, we can be confident that they have developed _____ awareness.	phonemic
10. A _____ is the smallest unit of meaning in a language. The word *running* has two morphemes.	morpheme
11. Readers often use surrounding words and other information, or _____ clues, during word analysis.	context
12. The words readers recognize instantly comprise their _____ word knowledge. Extensive sight word knowledge is important for efficient reading.	sight

PRACTICAL EXAMPLES AND RESOURCES FOR TEACHING WORD ANALYSIS IN YOUR CLASSROOM

Take a Look Videos

Take a look at this video of a teacher from New Zealand, teaching initial letter–sound correspondences to five-year-olds: http://bit.ly/1BMRPKx. This video illustrates a number of group instructional strategies for word analysis.

Lesson Suggestions

Starfall (http://www.starfall.com/). Use the online word analysis lessons from Starfall in your classroom. This valuable online resource contains activities within each of the areas discussed in this chapter and is designed for online use by children. The well-designed activities do not require users to provide identifying information about themselves or pay a fee to use the materials. It is the best-designed online experience for students in word analysis and early reading that we have encountered.

Apps for Classroom Use

Starfall Free: http://bit.ly/1AZ32Yo

Current cost: Free

This includes the Starfall Learn to Read section and the Short Vowel Pal books in an app format for iPads.

Looney Tunes Phonics: http://bit.ly/1siPzJa

Current cost: Free

For kindergarten through grade three, this app includes 100 lessons that teach phonic skills.

iSort Words: http://bit.ly/1xVzF8x

Current cost: $1.99

A game for students of age group 6–8 that helps them with letter patterns.

Short Vowel Word Study: http://bit.ly/1BN2Kns

Current cost: $2.99

Teaches short vowel sounds in an engaging fashion.

Online Reading Resources

To learn more about word recognition and the important role it plays during the reading process, explore these online resources:

- Owens, K. (2009). Phonics on the web. An online tutorial exploring many aspects of phonics.

  Retrieved from http://www.phonicsontheweb.com/index.php

- Cunningham, P. M., & Cunningham, J. W. (2000). What we know about how to teach phonics. In S. E. Farstrup, S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 87–109). Newark, DE: International Reading Association. (One of the best summaries of word recognition and phonics.)

  Retrieved from: http://www.learner.org/workshops/readingk2/support/HowToTeachPhonics_1.pdf

  http://www.learner.org/workshops/readingk2/support/HowToTeachPhonics_2.pdf

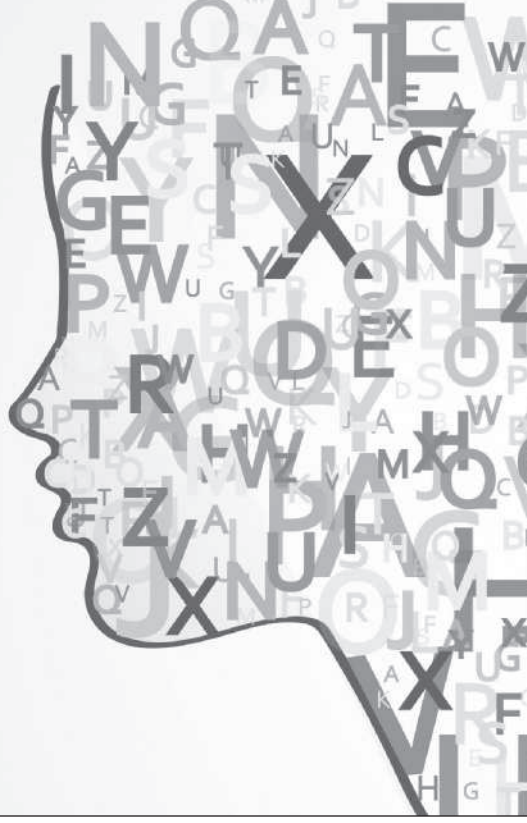
  http://www.learner.org/workshops/readingk2/support/HowToTeachPhonics_3.pdf

- Chard, D. J., & Dickson, S. V. (1999). Phonological awareness instructional and assessment guidelines. *Intervention in School and Clinic*, *34*(5), 261–270.

  Retrieved from http://www.ldonline.org/article/6254

2

The Early Stages: Phonological and Phonemic Awareness



INTRODUCTION

Phonological awareness is a critical accomplishment for emergent readers. Phonological awareness exists when children become consciously aware that language is an object that may be analyzed and manipulated by them in different ways, such as rhyming, playing word games, and talking about words as objects.

PHONOLOGICAL AWARENESS

When young children first develop oral language, they use language to communicate and accomplish many goals that are important to them. Usually, however, they are not consciously aware of language as an abstract object that can be manipulated by them and others, taken apart and put back together in different ways, and analyzed. Initially, this might first happen when very young children play the "I wanna game" with an adult. An adult initiates this word game by saying, "I wanna *banana*," attempting to get the child to imitate the sentence while substituting a different noun at the end ("I wanna *apple/Snuffleupagus*/etc.") as each tries to use a sillier and sillier word until both of them end up laughing. Being able to manipulate language like this, substituting a number of different words in the same slot without any intent other than to play with language, is an example of phonological awareness. Another example of phonological awareness takes place when children can clap or tap each

word in a sentence as they say it, indicating their awareness of individual words that actually occur in oral language as a continuous stream of sound.

