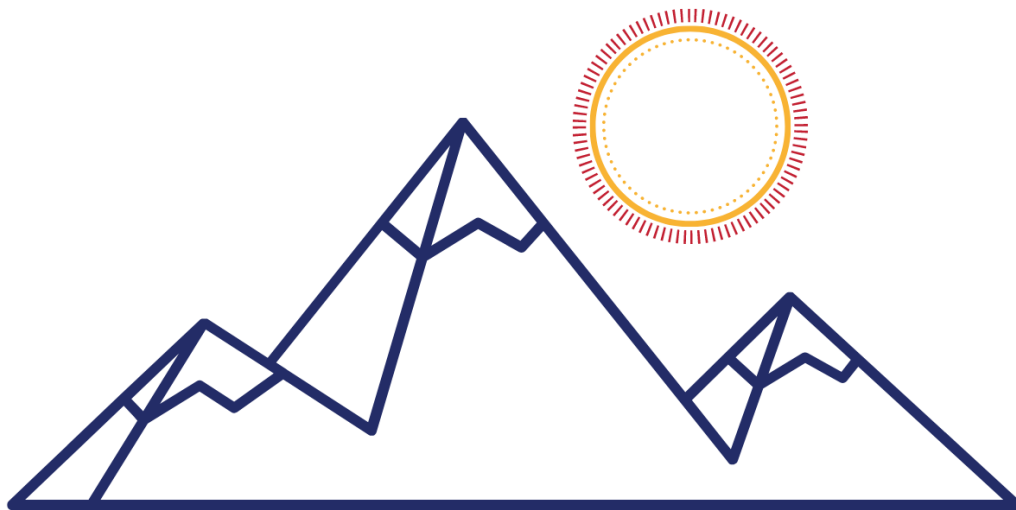


TRAIL TO SUMMIT



READING

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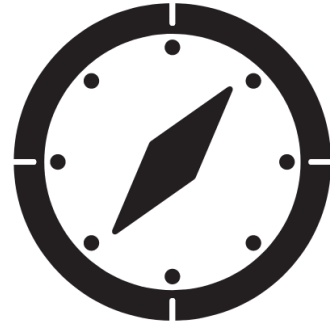
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TRAIL TO SUMMIT



What, Why, and How

Program Overview

WHAT IS IT?

Trail to Summit Reading is an instructional framework provided by the Colorado Department of Education to help struggling readers. Studies indicate when students fall behind in beginning reading, they rarely catch up on their own – but we change that by using a highly structured program that focuses on critical *word recognition skills*. The program breaks reading and spelling into smaller skills involving letters and sounds. It is a phonetically based, sequential, structured approach that uses multisensory techniques – this means instructors use sight, hearing, touch, and movement to help learners connect language with letters and sounds.

WHAT DOES IT FOCUS ON?

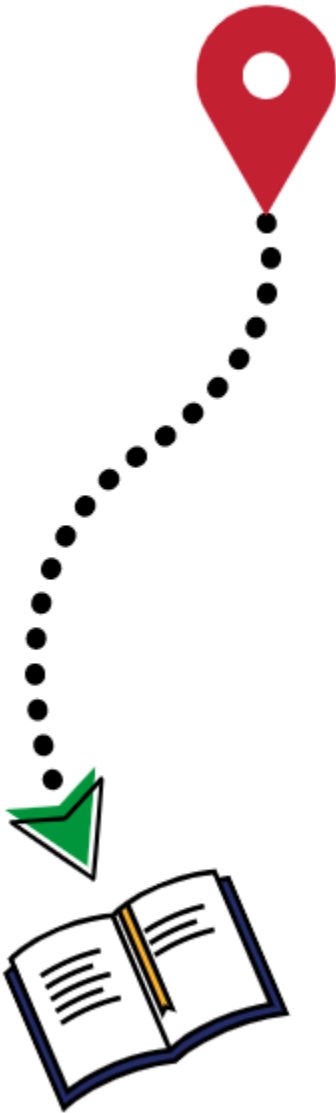
Trail to Summit focuses on teaching students word recognition or decoding skills where they are accurately and automatically reading the words on the page without the use of guessing strategies. *Trail to Summit Readers* puts a strong emphasis on understanding the ‘how’ and ‘why’ behind reading. Students may explore why the letter ‘s’ sounds one way in the word ‘plays,’ and another way in the word ‘snake.’ Once they know consistent rules and patterns, they are better able to decode words on their own.

WHO IS IT FOR?

Trail to Summit Reading is helpful for any reader who struggles with accurate and automatic word reading.

HOW DOES IT WORK?

The *Trail to Summit* program teaches the sounds of the English language and their corresponding symbols, spelling rules and generalizations, syllable types, syllable division patterns, and basic morphology skills. The program uses a specific order of introduction of reading skills based on how we learn language. The lessons are structured to include the same basic parts for each meeting: phonological awareness skills, phonics and word study skills, spelling, and application through oral reading.



The Simple View of Reading

Trail to Summit Reading is grounded in scientifically based theoretical models on how we learn to read. The first is The Simple View of Reading. This model organizes the skills needed to become a proficient and successful reader into two categories: word recognition and language comprehension.



Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability.

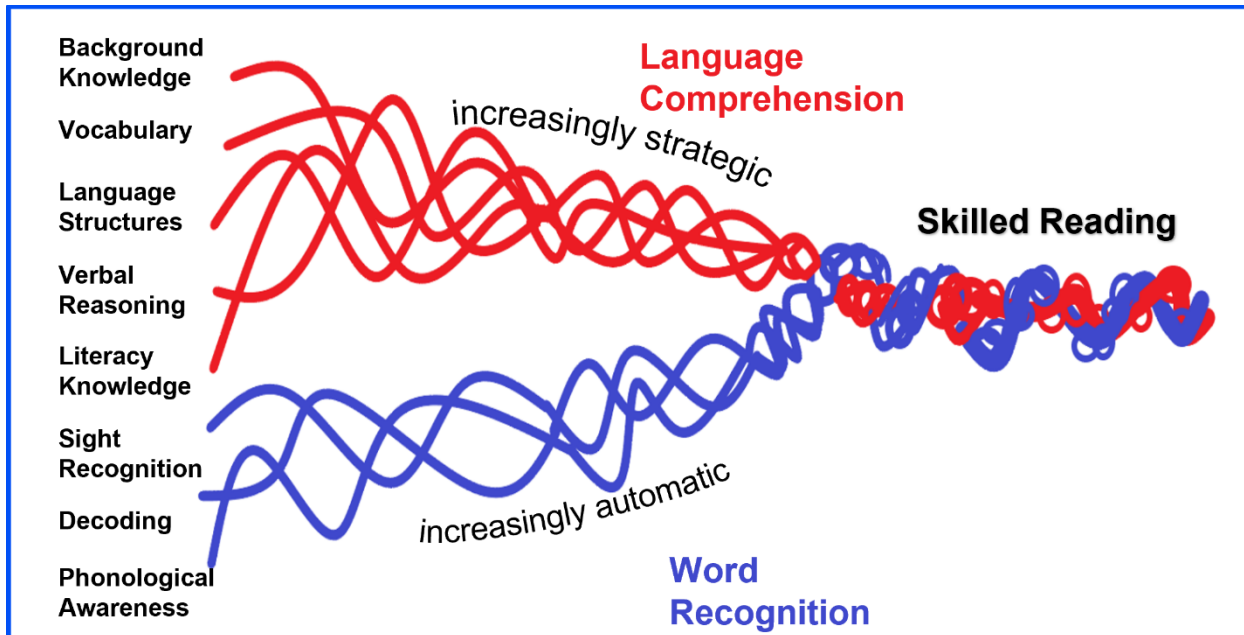
The Simple View of Reading is a basic formula for reading comprehension. It says this: **Reading Comprehension** is the product of ***word recognition skills*** and ***language comprehension skills***. We need both sides of the equation for students to become skilled, proficient readers.

Students need efficient word recognition or decoding skills where they are accurately and automatically reading the words on the page without the aid of context clues or pictures. They also need fully developed language comprehension skills which references the ability to understand language. In order for a student to understand text, they need to decode the words on the page and then make meaning of the words, sentences, and overall text.

Reading comprehension is our end goal for reading. If you are not comprehending what you are reading, then you are not reading proficiently or successfully. Parents or teachers often indicate that a student is having issues with reading comprehension. This equation helps us think about why that student is struggling. Are they struggling to read the words on the page? Or are they struggling with language in the text?

The Reading Rope

We can deepen our understanding of this through the Reading Rope model. This model aligns with The Simple View of Reading but gives us a little more information on the skills that are required in each side of the equation.



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.

The top portion of the rope details the skills needed in the language comprehension category shown here in red. These skills are background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. The word recognition or word reading skills shown in blue are phonological awareness, decoding, and sight recognition.

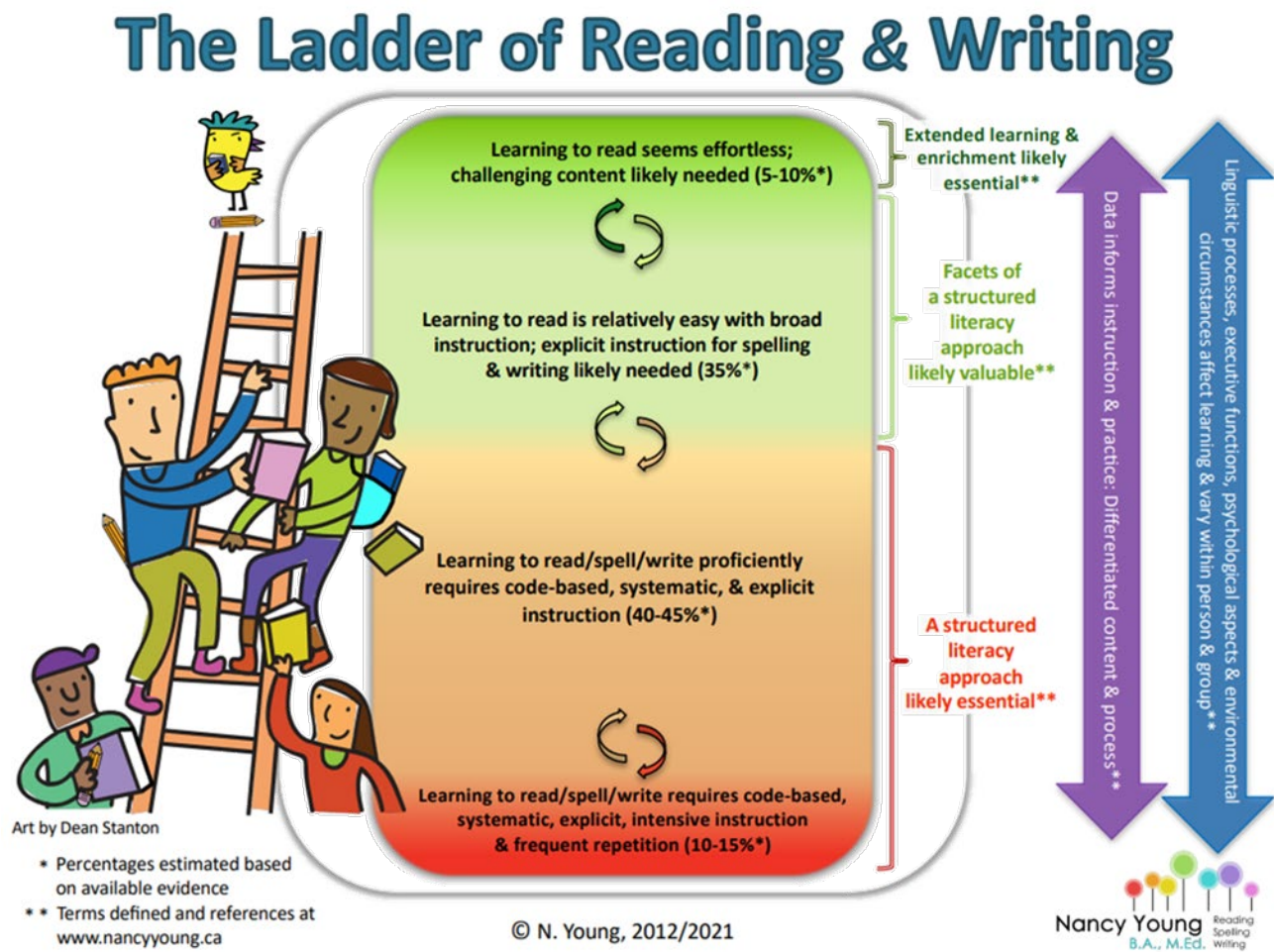
As language comprehension skills become strategic, students are applying what they know about language and applying background knowledge. As word recognition skills become automatic, students are instantly and effortlessly reading the words on the page. When both these happen in conjunction a student demonstrates skilled reading. This means their reading is fluent and their language skills are adequate so that the reader is not having to focus their mental energy on either the language comprehension pieces, or the word recognition pieces, and they are able to focus on comprehending, taking in and understanding what they are reading.

Students need instruction in all these areas to develop the skills necessary to become successful, proficient readers. *Trail to Summit* reading focuses primarily on the word recognition portion of the rope because this is often where readers struggle. Through the building of these skills and continued reading, some aspects of the top part of the rope will be covered as well.

Explicit and Systematic Instruction

An important aspect of the *Trail to Summit* reading program is its explicit and systematic approach. Explicit instruction means teaching students concepts directly. We do not ask students to intuit patterns in the language or concepts that we are teaching them on their own or through discovery. Instead, we teach them each concept by clearly explaining and modeling it, applying the new concept with them, and then allowing students to apply it independently when they are ready.

Systematic instruction refers to the way in which concepts are introduced through direct teaching. Introduction of concepts follows a logical sequence where concepts are building upon each other moving from basic concepts to more complex. The teacher proceeds in small steps and checks for student understanding before moving on to the next step.



Used with Nancy Young's Permission

The Ladder of Reading and Writing graphic above explains why explicit and systematic instruction is so important. In this graphic, the explicit and systematic approach is referred to as structured literacy. This approach is helpful for all, harmful for none—and crucial for some.

For about 5% of students learning to read, the process seems almost effortless. These students are intuiting the code and cracking it on their own. For another 35% of students, learning to read is relatively easy and these students will learn no matter what type of instruction they receive. For this 40% of students direct and explicit instruction following a logical scope and sequence will help get them to proficient successful reading more quickly.

For the remaining 60% of students an explicit and systematic approach is essential. About 40-50% of those students will need high quality instruction to become proficient readers and about 10-15% will need that instruction plus more.

Hempenstall, K. & Buckingham, J. (2016). *Read about it : Scientific evidence for effective teaching of reading*. St Leonards, NSW: The Centre for Independent Studies Limited.

Lyon, G. R. (1997). Hearing on literacy: Why kids can't read. Testimony given to the Committee on Education and the Workforce in the United States House of Representatives, Washington, DC, July 10, 1997.

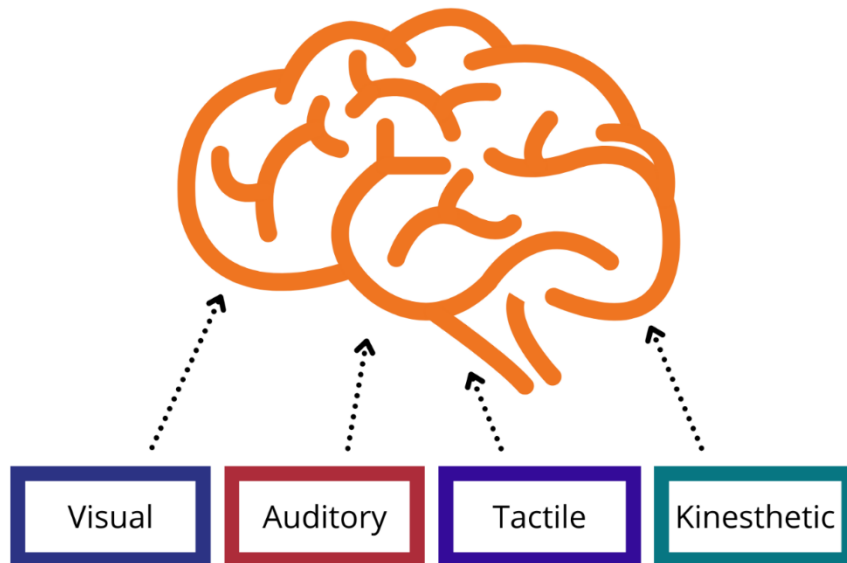
Lyon, G. R. (1998). Why Reading is Not a Natural Process. *Educational Leadership*, 55(6), 14-18.

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769) Washington, DC: National Institutes of Child Health and Human Development.

Young, N. (2017). The ladder of reading and writing. Retrieved from <https://www.nancyyoung.ca/research-and-links>

Multisensory Instruction

All students and learners learn best using multi-modalities. People do not have a specific learning style that suits them. The idea and theory of learning styles has been debunked. Rather than a specific learning style that suits each individual, all learners learn best using multiple senses at once— visual, auditory, kinesthetic, and tactile (VAKT)— in learning new concepts. When we use the term multisensory, we are talking about tapping into these pathways for learning.



Think about ways in the lesson to get students to say it, see it, hear it, and do it or combine a movement. The visual and auditory pieces of multisensory instruction are the easy parts— students see the graphemes and they hear and say the phonemes.

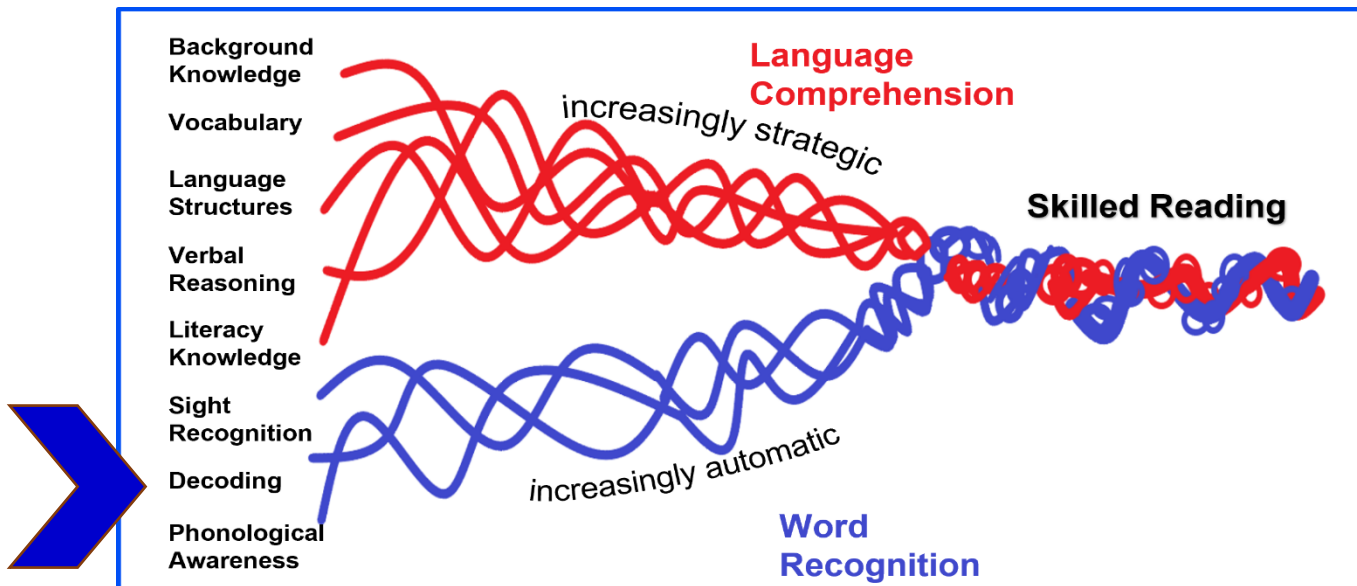
Bringing in the kinesthetic part and tactile of multisensory instruction is often more difficult because we want these pathways to be engaged simultaneously. The movements and touch that we are incorporating in multisensory instruction must be intentional and connected to the visual and auditory stimuli. We are not bringing in movement and touch just for the sake of movement/touch, it needs to be meaningful.