A subsequent stage in phonological awareness exists when a child can clap or tap each syllable within a sentence or a word ("I want a ba-na-na."). Being aware of separate syllables is typically harder than being aware of separate words.

PHONEMIC AWARENESS

A very important next step occurs when young children begin to hear the separate sounds of a language, not just words or syllables. This is the beginning of a special aspect of phonological awareness, called phonemic awareness, and is a critical stage in a child's literacy journey. The term *phoneme* means the smallest unit of speech sound. Phonemic awareness occurs when children become aware of individual phonemes in our language and can manipulate them in different ways. Phonemic awareness skills include sound matching, sound blending, sound isolation, sound addition, sound substitution, and sound subtraction.

We see evidence of this important milestone when children develop the ability to rhyme one word with another (*cat–pat*). Being able to play a rhyming game indicates phonemic awareness because a child is manipulating individual phonemes at the beginning of words. We also see evidence when a child can tell you the first sound at the beginning of a word, isolating it from others. Phonemic awareness also includes the ability to put several sounds together to form a single word. When you give a child several sounds (/k/–/at/) and he or she can blend them together to form an oral word (*cat*), we know that the child is developing phonemic awareness. This skill is essential for developing word analysis knowledge that is useful to read written language, such as phonic knowledge.

We use the term *phonological analysis* to refer to the conscious awareness of oral language as an object at the *word* and *syllable* level. We use the term *phonemic analysis* to refer to the conscious awareness of oral language as an object at the individual *phoneme* level. Phonological awareness is important because it gets the word analysis ball rolling as children begin to look at our language in an analytical manner. Phonemic awareness is important because it means that children are capable of analyzing the individual *sounds* of our language. This is essential to the successful development of phonic knowledge, which is an important aspect of word analysis.

Both phonological awareness and phonemic awareness can be taught and are important components of an early reading program. Many different instructional practices may be used to develop each element. Accommodations are typically made for English Learners and struggling readers. For English Learners, it is considered best if phonological and phonemic awareness are developed in the first language, initially. This makes it easier to develop these elements in English. Care needs to be paid to providing especially rich contests to develop phonological and phonemic awareness for English Learners.

Struggling, emergent readers often take longer to develop phonological and phonemic awareness. Care needs to be paid to ensure positive experiences so that they maintain motivation for reading and learning to read.

PHONOLOGICAL AND PHONEMIC AWARENESS: AN INTERACTIVE TUTORIAL

1. Two aspects of oral language development that are important for developing word analysis skills and reading are _____ awareness and _____ awareness.	phonological phonemic
2. The definitions of phonological awareness and phonemic awareness differ among educators. Nevertheless, a common element in all definitions is that children who possess these abilities are consciously aware of language as an _____ that can be manipulated by them and others and analyzed.	object
3. In this book, we refer to _____ awareness as the conscious awareness of language as an object at the word and syllable level.	phonological
4. We refer to _____ awareness as the conscious awareness of language as an object at the individual sound, or phonemic, level.	phonemic
5. In oral language, being able to break up a word such as *dog* into the separate sound elements /d/, /o/, and /g/ demonstrates a high level of _____ awareness.	phonemic

6. Being able to break up a sentence into its constituent words demonstrates _____ awareness.	phonological
7. Being able to clap or tap each syllable in a word such as *table* demonstrates _____ awareness.	phonological
8. When a child is able to blend together the oral elements of a word such as *book*, we can say the child has developed an important aspect of _____ awareness.	phonemic
9. Usually, _____ awareness develops before _____ awareness.	phonological phonemic
10. The relationship between phonological/phonemic awareness and reading/writing is not unidirectional. Many children develop or enhance their phonological/phonemic awareness from their _____ experiences. They become more aware of language units—words and phonemes—from their interactions with print.	reading/writing
11. How do phonological and phonemic awareness work to help children become better readers and writers? First, being able to analyze oral language is likely to make it easier for children to think analytically about _____ language.	written
12. Second, analyzing the separate sounds in our language when phonemic awareness is achieved is likely to make it easier for children to match letters with _____, the content of phonics.	sounds
13. Third, phonemic awareness supports children in developing an awareness of the alphabetic principle; that is, letters in our written language often represent _____ in a reasonably consistent manner.	sounds
14. Did you know that phonemic awareness in kindergarten appears to be an excellent predictor of successful reading acquisition? This means that the extent to which children acquire _____ awareness in kindergarten predicts reasonably well their ability to learn to read in later grades.	phonemic