An important example and use of the multisensory instruction is teaching students about how your mouth moves (kinesthetic) and how your voice box feels (tactile) when you make different sounds (auditory) and linking that to the letters (visual). Other ways we can do this in lessons are through activities that enhance phonological awareness instruction by moving markers to correspond with sound, phoneme-grapheme mapping activities, air writing, and tapping out sounds.

Nancekivell, S. E., Shah, P., & Gelman, S. A. (2020). Maybe they're born with it, or maybe it's experience: Toward a deeper understanding of the learning style myth. *Journal of Educational Psychology*, 112(2), 221–235.

Emphasis of Trail to Summit Reading

Trail to Summit focuses on teaching students word recognition or decoding skills where they are accurately and automatically reading the words on the page without aid of context clues or pictures. Students are expected to apply the phonics concepts and decoding skills that are being learned rather than using guessing strategies. This is made possible by explicit instruction where lessons build upon each other in a logical sequence and where students are given many opportunities to practice what they are learning through reinforcing activities and reading *decodable text*.



Scarborough, H. S. (2001).

Phonological Awareness

Phonological awareness is the ability to recognize and manipulate the segments of sounds in language. Students need to be able to both recognize and manipulate sounds in order to link those sounds to letters necessary for learning to read. Deficits in the phonological component negatively affect students learning to read and progressing in their reading skills.

Phonics – Decoding and Spelling

Phonics instruction teaches how the 26 letters represent 44 sounds in the English language. Learning that there are predictable relationships between sounds and letters allows students to apply these concepts and read both familiar and unfamiliar words. Decoding (reading) and encoding (spelling) activities are equally important in building these skills. Students will learn the predictable patterns in English instruction that includes the six syllable types and syllable division patterns.

Fluency

Fluency is the ability to read connected text accurately, rapidly, and effortlessly with little conscious attention to reading. It requires skillful application of phonemic awareness and phonics skills and is what allows students to concentrate on making meaning of what they are reading.

Word Study

Students working through the Trail to Summit program are engaging in word study. Word study reflects what researchers have discovered about the alphabetic, pattern, and meaning layers of English spelling or orthography. English orthography is a morphophonemic system because it represents both sound and meaning. Students will learn about the following layers of language:

- **Alphabetic Layer**

Students examine the relationship between letters and sounds. They learn to match the letters (graphemes) to sounds (phonemes) they represent. This is part of word analysis and what students learn in learning phonics.

- **Pattern Layer**

English contains predictable patterns. Learning about syllables is one aspect of the pattern layer that students learn about. Students will learn the six syllable types that make up the majority of English words. Students will also learn about common spelling rules/patterns and exceptions to these patterns. The pattern layer of language is another aspect of learning phonics and word analysis.

- **Meaning Layer**

The morphemic aspect of English is the meaning layer. Students will learn about morphemes or units of meaning within words. These units of meaning maintain distinct spelling patterns that can be helpful in word recognition. Learning the meaning of morphemes also helps to build vocabulary skills and aid in reading comprehension. This is the structural analysis part of word study.

These concepts are introduced throughout the framework at appropriate times within the scope and sequence. See the table of contents for more information on specific graphemes and where they are introduced, the definition of a syllable, types of syllables, and morpheme instruction.

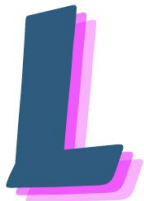


The Six Types of Syllables (CLOVER)

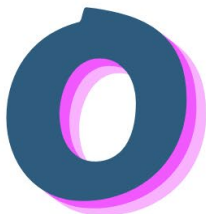
(See Table of Contents for where each syllable type is introduced in the program)



- **Closed Syllable**
VC; CVC; CCVC; CVCC; CCVCC
at, if; pop, bet; trip, flat; pump; crust



- **Consonant-le Syllable**
V/C-le; VC/C-le
table, rifle, bugle; bubble, puzzle, turtle



- **Open Syllable**
V; CV, CCV
a, i; me, go, hi; cry, pro



- **Vowel Team Syllable**
CVVC; CCVVC, CCVVCC
team, goat; sleep, shoot; sleuth, priest



- **Silent-e Syllable**
VCe; CVCe, CCVCE
ate, ice; bike, cube, tape; slope, prime



- **R-Controlled Syllable**
Vr; CVr; CCVr; CVrC
or; car, her, fur; stir; short, term

Practicing Skills in Decodable Connected Text

It's important to give students ample opportunity to practice what they are learning through reinforcing activities and reading *decodable text*. Decodable text is written using words that utilize the decoding skills that students have been taught. Students can read all the words because the words contain known phonic patterns and *heart words* they have been taught. Each text typically focuses on a phonic pattern that is clearly identifiable and repeated to practice reading this concept in connected text.



Sam and Stan have a sled.



"Let's sled on the hill," Stan says.



They slip and spin on the hill.

Above is an example of decodable text. This text is appropriate for a student who has learned to read simple closed syllable words with short vowels and a few high-frequency heart words. When students practice reading text that includes only the patterns they have been taught, it makes decoding their go-to strategy for reading.

When students are presented with text that includes concepts they have not learned, typical of *leveled text*, often guessing becomes a primary reading strategy. Students may initially be successful using guessing as a strategy when books are simple and have many repeated sentence frames and pictures. As text becomes more complex, however, students who default to guessing strategies often fail to accurately and automatically decode new words, which affects both fluency and comprehension.

Decodable text allows students to practice and use the skills they've learned and emphasizes attention to text, rather than a reliance on picture or context clues.



TRAIL TO SUMMIT



Pick the Right Trail

Assessing Where to Start

Using the Simple View of Reading as a guide, we can assess what skills students have mastered and pinpoint areas where students still might need support. Use of the following screening assessments will give instructors a basic idea of the skills the student has mastered and those that still need work. The screeners also provide guidance on where to start students in *Trail to Summit Reading* program. Since the emphasis of the program is developing word recognition skills, screeners that focus on word recognition skills are used.

Phonological Awareness Screening Test (PAST) -- thepasttest.com

Administration Instructions, p.16-21, Scoring Information p.22-24, PAST Forms p.25-32.

The PAST provides information on a student's phonological awareness skills. If a student's performance lands within the Low Achieving Readers category, phonological awareness may be a concern. In that case, more time should be allotted for working on these skills in the phonological awareness warm-up portion of the lesson. Mastery of phonological and phonemic awareness skills is crucial in student reading development and becoming successful, fluent readers. Results from the PAST will tell us where in the phonological awareness continuum the student needs instruction and practice—and which students might need to spend more time mastering these skills.

Letter Names and Sounds Assessment

Letter naming and phoneme-grapheme correspondence assessments measure the ability to recognize and name letters and identify their corresponding sounds. The letter naming and basic letter-sound correspondence assessments use the phoneme/grapheme flashcards provided with the *Trail to Summit Reading* materials and provided scoring sheets. Letter name knowledge in preschool and kindergarten is one of the strongest predictors of reading in first grade. Both letter names and basic letter-sound correspondences are taught in kindergarten, but students into first grade and beyond with gaps in this knowledge will often fall behind their peers in their reading ability. Results from the Letter Names and Sounds Assessment will identify students who have gaps in these areas.

Phonics Screener

Phonics is the knowledge of the regular relationships between phonemes and the graphemes that represent them in English. Phonics is the practical application of the alphabetic principle. Phonics knowledge allows students to read words that they have not encountered before. The Phonics Screener allows us to see what skills students have mastered and which skills might need to be reintroduced and practiced. The screener is divided into three sections to help us place students on the correct trail in *Trail to Summit Reading*. Each section contains 20 real words, 10 nonsense words, and three sentences. Both sections contain a mixture of real words and pseudo-words. All pseudo-words in the check are accompanied by a picture of an imaginary creature. The sections are aligned with the content introduced in each of the Trail Segments in the Trail to Sunshine Peak which lays the foundation for more advanced phonics skills.

Instructions for Administering the Phonological Awareness Screening Test (PAST)

NOTE: It is essential that you read and understand the instructions in this document to properly administer and interpret the PAST. Please read carefully before using it with any student.

How to print and administer the PAST:

- 1) Download the file containing the PAST.