15. Although this is a powerful finding, it is not yet clear to what extent phonemic awareness causes success in reading or to what extent success in reading causes high levels of phonemic awareness. It is clear that learning to _____ will likely assist the development of phonemic awareness.	read
16. Phonemic awareness is not phonics, even though it makes the development of phonic knowledge easier. Phonics takes place in written language. Phonemic awareness takes place in _____ language.	oral
17. Most children, about 80 percent, develop _____ awareness by the middle of the first grade.	phonemic
18. The remaining 20 percent of children often find it challenging to learn to _____.	read
19. Often, these students become _____ readers and may require additional support with learning to read.	struggling
20. A logical outcome of this analysis of phonological awareness and phonemic awareness is that play with oral _____ should be included in a broad program of early literacy development for young children in preschool and kindergarten. These games would include nursery rhymes, word and sound riddles, songs, and poems. Teachers also use read-aloud books that manipulate the sounds of spoken language.	language
21. Oral language games and activities like these are important for all children but especially important for _____ Learners.	English
22. Phonemic awareness is not a single developmental milestone. Instead, it is a gradual process of an increasing ability to manipulate the _____ of language in different ways.	sounds
23. Rhyming ability, for example, appears much _____ than the ability to separate out each sound in a word such as *dog*.	earlier
24. One of the later abilities to develop is the ability to blend together separate _____ to construct a word such as *cat*.	phonemes

25. It is clear that phonemic awareness contributes in important ways to the development of early _____ skills.	reading

☑ SELF-CHECK FOR CHAPTER 2

1. The conscious awareness of language as an object at the individual sound, or phonemic, level is important to later reading success. We refer to this as _____ awareness.	phonemic
2. Being able to identify individual words and syllables in spoken language is referred to as _____ awareness.	phonological
3. _____ awareness usually develops before _____ awareness.	Phonological, phonemic
4. A close relationship between the letters and sounds in a language is referred to as the _____ principle.	alphabetic
5. In kindergarten, an excellent predictor of later reading success is a child's level of _____ awareness.	phonemic
6. Young children who have a hard time developing phonemic awareness sometimes become _____ readers.	struggling
7. Phonemic awareness will likely assist in the development of _____, but the development of reading is also likely to extend a child's _____ awareness.	reading phonemic
8. About _____ percent of children develop phonemic awareness by the middle of the first grade.	80
9. Being able to tap the syllables in a word is an example of _____ awareness.	phonological
10. Achieving phonemic awareness is likely to make it _____ for children to learn phonics.	easier

PRACTICAL EXAMPLES AND RESOURCES FOR TEACHING PHONOLOGICAL AND PHONEMIC AWARENESS IN YOUR CLASSROOM

Take a Look Videos

Take a look at this video that shows a New Zealand teacher playing the game, "Syllable Sound Breaks" with five-year-olds: http://bit.ly/1yR1Ert. This teaches an important aspect of phonological awareness.

Take a look at this video that shows a teacher building phonemic awareness through "Silly Sound Attendance": http://bit.ly/1xPUxgV. This video shows a wonderful way to help students develop this important skill.

Lesson Suggestions

Building Phonemic Awareness with Phoneme Isolation (http://bit.ly/17uS9m5). This lesson contains games for kindergarten and first graders to identify whether a given sound occurs at the beginning or ending of a word.

Generating Rhymes: Developing Phonemic Awareness (http://bit.ly/1xPYjHb). This lesson from *ReadWriteThink* uses simple rhymes to build awareness of sound patterns. It helps young children become familiar with 12 rhyming pairs of one-syllable words. It gives them rhyming words for a given keyword in a poem and has them work with their peers to find additional rhyming pairs of word cards. It is especially useful for English Learners when matched with other students.

Phonemic Awareness and the Teaching of Reading. International Literacy Association. (1998). Newark, DE: International Literacy Association. A position statement from the Board of Directors of the International Literacy Association. This position statement (under revision) includes suggestions for the teaching of phonemic awareness, written by outstanding researchers and professionals in the field. Check frequently at www.literacyworldwide.org/ for updated position statements and teaching suggestions.

Apps for Classroom Use

Sound Beginnings: http://bit.ly/1vnzCPE

Current cost: Free

This builds awareness of initial, ending, and medial sounds through a series of games.

ABC Matching Words Lite: http://bit.ly/1ACdHXJ

Current cost: Free

A word rhyming and matching game.

Hearbuilder Phonological Awareness: http://bit.ly/1C1m3I9

Current cost: Free

Students develop phonological awareness skills in a game as they earn instruments and band members to form a rock band while listening and learning to segment sounds and syllables.

Reading Raven: http://bit.ly/1tWjYxS

Current Cost: $3.99

A very complete set of adventures designed to build early reading skills, including phonological and phonemic awareness.

Online Reading Resources

To learn more about phonological and phonemic awareness, explore these online resources:

- WETA. (2010). *Phonological and phonemic awareness*. Reading Rockets, Washington, DC: WETA (Explains both phonological and phonemic awareness and how children, teachers, and parents might see these in reading contexts).

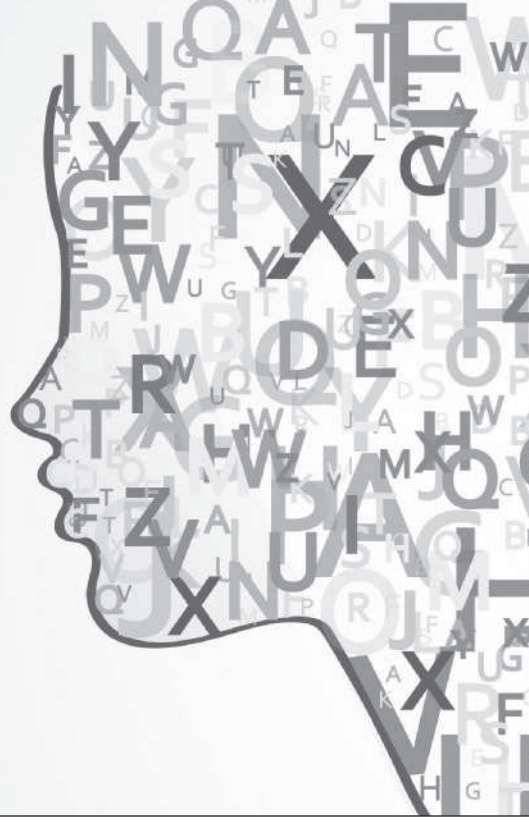
  Retrieved from http://bit.ly/1y1xx0F

- Brummitt-Yale, J. (2010). *Phonemic awareness vs. phonological awareness*. (K-12 Reader. A short summary of the differences between phonemic awareness and phonological awareness.)

  Retrieved from http://bit.ly/1BNvWuC

3

Phonics: Onset, Rime, and Consonant Patterns



INTRODUCTION

Phonics instruction involves teaching students two elements: (1) the relationship between letters and sounds and (2) how to blend sounds represented by letters. Sometimes this type of knowledge is referred to as graphophonic knowledge.

Letter–sound relationships in English are somewhat predictable and rule governed. The fact that many letters in English map reasonably well onto sounds is referred to as the *alphabetic principle*. The alphabetic principle is important for readers to come to recognize. In some languages, such as Spanish, the alphabetic principle applies nearly perfectly to the written language. In others, such as English, it applies with reasonable consistency, such that it provides a useful basis for word analysis. If English Learners are literate in a first language such as Spanish, the limited inconsistencies in letter–sound relationships in English may be areas that are challenging for them.

Understanding the specific patterns that relate letters to sounds is referred to as phonics, phonic knowledge, or graphophonic knowledge. Phonic knowledge and phonic/graphophonic strategies are important for successful word analysis. Being able to determine the oral equivalent of a written word often helps children determine a word's meaning.

Initial phonics instruction typically begins by teaching children common onset and rime patterns. Onset patterns include initial consonants found at the beginning of syllables and words, such as b, c, f. Rime patterns include a limited set of the most common endings

to syllables and words, such as -at, -all, and others. By combining onset and rime patterns, children can quickly begin to apply the alphabetic principle to unlock the sounds of many written words; for example, *bat*, *cat*, *fat*, *ball*, *call*, *fall*, and so on. Onset and rime patterns are often an early component of phonics instruction. It is easier for children to use onset and rime patterns because they need to sound out and blend only two elements, not the many elements that might be required if they had to sound out long strings of letters in a word such as *importantly*. Struggling readers may especially benefit from an onset and rime approach, rather than learning all of the separate letter–sound relationships in isolation and then learning how to blend the sounds of separate letters together.

As children develop a greater understanding of the alphabetic principle, they are often taught other elements, including additional consonant patterns and vowel patterns. This chapter will cover onset and rime patterns as well as several additional consonant patterns, including consonant clusters, special consonant patterns, and silent consonant patterns. The next chapter will cover vowel patterns.

ONSET, RIME, AND CONSONANT PATTERNS: AN INTERACTIVE TUTORIAL

Onset: Initial Consonants

1. In English, single consonants contain the most consistent relationship between letters and _____.	sounds
2. Thus, instruction in the onset patterns of initial consonants, combined with preparation in common rime patterns, are almost always included during _____ instruction.	phonics
3. Some say that consonants also carry more information about words than _____, as seen in the following examples. The first sentence is missing every consonant. The second sentence is missing every vowel. Try to complete the missing letters in each sentence below. Which sentence is easier to complete? (a) _ _ e _ _ _ o _ e _ i _ e o _ _ o _ _ o _ a _ _ _! (b) S p _ n d m _ r _ t _ m _ _ n c _ n s _ n _ n t s!	vowels

The _____ sentence is easier to complete. You can see that _____ provide useful information.	second consonants
4. *Keywords* are examples of words containing common onset consonants. Letter–sound relationships for onset consonants are often taught with "keyword charts" of memorable words beginning with each of the initial _____.	consonants
5. The word *bell* is the keyword for the onset consonant _____. The word *cake* is the keyword for the onset consonant _____. The word *duck* is the keyword for the onset consonant _____. The word *fish* is the keyword for the onset consonant _____.	b c d f
6. These, and other, _____ consonants are included in phonics instruction.	onset

Rime

Table 1 shows the most common rime patterns. These patterns, along with initial consonants and consonant combinations, are often included in the early part of phonics programs. Knowing these rime patterns helps young readers unlock the pronunciation of many words that they encounter. In fact, these 37 rime patterns account for 500 words that appear in beginning reading texts.

Table 1.

The 37 Most Common Rime Patterns

-a	-e	-i	-o	-u
(b)ack	(m)eat	(n)ice	(cl)ock	(d)uck
(m)ail	(b)ell	(st)ick	(j)oke	(r)ug
(r)ain	(cr)est	(w)ide	(sh)op	(j)ump
(c)ake		(l)ight	(st)ore	(j)unk
(s)ale		(w)ill	(n)ot	
(g)ame		(w)in		
(pl)an		(l)ine		
(b)ank		(br)ing		
(tr)ap		(th)ink		
(cr)ash		(tr)ip		
(c)at		(f)it		
(pl)ate				
(s)aw				
(st)ay				

This table is based on work initially conducted by Wylie and Durrell (1970).