The file contains four forms of the PAST, Forms A, B, C, and D. Only one form is needed to evaluate a student's phonological awareness. The other forms are provided for progress monitoring.

- 2) Print the PAST double-sided for ease of use. Each form is two pages long and a double-sided printing results in a single, convenient sheet of paper.

- 3) Do not attempt to administer the PAST until the instructions in this document have been carefully read and understood.**

- 4) **Practice giving the test.** After reading the administration instructions, give the PAST to family members or colleagues to become comfortable giving the test.

If you work with a school psychologist, speech pathologist, or educational diagnostician trained and experienced with individualized test administration, seek their feedback on your administration skills.

- 5) The following pages contain the specific administration instructions. Read them carefully and reread key parts needed to assure that the test is administered properly. While the PAST is not normed, it is standardized, meaning that the same procedures are followed for every student.

Please check back to thepasttest.com periodically for additional resources to help with administering and interpreting the PAST.

Assessment of Phonological Awareness: The Phonological Awareness Screening Test (PAST)

The *Equipped for Reading Success* program provides three ways to evaluate phonological awareness skills, two informal and one formal.

1) The simplest way to evaluate phonological awareness is to note the level at which a student is working in the program. Is he or she able to do Level E3? Level H? Level K? This informal assessment tells you how far along in the program a student has progressed. It is important to notice a student's *speed* when doing One Minute Activities to see if he or she is at the knowledge stage or the automatic stage.

2) If you want a quick assessment of a student's skill, you can simply give half of a One Minute Activity (i.e., five items) from any given level. How well the student does lets you know how well he or she is progressing. Also pay close attention to speed of response.

3) Use the formalized *Phonological Awareness Screening Test (PAST)*¹ in Appendix C. This chapter provides detailed instructions for administering the PAST. The PAST is best used with students as part of a whole class screening in K-2 or a formal reading assessment. A comprehensive reading assessment should include tests of working memory, rapid automatized naming, as well as phonological awareness and oral blending.² All of these lower-level linguistic skills are assessed on the *Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2)*,³ which I strongly recommend. The CTOPP-2 should be used alongside the PAST. I have found the PAST and the *Elision* subtest, which is the CTOPP-2's phonological awareness test, tend to yield similar results. However, in the cases where they differ, the PAST is usually (but not always) more consistent with a student's reading skill (i.e., weak PAST, weak reading, strong PAST, better reading).

¹An Internet search will turn up another test that uses the acronym PAST called the *Phonological Awareness Skills Test*. This test samples from the various classical tasks like rhyming, segmentation, etc. Like most other phonological awareness tests, it does not provide a timing element.

²These tests would be, of course, in addition to tests of context-free word identification, nonsense word reading, and perhaps reading comprehension and language/listening comprehension.

³As mentioned in an earlier chapter, blending may be average in weak readers with poor phonemic analysis skills. Thus, the CTOPP-2's *Blending Words* subtest must be interpreted with caution. If it is average, it does not rule out phonological awareness difficulties. The *Blending Words*, *Elision* (manipulation/deletion) and *Phoneme Isolation* subtests all are combined on the CTOPP-2 for an overall Phonological Awareness Composite. Be wary of that composite score if *Blending Words* is average and the *Elision* and/or *Phoneme Isolation* are weak.

Instructions for the Phonological Awareness Screening Test (PAST)

The *Phonological Awareness Screening Test* (PAST) can be found in Appendix C. There are four forms; A, B, C, and D. This allows teachers to do a formal assessment a few times a year to track a student's progress.

There is a "history" behind the title "PAST." First, PAST stands for Phonological Awareness Screening Test. Second, the acronym acknowledges the work of others in the *past*. The PAST originated as the *Auditory Analysis Test* (AAT) of Rosner & Simon (*Journal of Learning Disabilities*, 1971). Dr. Philip J. McInnis revised the AAT by adding substitution items (the AAT only used deletion items) and adding levels to make it more developmentally appropriate. His version was first called the *Language Processing Assessment* (LPA) and then the *Phonological Processing Test* (PPT). Since 2003, I have used a modified, updated version of this time-tested assessment.⁴ Thus, while the PAST is my "version" of the test, it is based upon the work of my predecessors (hence, the "PAST").

General Principles of Administration

Do not administer the PAST unless you have 1) carefully read the directions in this chapter; 2) read the section in Chapter 12 that covers pronouncing phonemes in isolation; and 3) practiced on someone, preferably with feedback before testing a student, preferably feedback from a school psychologist or speech pathologist. Those professions receive formal training in individualized testing.

No Practice Items

There are no practice items. Feedback is given for every incorrect item (see below), so incorrect items function like practice items. Follow the sample line at the beginning of each level. All items at a given level are administered the same way. *Delete or substitute the sound represented by the letter or letters in the parentheses.* With *cow(boy)*, "boy" gets deleted.

Proper Pronunciation of Sounds

When giving directions for Levels F through M, use letter *sounds*, not letter names. When you say "change /a/ to /i/," you say the *sound* made by the letter, not the name of the letter. The exception is with the "long" vowel sounds in Level J. Long vowel sounds are represented by uppercase letters in brackets (i.e., /A/). These long vowel sounds match the letter name (e.g., the *a* in words like *cake*, *tame*, or *made*).

Do not add an "uh" sound when pronouncing consonants (e.g., /m/ is pronounced *mmm*, not *muh*). *Proper pronunciation of sounds in isolation is essential for children to understand which*

⁴My version 1) adds a timing element to assess automaticity; 2) adds or modifies levels to make smoother transitions (see Appendix B for program comparisons); 3) provides corrective feedback for every incorrect item, and 4) for Forms A, B, C, and D in Appendix C, most items are "orthographically inconsistent" to decrease the possibility of correctly responding to test items via a mental spelling strategy rather than by phonological awareness. For example, going from *gave* to *game* by exchanging an /m/ for a /v/ can occur via mental spelling while going from *both* to *boat* by exchanging a /t/ for a /th/ does not as easily yield to a mental spelling strategy.

phoneme you are asking them to manipulate. For help with pronunciation when administering the PAST, see Chapter 12 and Appendix E.

The Assessment of Automaticity

All items are timed. When administering an item, immediately upon finishing speaking, count in your head “one thousand *one*, one thousand *two*.” Use a stop watch or sweep second hand at first to be sure your counting really represents two seconds. If the student responds correctly before you get to the word *two* in the phrase “one thousand two,” he or she receives credit for an automatic response. Put an “X” in the blank next to the word to indicate the response was automatic. If the student answers correctly, but after the two second count, mark a “1” next to that item. Incorrect items are marked with a zero (0). See Figure 11.1 below.

When doing the mental count, continue counting until the student responds. If you reach “one thousand five” and the student has not responded, repeat the same item and resume the mental counting, starting with “one thousand one.” If the student responds correctly within five seconds of this second chance, score the item as correct (i.e., a “1”). However, *an automatic score can only occur within the first two seconds of the first try*. A second chance is given because students sometimes forget what you asked. Also, if a student asks you to repeat the item, do so, but repeated items cannot be scored as automatic, only as correct or incorrect. If the student does not respond after the second five-second count, score the item as incorrect and demonstrate the correct response for that item (see below on providing feedback).

If you mis-speak a word, excuse yourself, skip the item, and go on to the next one, so long as it was not the last item at that level. Go back to the item you spoiled before going on to the next level and score normally (i.e., they can receive an automatic score if they respond in less than two seconds). If this occurs on the last item of a level, repeat that item immediately and use your best judgment about scoring.

Occasionally, a student will respond to the previous item. For example, you have the student go from *sit* to *sat* (Level J). On the next item, you ask the student to go from *hid* to *had*, but instead of *had*, the student says *sad*, accidentally carrying over sounds from the previous item. This may not be the result of a phonological awareness problem, but may result from an attentional lapse. If you judge that a student has carried something over from the previous example, re-administer the item. However, the student cannot receive an automatic score on a re-administered item, only correct (1) or incorrect (0).

	Correct	Automatic
LEVEL J “Say <i>sit</i> . Now say <i>sit</i> again but this time instead of /i/ say /a/.” I. (use <i>sound</i> of vowel) s/i/t /a/ → sat <u>1</u> h/i/d /a/ → had <u>1</u> f/i/x /o/ → fox <u>X</u> II. (use <i>name</i> of vowel) /a/ne /i/ → line <u>X</u> ph/o/ne /i/ → fine <u>X</u>	5	3
LEVEL K (Note that K1 involves phoneme <i>deletion</i> , K2 involves phoneme <i>substitution</i>) K1 “Say <i>plan</i> . Now say <i>plan</i> again but this time don’t say of /l/.” p/l/an → pan <u>0</u> s/n/ea/k → seek <u>1</u> K2 “Say <i>sweep</i> . Now say <i>sweep</i> again but this time instead of /w/ say /v/.” s/w/ee/p → s/v/ee/p <u>1</u> g/l/ow → g/r/ow <u>1</u> f/l/ute → f/r/uit <u>X</u>	4	1

FIGURE 11.1
SAMPLE SCORING

Chapter 11

Automatic responding typically takes about a second or less, so a two second count is generous. Therefore, only give automatic credit if students have begun a correct response by the time you have mentally said *two* in the silently phrase “one thousand *two*.”

Repeating an Item

If a student seems confused, or seems to have a lapse in attention, it is okay to repeat an item. However, when you repeat an item, that item cannot be scored as automatic. Students can only receive a score of correct (1) or incorrect (0).