7. From Table 1, you can see that the most frequent rime patterns begin with the vowel letter _____, and the least frequent rime patterns begin with the vowel letter _____.	a e
8. Two words that use the -ake rime pattern, begin with a single consonant, and are likely to be familiar to many first graders from their oral vocabulary would include _____ and _____.	bake, cake, fake, lake, make, rake, or take
9. Two words that use the -ot rime pattern, begin with a single consonant, and are likely to be familiar to many first graders from their oral vocabulary would include _____ and _____.	got, hot, lot, not, or pot
10. Rime patterns appear not only in words with one _____ but also in multiple-syllable words such as *lightning*.	syllable
11. Thus, onset–rime patterns are very helpful when decoding both _____ and words.	syllables
12. You will discover many different labels for rime patterns. These include terms such as *phonograms* and *word families*. Each term refers to common patterns containing a vowel and any following consonants within a single _____.	syllable

Consonant Patterns

Consonant Clusters

13. We have looked at single consonants appearing in the initial or what is called the _____ position. We should also recognize that multiple consonants might appear together at the beginning of words and syllables. These are called *consonant clusters*. Consonant clusters include two or three _____ that appear together, such as ch, th, st, str, bl, or pr.	onset consonants
14. There are two different types of consonant _____ that appear in the onset position (at the beginning) of words and syllables: consonant digraphs and consonant blends.	clusters

Consonant Digraphs

15. *Consonant digraphs* are two different _____ letters that appear together and represent a single sound, or phoneme, not usually associated with either letter. You do _____ hear elements of each, separate letter. Examples include ch (*child*), ph (*phone*), sh (*shop*), and th (*thin*).	consonant not
16. Can you identify the consonant digraphs in the following keywords? These are the most common consonant digraphs. The word *white* is the keyword for the consonant digraph _____. The word *chair* is the keyword for the consonant digraph _____. The words *this* and *thin* are the keywords for the consonant digraph _____. The word *shop* is the keyword for the consonant digraph _____. The word *phone* is the keyword for the consonant digraph _____.	 wh ch th sh ph
17. The consonant _____ th and ch each have several sounds.	digraphs
18. Let's look at the consonant digraph th. This digraph represents two different sounds: the voiced and voiceless th sound. Pronounce the words *this*, *that*, *their*, and *them*. The digraph _____ in these words is called the voiced th sound because we add voice to it when we say it. (Put your hand on your throat as you say each word, and you may feel the vibration of the voicing.)	 th
19. Pronounce the words *think* and *thin*. Hold one hand on your throat, and you will not feel any voicing when you say each word. The beginning sound in these words is different when compared to the _____ th sound. It is called the unvoiced, or voiceless, _____ sound.	 voiced th
20. The phoneme represented by th in *this* is the _____ th sound; the phoneme represented by th in *thin* is the unvoiced, or voiceless, _____ sound.	voiced th

21. As you pronounce the following words, indicate whether the th digraph is voiced or voiceless. *thank* _____ *the* _____ *thermos* _____ *thumb* _____ *these* _____	 voiceless voiced voiceless voiceless voiced
22. Now let's look at the digraph ch. This consonant digraph represents three different sounds: the sound _____ as in *chair*, the sound _____ as in *character*, and the sound _____ as in *chef*.	 /ch/ /k/ /sh/
23. Pronounce the words *character* and *chorus*. These words begin with the sound usually associated with the letter _____. Ch sometimes represents the sound associated with _____.	 k k
24. Say the words *chef* and *chiffon*. These words begin with the sound usually associated with the digraph _____. *Chef*, *chiffon*, and *shoe* all sound the _____ in the onset position.	 sh same
25. Let's summarize what we know about consonant digraphs appearing in the onset position. A consonant digraph is composed of _____ consonants that represent a single _____. Consonant digraphs include _____, _____, _____, _____, and _____. The onset digraph _____ may be voiced, as in *this*, or voiceless, as in *thin*. The onset digraph _____ may represent three different phonemes: the sounds often associated with ch, k, and sh.	 two phoneme, wh ch, th, sh ph, th ch
26. Look at these words: *picture*, *phone*, and *pleasure*. Only one of these words has a consonant digraph in the onset position. That word is _____.	 *phone*

Consonant Blends

27. A second type of consonant cluster appearing at the onset position is called a consonant _____. A *consonant blend* consists of two or three consecutive consonants, each representing a separate phoneme that is blended together.

blend

28. Here are several examples of consonant blends: *brick*, *blue*, *scream*, *skip*, and *street*. Notice how you can hear elements of each of the separate _____ as they are blended together.

phonemes

29. Identify the consonant blends in the onset position for these keywords.

The word *blue* is the keyword for the consonant blend _____.

bl

The word *clown* is the keyword for the consonant blend _____.

cl

The word *flower* is the keyword for the consonant blend _____.

fl

The word *splash* is the keyword for the consonant blend _____.

spl

All of these consonant blends end with _____. Because of this, they are sometimes called the _____ blends.

l

l

30. Now look at these keywords and identify the consonant blends in the onset position.

The word *bread* is the keyword for the consonant blend _____.

br

The word *crash* is the keyword for the consonant blend _____.

cr

The word *tree* is the keyword for the consonant blend _____.

tr

The word *three* is the keyword for the consonant blend _____.

thr

All of these consonant _____ end with _____.

blends, r

Because of this, they are sometimes called the r _____.

blends

31. Now look at these keywords and identify the consonant blends in the onset position. The word *scale* is the keyword for the consonant blend _____. The word *skate* is the keyword for the consonant blend _____. The word *sled* is the keyword for the consonant blend _____. The word *spring* is the keyword for the consonant blend _____. The word *squirrel* is the keyword for the consonant blend _____. The word *string* is the keyword for the consonant blend _____. All of these consonant blends _____ with _____. Because of this, they are sometimes called the _____ blends.	sc sk sl spr squ str begin, s s
32. The three main categories of _____ blends are (1) those with _____ as the final letter, (2) those with _____ as the beginning letter, and (3) those with _____ as the final letter.	consonant l s r
33. As you have just learned, a consonant _____ is a combination of two or three _____ letters, each of which retains its own _____ when pronounced.	blend consonant phoneme (sound)

Special Consonant Patterns

34. The following _____ letters can represent more than one sound when they appear in certain contexts: c, g, s, q, d, x, t, and z. Many of these patterns are presented in reading programs when _____ is taught. As a result, we will cover them here.	consonant phonics

35. First, let's look at the single onset consonants c and g because they follow a similar pattern. Look at the two lists below and see if you can determine the two sounds of c in the onset position.

A	*B*
come	city
cow	celery
capture	cycle
cut	cymbal

All words in list A begin with the same sound. The sound in the onset position in list A is called the "hard c" sound; this sound is often represented by the letter _____ in words such as *kite*. Notice, too, the three vowels that follow c in each word in list A. These vowels are _____, _____, and _____.

k

o, a

u

36. Now let's look at a few other words beginning with the letter c and also followed by the vowels o, a, or u: *comb*, *cone*, *cat*, *can*, *cucumber*, and *cute*. These words follow the pattern because the onset letter c is pronounced like the _____ sound when followed by the vowels _____, _____, or _____. We refer to this as the "_____ c" sound.

k

o, a

u, hard

37. All words in list B begin with what we call the "soft c" sound. This is the sound represented by the letter s in words such as *sale*. Notice the three _____ that follow c in each word in list B. These vowels are _____, _____, and _____.

vowels

i, e

y

38. Now let's look at a few other words beginning with the letter c followed by the vowels i, e, or y: *circle*, *circus*, *center*, *cent*, *cylinder*, and *cypress*. These words also follow this pattern because the onset letter c is pronounced like the _____ sound when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ c" sound.

s

i

e, y

soft

39. You can see that the letter–sound relationship for the onset letter c is fairly regular. The pronunciation of this letter is usually determined by the _____ that follows it.

vowel

40. Now we can state the rule about letter–sound relationships that is often true for the onset letter c.

The onset letter c usually represents the sound associated with the letter k when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ c" sound.

The onset letter c usually represents the sound associated with s when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ c" sound.

o
a, u
hard

e, y
i, soft

41. The onset consonant g has a letter–sound relationship that patterns itself like the letter c. Look at the following two lists and see if you can determine the two sounds of g in the onset position.

C	*D*
good	giraffe
goat	gentle
game	gem
gun	gym

All words in list C begin with the sound most commonly associated with the onset consonant g. This is called the "hard g" sound. Notice the three vowels that follow g in each word in list C. These vowels are _____, _____, and _____.

o, a
u

42. Now let's look at a few other words beginning with the letter g and followed by the vowels o, a, or u: *go*, *gone*, *gate*, *gas*, *guppy*, and *guy*. These words also follow the pattern because the onset letter g is pronounced like the _____ sound when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ g" sound.

g
o, a
u, hard

43. All words in list D begin with what we call the "soft g" sound. This is the sound represented by the letter j in words such as *jam*. Notice the three _____ letters that follow g in each word in list D. These vowels are _____, _____, and _____.

vowel
i, e
y

44. Now let's look at a few other words beginning with the letter g followed by the vowels i, e, or y: *giant*, *germ*, *genius*, *gypsy*, and *gyrate*. These words also follow this pattern because the onset letter g is pronounced like the _____ sound when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ g" sound.	j i, e y, soft
45. Now we can state the rule about the letter–sound relationships that is often true for the onset letter _____. The onset letter g usually represents the sound associated with g when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ g" sound. The onset letter g usually represents the sound associated with the letter j when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ g" sound.	g o, a u, hard i e, y soft
46. S is another _____ with letter–sound relationships that pattern themselves in somewhat regular ways. The sound most commonly associated with s is represented by the s in the keyword *sock*. Pronounce the words *runs*, *his*, and *boys*. What letter usually represents the last sound that you hear in these words? _____ Using the letter s to represent the sound associated with the letter z is not taught as often as is the more common letter–sound association for s because s is more _____ in the onset position. For plurals or verb forms where s appears at the end of words, there are usually context or word-form clues that make knowing the letter–sound association less important.	consonant z common
47. The s appearing in the _____ position in words such as *sun*, *sit*, or *sing* represents the most common sound for this letter.	onset
48. The s appearing at the end of the words *his*, *runs*, and *boys* represents the sound often associated with the letter _____.	z