Pacing

One important reason to be thoroughly familiar with the administration procedures and to be well practiced with the test beforehand is *pacing*. It is important to administer the PAST at a good pace to keep things moving. A moderately quick pacing prevents lapses of attention, boredom, or prevents you from unnecessarily burdening a student’s working memory.

Providing Feedback

A unique feature of the PAST is that students receive corrective feedback for every incorrect item. Students are not going to develop phonological awareness skills in the 4 to 8 minutes it takes to administer this test. Yet they may get items incorrect because they are confused about the task expectations given that phonological awareness tests are unusual for most students. Thus, give feedback for *every* incorrect response. That lets them know precisely what you want.

The standard correction is provided on the test form for each level. No further demonstration or explanation is permitted (especially, no visual cues). Correct every incorrect item, even if it is the last item at a given level. Positive feedback is permitted (“that’s right!”), especially if a child responds tentatively. *However*,

1) Do *not* teach any item or level. This is a test, not a teaching session. Although spoken feedback is provided, no teaching, manipulatives, or explanations are allowed.

2) *Never* say anything about the *position* of the sound within the word because this is a big part of what you are testing. For example, never say anything like “see how I switched the /b/ to a /t/ at the beginning of the word?” An important part of phonological awareness is being able to determine where a sound is located within a word. Saying anything about the position of the sound is like giving the student the correct answer.

Routing Procedure to Speed Administration

Students are not administered all 52 PAST items. For younger students, many of the later items are too difficult and there is a discontinue rule (described below). For more skilled students, it would be unnecessarily tedious to administer all of the easy items. To keep the test a reasonable length, there is a routing procedure, which works differently at each of the *syllable*, *onset-rime*, and *phoneme* levels.

Syllable Levels (D1 to E3)

- *Everyone* who is administered the PAST, including older students and adults, start at Level D1. Explain to students that this “word game” starts out very easy. The easy ones help students understand the nature of the task without ever having to explain the nature of the task. There are no explanations or practice items when administering the PAST.
- For kindergarteners and potentially at-risk beginning first graders, give every item at levels D and E and follow the discontinue rule, below.
- For most first graders and all students beyond first grade, if the first item of D1 is responded to automatically (i.e., 2 seconds or less), skip down to the first item of D2. If that is automatic, skip to first item of E2, then E3. When you score later, if the first D1 through E3 items are automatic, score any un-administered items at those levels as automatic (thus a 3/3 at that level).
- However, if any item is either 1) incorrect, or 2) correct but not automatic (i.e., correct response after 2 seconds), administer *all* items at that level and score normally. For example, if the first D2 item is correct but not automatic, administer the other D2 items. However, the routing procedure resumes with E2. If the first item in E2 is automatic, do not administer the other E2 items and score those un-administered items as automatic.⁵

Onset-Rime Levels (F & G)

For kindergarten to second grade:

- If the first three F or G items are automatic, skip the final two items at that level and score them as automatic.
- If any of the first three F or G items are incorrect, or correct but not automatic, administer all five items at that specific level (i.e., F or G) and score normally.

For third grade through adults:

- Use the same general procedure as with the kindergarten through second graders except only the first *two* items need to be automatic before skipping on to the next level.

Phoneme Levels (H to M)

- For Levels H through M, give *all* items at each level. Continue administering until the discontinue rule is reached or you come to the end of the test.

Discontinue Rule

If the combined “correct” score on two levels in a row is 0, 1 or 2 out of 10, discontinue the test. Consider all items in the levels beyond the discontinue level as incorrect. For example, if a student gets only two items at Level I and none at level J (thus 2/10 across the two levels), discontinue the test. Do not administer K, L, or M. All un-administered levels are scored 0.

⁵The reasoning is that if students can do a higher syllable level (E2 or E3), they likely can do the easier ones, but were incorrect or not automatic due to the novelty of the task or lapse in attention rather than a lack of phonological awareness. It is not unusual for a student to get one of these earlier items incorrect or correct but not automatically and then go on and display automatic responding at higher levels. In such cases, administering all subsequent syllable-level items after an early error or slow response is unnecessarily tedious. If they have an automatic response to the first item at any given syllable level, do not administer any more at that level and score unadministered items as automatic, even if they had an incorrect or slow response on an easier syllable level.

Scoring the PAST

Passing a Level

Levels D and E are considered passed if all items are correct. Levels F through M are considered passed if at least 4 out of 5 are correct. Similarly, D and E are considered automatic if all 3 items are responded to automatically. For Levels F to M, at least 4 of 5 items must be responded to automatically. Levels with 3 out of 5 or fewer automatic responses represent a level that should receive instructional attention. Each level yields two scores, a correct score and an automatic score. Students commonly pass levels with correct scores but not with automatic scores. These differences are reflected in the total scoring (see Figure 11.2 below). Only levels passed at the automatic level do not require instructional attention.

Item Scoring

It should be clear by now that items are scored in one of three ways:

- 1) Incorrect (Score = 0)
- 2) Correct but not automatic (Score = 1). The student responds in more than two seconds.
- 3) Automatic (Score = X) The student responds in two seconds or less.

At each level, count every score of 1 and X and put the total in the “correct” column on the right. In the “automatic” column, only include the items with Xs for that level (see Figure 11.1 above for an illustration).

The Total Scores

As mentioned, students receive two scores at each level, a correct score and an automatic score. Transfer the totals from the right hand columns to the top of the first page of the test. There are two sides to this. First, the student receives a score indicating how many were correct and how many were automatic at the *syllable*, *onset-rime*, and *phoneme* levels. Second, the other side gives the highest level passed. Remember that a level is passed as *correct* if at least 4 out of 5 at that level are correct. The exception to this are the syllable levels which require at least 3 out of 3 to be considered passing. A level is considered *automatic* if at least 4 out of 5 items were automatic (or 3 out of 3 for the syllable levels). For most children, the highest correct level will be higher than his or her highest automatic level (see Figure 11.2 for an illustration). It is also important to note any levels not passed that were below the highest level passed.

RESULTS:	Correct	Automatic	Highest Correct Level:	<u>J</u>
Basic Syllable	<u>12</u> /12	<u>10</u> /12	(Levels not passed below the highest correct level)	<u>-</u>
Onset-Rime	<u>10</u> /10	<u>10</u> /10		
Basic Phoneme	<u>8</u> /10	<u>4</u> /10		
Advanced Phoneme	<u>6</u> /20	<u>2</u> /20	Highest Automatic Level:	<u>J</u>
Test Total	<u>36</u> /52	<u>26</u> /52	(Non-automatic levels below highest automatic level)	<u>E, H</u>

FIGURE 11.2

SAMPLE OF SCORING RESULTS

Interpreting the *PAST*

The *PAST* correlates powerfully with reading but is not a normed test. However, the following is a guide to interpreting the results of the *PAST* based on 1) several studies that did not use the *PAST* that show when children developmentally can do specific phonological manipulations; 2) Dr. Philip McInnis' 35 years using very similar levels on his LPA/PPT; 3) my 14 years working with the *PAST*; and 4) several studies I have directly done on the *PAST*.

Note: The data used to piece together Table 11.1, based on the sources mentioned above, were gathered from schools that had *not* been doing phonological/phonemic awareness instruction. If you use the *Equipped for Reading Success* program, the expectations should be somewhat higher than found in Table 11.1. Also, the information sources behind Table 11.1 were from the 1980s to early 2000s, when formal reading instruction began in first grade. Now that reading instruction starts in kindergarten in U.S. schools, it will be important to get through the early levels more quickly and get to levels H and I by late kindergarten.

<i>Grade Level</i>	Typically <i>Achieving Readers</i>	<i>Low Achieving Readers</i>
Mid Kindergarten	D1-E2, F, sometimes higher	D1-D2 or none correct at all
Late Kindergarten	D1-E2, F, G, sometimes higher	D1-D2; E2 or lower
Mid First Grade	E3, E4, F, G, I or higher	E2, F, G or lower
Late First Grade	F, G, H, I, J	F, G, I, or lower
Mid Second Grade	H, I, J, K or higher	F, G, H, I, or lower
Late Second/Early Third Grade	H to M mostly automatic	H, I, maybe J or lower
Mid Third Grade	All levels, mostly automatic	Many levels correct, I to M mostly not automatic
Fourth Grade to Adulthood	All levels automatic	Most levels correct, but J to M not all automatic

TABLE 11.1

APPROXIMATE DEVELOPMENTAL LEVELS FOR AUTOMATIC RESPONSES

If a student's performance matches the shaded *Low Achieving Readers* column, it suggests that phonological awareness may be a concern. If a student's level is lower than is listed in that column, then a phonological awareness problem is very likely. In either case, those students will require training beyond what they may be receiving in whole-class instruction.

Notice in Table 11.1 how small the differences can be, especially early on (i.e., K-1). Except for obvious cases of very low performance, the differences may be very slight. This is why all students should get whole class or small group phonological awareness training in kindergarten and first grade. Next, note that over time, typically developing readers start to pull away from those with reading difficulties. Automaticity becomes a bigger factor with time, especially after second grade. After third grade, lack of automaticity at any level may indicate that a phonological awareness difficulty may be present.

Do not be surprised by inconsistent performance across some levels. An individual student may struggle with a lower level and yet pass a higher level. This is because different levels involve different types of manipulations. For example, H and K involve splitting initial blends.

If a student struggles with sounds in blends, he may not pass H, but may pass J, which does not involve blends. Students who struggle with awareness of ending sounds may do poorly with Level I and L but do well with H, J, and K. While based upon group data I have gathered, the leveling system is quite accurately laid out, for any given student there may be some inconsistencies.