49. Complete the following generalizations related to sounds represented by the letter s: When the letter s appears in the _____ position, it represents the most common sound for s, the sound that appears at the beginning of the word *sun*. When s appears at the _____ of a word, it represents one of two sounds, either the sound usually associated with the letter _____ or the sound usually represented by the letter _____.	onset end s z
50. T is another consonant that represents several different _____. You know that the sound represented by the letter t is the sound heard in the keyword *turtle*. However, in combination with certain other letters, t can represent other sounds.	sounds
51. Pronounce the words *celebration*, *location*, and *vacation*. What are the last four letters in each word? _____	tion
52. Complete the following generalization: In the suffix _____, the letter t represents the sound of the digraph _____.	tion sh
53. Now look at another pattern for t. Pronounce the words *virtue*, *virtuous*, and *mutual*. The sound represented by t in these words is usually associated with the letters _____. In each case, the letter following t is _____.	ch u
54. Complete the following generalization: When the letter t is followed by the letter _____, it sometimes represents the sound associated with the consonant digraph _____	u ch
55. X is another consonant that represents several sounds. The common sound associated with the letter x is the same sound heard at the end of the word *books*. Thus, it can be said that the most common sound for the letter x represents the sounds associated with the letters _____.	ks

56. Pronounce the words *exist*, *examine*, and *exhibit*. The letter _____ in these words represents the sounds associated with the letters gz.	x
57. Here is another sound that the letter x sometimes represents. Pronounce the words *xylophone* and *xenon*. What letter usually represents the sound associated with x in these words? _____ Where is the x in *xylophone* and *xenon*? _____	z onset (at the beginning)
58. Complete the following generalization: When the letter x appears in the _____ position, it usually represents the sound associated with _____.	onset z
59. The common sound associated with d is heard in the keyword *dog*. Say the words *gradual*, *educate*, and *individual*. The letter _____ usually represents the sound of the underlined letter. The letter _____ follows the underlined d in each word.	j u
60. Complete the following generalization: When d is followed by the vowel _____ in the middle of a word, it sometimes represents the sound associated with the letter _____.	u j

Silent Consonant Patterns

61. You have learned that some consonants represent more than one _____. You should also know that there are situations in which some consonants do not represent sounds but serve as markers for certain language patterns. The common terminology is *silent letter*.	sound
62. Look at the words *tall*, *off*, and *miss*. In each word, there is a _____ consonant. In the spoken word *tall*, there is _____ sound represented by the letter l. In the spoken word *off*, there is _____ sound represented by the letter f. In the spoken word *miss*, there is _____ sound represented by the letter s.	double one one one

63. Complete the following generalization: When there is a double consonant in a word, usually only _____ of the consonants is heard.	 one
64. Pronounce the words *knife*, *know*, and *knight*. What letter usually represents the first sound in these words? _____ The first two letters in each word are _____. Because k is _____, it can be called a _____ letter in this spelling pattern.	 n kn silent, silent
65. Complete the following generalization: When a word or syllable starts with the letters kn, the _____ is _____.	 k, silent
66. Pronounce the words *gnat*, *gnaw*, and *gnome*. What letter usually represents the first sound in these words? _____ The first two letters in each word are _____. The g is _____, or a marker.	 n gn silent
67. Complete the following generalization: When a word or syllable starts with the letters gn, the _____ is _____.	 g, silent (or a marker)
68. Pronounce the words *wrong*, *write*, and *wreath*. The letter that represents the first sound in these words is _____. What letter is silent (or a marker)? _____ When a word or syllable starts with wr, the _____ is silent, or a marker.	 r w w
69. In the preceding examples, three consonant combinations that contain a silent letter or marker are _____, _____, and _____. In each of these letter combinations, the first of the two consonants is _____.	 kn gn, wr silent (or a marker)
70. Pronounce the words *dumb*, *climb*, and *comb*. What letter represents the final sound in these words? _____ What letter follows the m? _____ The letter b is _____	 m b silent

71. Complete the following generalization: When b is preceded by m, the _____ is _____, or a marker.	b, silent
72. Look at the words *doubt* and *debt*. What are the last two letters? _____ Which of the last two letters is silent, or a marker? _____	bt b
73. Complete the following generalization: When the letters bt appear together, the _____ is silent, or a marker.	b
74. Letter combinations in which b does not represent a sound are _____ and _____.	mb, bt
75. Look at the words *high*, *might*, and *fight*. What three consecutive letters do you see in each of the above words? _____ Pronounce each word. What letter represents the last sound in *high*? _____	igh i
76. Complete the following generalization: When the letters igh appear together, the _____ and the _____ are usually _____ and the vowel has a long i sound.	g h, silent (or a marker)
77. Look at the words *fetch*, *itch*, and *catch*. What three consecutive letters do you see in each of these words? _____ Pronounce each word. Which of the three letters in the tch combination does not represent a sound? _____	tch t
78. Complete the following generalization: When the letters tch appear together, the letter _____ is usually _____.	t silent (a marker)