Below is a table showing the average score out of five attained on each level of the PAST from among three first grade classes and two second grade classes from a lower middle class elementary school. The first graders were tested in December to January and the second graders from February to March. You can see there is an increasing degree of difficulty based upon a smaller average number of correct items as the test progresses. Also, with time, the gap between automatic and non-automatic responses widens. Based upon the note on the previous page, you should expect better results than this if you instruct/train your students with *Equipped for Reading Success* because the school where this data gathering occurred was not doing any instruction in phonemic awareness.

Grade Level:		Grade 1		Grade 2	
Scoring Approach:		Correct	Automatic	Correct	Automatic
Highest possible score:		5/5	5/5	5/5	5/5
Syllable	D	4.3	3.9	4.9	4.7
Levels	E	3.6	3.2	4.6	4.1
Onset-Rime	F	4.9	4.8	5.0	4.8
Levels	G	4.5	4.2	4.9	4.4
Phoneme	H	2.6	2.0	3.7	2.8
Levels	I	2.9	1.5	4.2	2.4
	J	1.6	1.0	3.8	2.1
	K	1.7	0.7	2.7	1.0
	L	2.0	0.9	2.9	1.0
	M	1.3	0.4	2.4	0.6

Note: All raw scores reported above are out of a possible 5 points. The current version of the PAST uses different scoring at the syllable levels than when these data were collected.

Table 11.2

AVERAGE RAW SCORES ON EACH LEVEL OF THE PAST

NOTE: PDFs of all four forms of the PAST, to print out and use with students, are available at www.thepasttest.com.

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:
Basic Syllable	____/12	____/12	_____
Onset-Rime	____/10	____/10	(Levels not passed below the highest correct level) _____
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level) _____

Approximate Grade Level:

PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
--------	---	------------------	-----	--------------------	-----	-------------------

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *bookcase*. Now say *bookcase* but don't say *book*.

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*."

D1 (book)case ____ (sun)set ____ space(ship) ____
D2 (sil)ver ____ (mar)ket ____ gen(tle) ____

LEVEL E Say *umbrella*. Now say *umbrella* but don't say *um*.

FEEDBACK: "If you say *umbrella* without saying *um*, you get *brella*."

E2 (um)brella ____ (fan)tastic ____ (Oc)tober ____
E3 (al)phabet ____ (Sat)urday ____ (tri)cycle ____

Basic Syllable Total:

Correct	Automatic
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
____/12	A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *feet*. Now say *feet* but don't say *f/*.

FEEDBACK: "If you say *feet* without the *f/*, you get *eat*; *feet-eat*."

(f)feet → eat ____ (c)ough → off ____
(t)ame → aim ____ (t)ime → I'm ____ (c)one → own ____

LEVEL G Say *guide*. Now say *guide* but instead of */g/* say */r/*.

FEEDBACK: "If you say *guide*, and change the */g/* to */r/*, you get *ride*; *guide-ride*."

(g)uide /r/ → ride ____ (m)ore /d/ → door ____
(g)um /th/ → thumb ____ (l)ed /s/ → said ____ (f)eel /s/ → seal ____

Onset-Rime Total:

____/10 A: ____/10

PAST Form A

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sleep*. Now say *sleep* but don't say /s/.**

FEEDBACK: "If you say sleep without the /s/, you get leap; sleep-leap."

(s)leep → leap ____ (c)rane → rain ____

H2 **Say *grew*. Now say *grew* but instead of /g/ say /t/.**

FEEDBACK: "If you say grew, and change the /g/ to /t/, you get true; grew-true."

(g)rew → (t)rue ____ (c)rane → (b)rain ____ (f)lows → (c)lose ____

LEVEL I Say *went*. Now say *went* but don't say /t/.

FEEDBACK: "If you say went without the /t/, you get when; went-when."

I1 wen(t) → when ____ ran(g)e → rain ____

I2 whea(t) → we ____ nie(c)e → knee ____ dri(v)e → dry ____

Basic Phoneme Total:

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *ran*. Now say *ran* but instead of /a/ say /u/.

FEEDBACK: "If you say ran, and change the /a/ to /u/, you get run; ran-run."

(Short sound of vowel) r(a)n /u/ → run ____ k(i)t /u/ → cut ____ d(e)n /u/ → done ____

(Long sound of vowel) b(ea)k /A/ → bake ____ f(i)ne /O/ → phone ____

LEVEL K

K1 (Deletion) **Say *bread*. Now say *bread* but don't say /r/.**

FEEDBACK: "If you say bread without the /r/, you get bed; bread-bed."

b(r)ead → bed ____ s(n)eak → seek ____

K2 (Substitution) **Say *crew*. Now say *crew* but instead of /r/ say /l/.**

FEEDBACK: "If you say crew, and change the /r/ to /l/, you get clue; crew-clue."

c(r)ew → c(l)ue ____ s(c)ale → s(n)ail ____ s(n)eeze → s(k)is ____

LEVEL L Say *some*. Say *some* but instead of /m/ say /n/.

FEEDBACK: "If you say some, and change the /m/ to /n/, you get sun; some-sun."

so(m)e /n/ → sun ____ rhy(m)e /d/ → ride ____

nigh(t) /s/ → nice ____ see(m) /t/ → sea(t) ____ kee(p) /z/ → keys ____

LEVEL M

M1 (Deletion) **Say *ghost*. Now say *ghost* but don't say /s/.**

FEEDBACK: "If you say ghost without the /s/, you get goat; ghost-goat."

gho(s)t → goat ____ roa(s)t → wrote ____

M2 (Substitution) **Say *sift*. Now say *sift* but instead of /f/ say /p/.**

FEEDBACK: "If you say sift, and change the /f/ to /p/, you get sipped; sift-sipped."

si(f)t → si(pp)ed ____ tru(s)t → tru(ck)ed ____ de(f)t → de(ck)ed ____

Advanced Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/20 A: ____/20

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM B

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level: _____
Basic Syllable	___/12	___/12	(Levels not passed below the highest correct level) _____
Onset-Rime	___/10	___/10	
Basic Phoneme	___/10	___/10	
Advanced Phoneme	___/20	___/20	Highest Automatic Level: _____
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level) _____

Approximate Grade Level:

PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
--------	---	------------------	-----	--------------------	-----	-------------------

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say leapfrog. Now say leapfrog but don't say leap.

FEEDBACK: "If you say leapfrog without saying leap, you get frog."

D1 (leap)frog ___ (door)bell ___ mail(box) ___

D2 (cor)ner ___ (mem)ber ___ mar(ble) ___

LEVEL E Say carnation. Now say carnation but don't say car.

FEEDBACK: "If you say carnation without saying car, you get nation."

E2 (car)nation ___ (gym)nastics ___ (Sep)tember ___

E3 (or)nament ___ (at)mosphere ___ (Af)rica

Basic Syllable Total:

Correct Automatic

___/3 A: ___/3

___/3 A: ___/3

___/3 A: ___/3

___/3 A: ___/3

___/12 A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say far. Now say far but don't say /f/.

FEEDBACK: "If you say far without the /f/, you get are; far-are."

(f)ar → are ___ (n)ame → aim ___

(f)ive → I've ___ (c)ore → oar ___ (l)oan → own ___

LEVEL G Say kite. Now say kite but instead of /k/ say /r/.

FEEDBACK: "If you say kite, and change the /k/ to /r/, you get right; kite-right."

(k)ite /r/ → right ___ (c)ane /r/ → rain ___

(t)ime /r/ → rhyme ___ (s)oup /h/ → hoop ___ (sh)are /h/ → hair ___

Onset-Rime Total:

___/10 A: ___/10

PAST Form B
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) Say *sleeve*. Now say *sleeve* but don't say /s/.

FEEDBACK: "If you say *sleeve* without the /s/, you get *leave*; *sleeve-leave*."

(s)leeve → leave ____ (g)reat → rate ____

H2 (Substitution) Say *freeze*. Now say *freeze* but instead of /f/ say /t/.

FEEDBACK: "If you say *freeze*, and change the /f/ to /t/, you get *trees*; *freeze-trees*."

(f)reeze → (t)rees ____ (c)rew → (t)ruc ____ (p)roud → (c)rowd ____

LEVEL I Say *sword*. Now say *sword* but don't say /d/.

FEEDBACK: "If you say *sword* without the /d/, you get *sore*; *sword-sore*."

I1 swor(d) → sore ____ mean(t) → men ____

I2 sea(t) → see ____ grou(p) → grew ____ wi(d)e → why ____

Basic Phoneme Total:

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *man*. Now say *man* but instead of /a/ say /e/.

FEEDBACK: "If you say *man*, and change the /a/ to /e/, you get *men*; *man-men*."

(Short sound of vowel) m(a)n /e/ → men ____ n(e)ck /o/ → knock ____ d(o)t /e/ → debt ____

(Long sound of vowel) l(oa)n /I/ → line ____ s(i)de /E/ → seed ____

LEVEL K

K1 (Deletion) Say *spy*. Now say *spy* but don't say /p/.

FEEDBACK: "If you say *spy* without the /p/, you get *sigh*; *spy-sigh*."

s(p)y → sigh ____ c(l)aim → came ____

K2 (Substitution) Say *crime*. Now say *crime* but instead of /r/ say /l/.

FEEDBACK: "If you say *crime*, and change the /r/ to /l/, you get *climb*; *crime-climb*."

c(r)ime → c(l)imb ____ g(r)ew → g(l)ue ____ c(l)oud → c(r)owd ____

LEVEL L Say *set*. Now say *set* but instead of /t/ say /d/.