79. In addition to the generalizations stated previously, there are other situations in which some consonants do not represent sounds. The following words illustrate some other examples of consonants that do not represent sounds. Pronounce each word and indicate the consonant that does not represent a sound: *whole* _____ *hour* _____ *khaki* _____ *rhubarb* _____ *folk* _____ *calm* _____ *psychology* _____ *island* _____	 w h h h l l p s
80. Letters in English do not always represent a single _____; nevertheless, knowing the more regular letter–sound relationships helps us to recognize many of the _____ we encounter. Understanding the basic elements of phonic knowledge is especially important for teachers of beginning readers.	sound words

☑ SELF-CHECK FOR CHAPTER 3

1. In English, the most consistent letter–sound relationships occur with _____.	consonants
2. Onset patterns appear at the _____ of words or syllables and consist of _____.	beginning consonants
3. Rime patterns appear at the _____ of syllables or words and begin with a _____.	end vowel
4. Onset and rime patterns combine to form _____ or _____.	words syllables
5. Consonant clusters include two or three consonants that appear _____.	together

6. The letters <u>ch</u> in the word *choose* are called a consonant _____ because it contains two consecutive consonants that represent a _____ sound, not usually associated with either letter.	digraph single
7. The letters <u>sk</u> in the word *skip* are called a consonant _____ because it contains two consecutive consonants, each representing a separate _____ that is blended together with the other.	blend phoneme
8. The onset letter <u>c</u> usually represents the sound associated with the letter <u>k</u> when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ c" sound.	<u>a</u> <u>o</u>, <u>u</u> hard
9. The onset letter g usually represents the sound associated with the letter <u>j</u> when it is followed by the vowels _____, _____, or _____. We refer to this as the "_____ g" sound.	<u>e</u> <u>i</u>, <u>y</u> soft
10. When there is a double consonant in a word, usually only one of the consonants is heard. The other is _____.	silent (or a marker)
11. When a word or syllable starts with the letters <u>kn</u>, <u>gn</u>, or <u>wr</u>, the _____ letter is usually _____.	first, silent (or a marker)

PRACTICAL EXAMPLES AND RESOURCES FOR TEACHING PHONICS (ONSET, RIME, AND CONSONANT PATTERNS) IN YOUR CLASSROOM

Take a Look Videos

Take a look at this video that shows you how to use onset and rime cubes to help students practice this important element of phonics, or graphophonics: http://bit.ly/1yqyUAT.
One cube has all onset letters written on it and the other cube has all rimes. When students roll them, different combinations appear and they practice reading them. This is a wonderful activity for your class to play in small groups or individually.

Take a look at this video that uses an engaging song to illustrate works with silent k: http://bit.ly/1uQcqYB.
Use it in your classroom, with a projector, to introduce silent k words to your class.

Take a look at this video that explains where several types of silent letters come from as English borrowed words from abroad: http://bit.ly/1zrN9cU.
Use it in your classroom for somewhat older students who may be struggling with reading.

Lesson Suggestions

Whole-to-Parts Phonics Instruction: Teaching Letter–Sound Correspondences (http://bit.ly/1621Ya3).
This *ReadWriteThink* lesson is designed to teach letter–sound correspondences using onsets and rhymes after reading a selection of children's literature.

Word Wizards: Students Making Words (http://bit.ly/1DuBo4C).
Students look for and manipulate letter patterns within words using themes from four popular children's books. The lesson has both offline and online components.

Consonant Digraph Bingo (http://bit.ly/1LARyPu).
This lesson provides printable bingo cards for playing a bingo-like game to develop awareness of consonants and consonant digraphs. Great fun!

The Role of Phonics in Reading Instruction.
International Literacy Association. (1997). Newark, DE: International Literacy Association. A position statement from the Board of Directors of the International Literacy Association. This position statement (under revision) includes suggestions for the teaching of phonics, written by outstanding researchers and professionals in the field. Check frequently at www.literacyworldwide.org/ for updated position statements and teaching suggestions.

Apps for Classroom Use

Consonant Blends: http://bit.ly/1LDaSvx

Current cost: $0.99

Pick a consonant blend and then try to find the matching rime or word ending.

ABC Phonics Rhyming Words Lite: http://bit.ly/1ytL7Vo

Current cost: $2.99

Engaging activities for learning onset and rime patterns.

Looney Tunes Phonics: http://bit.ly/165ys3j

Current cost: $6.99 per grade level

A comprehensive set of activities in phonics using Looney Tune characters.

iSort Words: http://bit.ly/1zv8imk

Current cost: $3.99

Many activities to learn common onset and rime patterns.

Online Reading Resources

To learn more about phonics, explore these online resources:

- Linan-Thompson, S., & Vaughn, S. (2007). Phonics and word study. In *Research-based methods of reading instruction for English language learners, Grades K-4*. ASCD. (This online chapter presents a thorough discussion of effective phonics instruction, especially in relation to English Learners.)

  Retrieved from http://bit.ly/1DwkO4s
- Rasinski, T. (2000). Making and writing words using letter patterns. *Reading Online*. (A description of an important instructional practice to use in your classroom for teaching word recognition.)

  Retrieved from http://bit.ly/1yjBsQ7

This page intentionally left blank