FEEDBACK: "If you say *set*, and change the /t/ to /d/, you get *said*; *set-said*."

se(t) /d/ → said ____ whe(n) /t/ → wet ____

sou(p) /n/ → soon ____ to(n)e /d/ → toad ____ kni(f)e /t/ → night ____

LEVEL M

M1 (Deletion) Say *dusk*. Now say *dusk* but don't say /s/.

FEEDBACK: "If you say *dusk* without the /s/, you get *duck*; *dusk-duck*."

du(s)k → duck ____ she(l)f → chef ____

M2 (Substitution) Say *riff*. Now say *riff* but instead of /f/ say /s/.

FEEDBACK: "If you say *riff*, and change the /f/ to /s/, you get *wrist*; *riff-wrist*."

ri(f)t → wri(s)t ____ te(s)t → te(n)t ____ lc(f)t → lea(p)t ____

Advanced Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/20 A: ____/20

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:
Basic Syllable	___/12	___/12	(Levels not passed below the highest correct level) _____
Onset-Rime	___/10	___/10	
Basic Phoneme	___/10	___/10	
Advanced Phoneme	___/20	___/20	Highest Automatic Level: _____
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level) _____

Approximate Grade Level:

PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
--------	---	------------------	-----	--------------------	-----	-------------------

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *footprint*. Now say *footprint* but don't say *foot*.

FEEDBACK: "If you say *footprint* without saying *foot*, you get *print*."

D1 (foot)print ___ (row)boat ___ mid(night) ___

D2 (ta)ble ___ (o)ver ___ pan(da) ___

Correct Automatic

___/3 A: ___/3

___/3 A: ___/3

LEVEL E Say *invention*. Now say *invention* but don't say *in*.

FEEDBACK: "If you say *invention* without saying *in*, you get *vention*."

E2 (in)vention ___ (ma)gician ___ (me)chanic ___

E3 (at)mosphere ___ (cu)cumber ___ (car)penter ___

___/3 A: ___/3

___/3 A: ___/3

Basic Syllable Total: ___/12 A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *sheet*. Now say *sheet* but don't say /sh/.

FEEDBACK: "If you say *sheet* without the /sh/, you get *eat*; *sheet-eat*."

(sh)eet → eat ___ (ph)one → own ___

(n)ame → aim ___ (r)ide → I'd ___ (w)ar → or ___

___/5 A: ___/5

LEVEL G Say *loop*. Now say *loop* but instead of /l/ say /s/.

FEEDBACK: "If you say *loop*, and change the /l/ to /s/, you get *soup*; *loop-soup*."

(l)oop /s/ → soup ___ (p)ut /f/ → foot ___

(p)ool /r/ → rule ___ (c)are /ch/ → chair ___ (b)owl /g/ → goal ___

___/5 A: ___/5

Onset-Rime Total: ___/10 A: ___/10

PAST Form C

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sweet*. Now say *sweet* but don't say /s/.**

FEEDBACK: "If you say sweet without the /s/, you get wheat; sweet-wheat."

(s)weet → wheat ____ (ph)rase → raise ____

H2 (Substitution) **Say *true*. Now say *true* but instead of /t/ say /g/.**

FEEDBACK: "If you say true, and change the /t/ to /g/, you get grew; true-grew."

(t)rue → (g)rew ____ (c)laim → (b)lame ____ (t)roop → (g)roup ____

LEVEL I Say *word*. Now say *word* but don't say /d/.

FEEDBACK: "If you say word without the /d/, you get were; word-were."

I1 wor(d) → were ____ lam(p) → lamb ____

I2 boa(t) → bow ____ toa(d) → toe ____ hou(se) → how ____

Basic Phoneme Total:

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *bat*. Now say *bat* but instead of /a/ say /i/.

FEEDBACK: "If you say bat, and change the /a/ to /i/, you get bit; bat-bit."

(Short sound of vowel) b(a)t /i/ → bit ____ g(e)m /a/ → jam ____ m(a)tch /u/ → much ____

(Long sound of vowel) sh(ee)p /A/ → shape ____ ch(o)se /E/ → cheese ____

LEVEL K

K1 (Deletion) **Say *sled*. Now say *sled* but don't say /l/.**

FEEDBACK: "If you say sled without the /l/, you get said; sled-said."

s(l)ed → said ____ b(r)eeze → bees ____

K2 (Substitution) **Say *crows*. Now say *crows* but instead of /r/ say /l/.**

FEEDBACK: "If you say crows, and change the /r/ to /l/, you get close; crows-close."

c(r)ows → c(l)ose ____ b(r)aid → b(l)ade ____ c(r)uise → c(l)ues ____

LEVEL L **Say *hen*. Now say *hen* but instead of /n/ say /d/.**

FEEDBACK: "If you say hen, and change the /n/ to /d/, you get head; hen-head."

he(n) /d/ → head ____ ri(s)e /m/ → rhyme ____

migh(t) /s/ → mice ____ tu(b)e /th/ → tooth ____ sou(p) /t/ → suit ____

LEVEL M

M1 (Deletion) **Say *swept*. Now say *swept* but don't say /p/.**

FEEDBACK: "If you say swept without the /p/, you get sweat; swept-sweat."

swe(p)t → sweat ____ fri(n)ge → fridge ____

M2 (Substitution) **Say *rent*. Now say *rent* but instead of /n/ say /k/.**

FEEDBACK: "If you say rent, and change the /n/ to /k/, you get wrecked; rent-wrecked."

re(n)t → wre(ck)ed ____ ro(p)ed → roa(s)t ____ lea(s)t → lea(p)ed ____

Advanced Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/20 A: ____/20

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM D

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level: PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *sidewalk*. Now say *sidewalk* but don't say *side*.

FEEDBACK: "If you say *sidewalk* without saying *side*, you get *walk*."

D1 (sail)boat ____ (door)way ____ week(end) ____

D2 (dol)phin ____ (car)pet ____ mor(ning) ____

LEVEL E Say *tornado*. Now say *tornado* but don't say *tor*.

FEEDBACK: "If you say *tornado* without saying *tor*, you get *nado*."

E2 (tor)nado ____ (per)mission ____ (de)partment ____

E3 (in)strument ____ (con)centrate ____ (wil)derness ____

Basic Syllable Total:

Correct Automatic

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/12 A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *joke*. Now say *joke* but don't say /j/.

FEEDBACK: "If you say *joke* without the /j/, you get *oak*; *joke-oak*."

(j)oke → oak ____ (r)ise → eyes ____

(j)ar → are ____ (f)ake → ache ____ (l)ake → ache ____

LEVEL G Say *read*. Now say *read* but instead of /r/ say /n/.

FEEDBACK: "If you say *read*, and change the /r/ to /n/, you get *need*; *read-need*."

(r)ead /n/ → need ____ (h)er /f/ → fur ____

(c)ode /t/ → toad ____ (l)ed /s/ → said ____ (th)ese /ch/ → cheese ____

Onset-Rime Total:

____/10 A: ____/10

PAST Form D

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) Say **tried**. Now say **tried** but don't say /t/.

FEEDBACK: "If you say tried without the /t/, you get ride; tried-ride."

(t)ried → ride ____ (s)lam → lamb ____

H2 (Substitution) Say **froze**. Now say **froze** but instead of /f/ say /g/.

FEEDBACK: "If you say froze, and change the /f/ to /g/, you get grows; froze-grows."

(f)roze → (g)rows ____ (t)rees → (f)reeze ____ (f)ries → (p)rize ____

LEVEL I Say **port**. Now say **port** without the /t/.

FEEDBACK: "If you say port without the /t/, you get poor; port-poor."

I1 por(t) → poor ____ sur(f) → sir ____

I2 sa(m)e → say ____ pla(c)e → play ____ nee(d) → knee ____

Basic Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say **hit**. Now say **hit** but instead of /i/ say /a/.

FEEDBACK: "If you say hit, and change the /i/ to /a/, you get hat; hit-hat."

(Short sound of vowel) h(i)t /a/ → hat ____ wh(e)n /i/ → win ____ t(oo)l /e/ → tell ____

(Long sound of vowel) g(a)te /O/ → goat ____ c(a)pe /E/ → keep ____

____/5 A: ____/5

LEVEL K

K1 (Deletion) Say **try**. Now say **try** but don't say /r/.

FEEDBACK: "If you say try without the /r/, you get tie; try-tie."

t(r)y → tie ____ s(l)ope → soap ____

K2 (Substitution) Say **snail**. Now say **snail** but instead of /n/ say /t/.

FEEDBACK: "If you say snail, and change the /n/ to /t/, you get stale; snail-stale."

s(n)ail → s(t)ale ____ f(l)ows → f(r)oze ____ g(l)ean → g(r)een ____

____/5 A: ____/5

LEVEL L Say **foam**. Now say **foam** but instead of /m/ say /n/.

FEEDBACK: "If you say foam, and change the /m/ to /n/, you get phone; foam-phone."

foa(m) /n/ → phone ____ je(t) /m/ → gem ____

bo(th) /t/ → boat ____ wro(t)e /p/ → rope ____ tee(th) /ch/ → teach ____

____/5 A: ____/5

LEVEL M

M1 (Deletion) Say **wisp**. Now say **wisp** but don't say /s/.

FEEDBACK: "If you say wisp without the /s/, you get whip; wisp-whip."

wi(s)p → whip ____ toa(s)t → tote ____

M2 (Substitution) Say **ripped**. Now say **ripped** but instead of /p/ say /s/.

FEEDBACK: "If you say ripped, and change the /p/ to /s/, you get wrist; ripped-wrist."

ri(pp)ed → wri(s)t ____ so(f)t → sa(l)t ____ ta(s)te → tai(n)t ____

____/5 A: ____/5

Advanced Phoneme Total:

____/20 A: ____/20

PAST Results and Trail to Summit Reading

The results of the PAST will be used to identify if readers need additional time working on phonological awareness (PA) skills and where they are on the PA skills continuum. Make sure to thoroughly read and follow the administration instructions found on pages 10-18. After scoring is complete, students receive two scores at each level: correct and automatic. Students are placed into a skill stage on the phonological awareness continuum based on the automatic score and will complete tasks found in the Pack Your Backpack with PA section starting on page 66.

Student Has Not Passed Levels D & E

Levels D and E are considered passed if all items are correct. If a student has not passed Levels D and E at the automatic level with all items correct, the focus in the phonological awareness warmup will start at the syllable level. The warmup should include syllable level skills, onset-rime skills, and basic phoneme level skills.

Last Level Passed: Level F

Level E is considered passed if all items are correct. Levels F through M are considered passed if at least 4 out of 5 are correct. If a student has passed the syllable level skills in Level E but has not passed with automaticity both Levels F & G the student will start with a focus on onset-rime skills (Level F).

Last Level Passed: Level G

If the student has passed the syllable level skills and the onset-rime skills (Levels D-G), they are ready to focus on basic phoneme level skills and will start instruction with Level H. Some syllable level and onset-rime skills can be included in a warmup for review, but phoneme level skills will be the focus.

Last Level Passed: Level H

Level H is considered passed if at least 4 of 5 answers are correct. If a student has passed the onset-rime level skills but has not passed with automaticity both Levels H and I the student will start with a focus on basic phoneme skills (Level H).

Last Level Passed: Level I

Level I is considered passed if 4 of 5 items are correct. If a student has passed both levels in the basic phoneme skills (Levels H and I), they are ready to move onto advanced phoneme levels. The student will start with a focus on Level J and above with some review of Levels H and I included in the warmup.

Last Level Passed: Levels J-L

If a student has not passed all levels J-L, the focus will continue to be on advanced phoneme skills starting with Level J moving to the final level, Level M. Some basic phoneme skills (Levels H and I) should also be included in the warmup for review.

Last Level Passed: Level M

If the student has shown automaticity in all the phonemic awareness tasks, this time should be used to focus on activities that build on the phonemic awareness skills, but also include graphemes to promote mapping. Examples of these would be phoneme-grapheme mapping or mapping irregular words.

Administering the Letter Names and Sounds Check

Letter Names

1. Copy or have ready the Letter Names and Sounds Check Scoring Sheet.
2. Use the group 1 and group 2 phoneme/grapheme cards (only the single consonants and vowels) and present them to the student in randomized order.
3. Say: “Tell me the letter names for these letters as I show you the cards.”
4. If the student says the letter sound instead of the letter name, say: “That’s the letter sound. What is the letter name?” If the student gives the correct name, it will be counted as correct. If the same or different error is made, the answer is incorrect. If the sound is given incorrectly as the answer, mark the sound on the scoring sheet next to the letter (e.g., /b/).
5. Place any of the incorrectly named letters in a separate pile for scoring. Circle each incorrectly named letter on the Scoring Sheet, cross out any time no attempt was made, and tally the correctly named letters.

Letter Sounds

1. Scoring for letter sounds will take place on the bottom of the scoring sheet.
2. Use the group 1 and group 2 phoneme/grapheme cards (only the single consonants (except for qu) and vowels) and present them to the student in randomized order.
3. Say: “Tell me the sounds for these as I show you the cards.”
4. If the student tells you the letter name instead of the sounds, say “That’s the letter name. What is the letter sound?” If the student responds with the correct answer, it is counted as correct. If the same or different error is made, the answer is incorrect.
5. For vowels, the student is expected to give the short vowel sound. If the student gives the long vowel sounds, ask for the short sound.
6. Place any of the incorrectly identified sounds in a separate pile for scoring. Circle each incorrectly identified letter-sound on the Scoring Sheet. Cross out any time no attempt was made and tally the correctly identified sounds.

Letter Name and Sound Scoring Sheet

Letter Naming

a	e	i	o	u	d	b
c	k	l	h	f	g	t
p	m	s	n	j	r	x
y	v	w	z	Q (cover the u on the card)		

___ / 26

Letter Sounds

a	e	i	o	u	d	b
c	k	l	h	f	g	t
p	m	s	n	j	r	x
y	v	w	z	qu		

___ / 26

Letter Naming and Sounds Screener Results

Letter Naming

To read and comprehend well, all readers must master basic skills. The ability to name the letters of the alphabet is a well-established predictor of children’s later literacy skills. Learning letter names is important because letters are concepts— concepts are abstract and so providing them with names helps children to think of them as real concrete entities.

Some students come to school with mastery of letter knowledge and some students enter school with limited letter knowledge. Knowing letter names provides a springboard for learning the letter-sound correspondences necessary for reading.

Students should demonstrate mastery and automaticity in letter naming skills. If the student made errors in letter naming or was not automatic in these skills, letter naming should be part of each lesson plan until these skills are mastered, and the student should be placed at the beginning of the framework on the Sunshine Peak Trail – Segment 1 to ensure that there are no gaps in foundational skills.

Examples of activities that can be used to work on this can be found in the Letter Recognition section on this page: <https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade>

Letter-Sound Correspondences

The relationship of the letters in the alphabet to the sounds they produce is a key component of the alphabetic principle and learning to read. Blending involves looking at the graphemes and using knowledge of phonics to determine the sound of each grapheme and blending the sounds together to decode a word. Letter-sound correspondence skills need to be automatic for students to begin blending and reading words.

The results from the Letter-Sound Check will give you information on your student’s current skill level. The Phoneme/Grapheme Flashcard Fluency Activity and Blending Activity included in the lesson plan will continue to work on these skills while adding more advanced letter-sound correspondences as they move through the program.

These skills can be solidified through phoneme-grapheme activities, the What Spells? Activity, through Decoding in Context, and additional spelling activities.

Administering the Phonics Screener

Each page of the screener contains words that have the features of the concepts learned at each section of the Trail to Sunshine Peak. For example, List 1 has words that contain closed syllables, digraphs, and blends. The words that are incorrectly read should give an indication of where the student struggles.

1. Have the three student forms and scoring sheet ready to administer the screener. When ready to begin, start with the first form and wordlist #1.
2. Say to the child “I am going to ask you to read a list of words and a few sentences. Some of the words you are going to read will be words you know; some of the words are made up words. It is okay to make mistakes since this will help me to see all that you have learned and where you might still need to learn more. It is important that you try your very best and let me know if it is just too hard for you to keep going on.”
3. The following are examples of possible accommodations that would be permitted:
 - The instructor may repeat, explain, or modify the directions in any way necessary for the student to understand them fully.
 - The student may hold a marker or ruler under a line of text while reading.
4. Ask the student to read the wordlist starting with list 1.
5. Allow the student enough time to read the word. Mark words correct or incorrect. If a student says another word for the word on the list write the substitution down.
6. Move onto the second list on the page and let the student know that these are nonsense words. We can read nonsense words, but they don’t make any sense. Continue to score on the scoring sheet as before.
7. Move to the third box with sentence and continue the scoring procedure.
8. If more than 3 errors were made in any of the three boxes, do not move onto the next page. If less than 3 errors were made, continue to the next page repeating this process.

Phonics Screener -- Student Copy

Sunshine Peak – Trail Segment 1

1

tap	lip	pen	hum	rot
dish	lock	math	check	quit
fresh	trip	plum	grasp	stomp
are	been	come	you	have

2

lut	yad	dop	nim	tup
meck	shig	quosk	blam	dreg

3

Can you trust the cat with that?

We have six fresh fish for lunch.

I slept in the crib for my nap.

Sunshine Peak- Trail Segment 2

4

craft	cent	said	pitch	gem
plank	badge	bulge	trunks	could
kind	from	bugs	boxes	bold
mulch	washes	fall	string	patch

5

splad	prox	trint	sprub	zond
vinge	shang	quedge	brends	uct

6

What kind of bug is that?

It matches the top I got from the mall.

The cat likes to drink milk from the box.

Sunshine Peak – Trail Segment 3

7

great	tube	pancake	velvet	topic
open	where	hotel	sentence	robe
finish	dragon	pony	music	move
insult	method	change	cactus	cage

8

troplet	weckel	yume	lutch	thox
kimplut	slafnode	panvent	plage	streve

9

Can we make lemon cupcakes and have them for dinner?

The black raven can fly like an ace pilot.

We should polish the candy pink truck with wax to make it shine.

Phonics Screener Scoring Sheet

Trail Segment 1 Real Words			
Word	Correct	Incorrect	Comment
tap			
lip			
pen			
hum			
rot			
dish			
lock			
math			
check			
quit			
fresh			
trip			
plum			
grasp			
stomp			
are			
been			
come			
you			
have			
			/20

Trail Segment 1 Nonsense Words			
Word	Correct	Incorrect	Comment
lut			
yad			
dop			
nim			
tup			
meck			
shig			
quosk			
blam			
dreg			
			/10

Trail Segment 1 Sentences	
Can you trust the cat with that?	/7
We have six fresh fish for lunch.	/7
I slept in the crib for my nap.	/8

Phonics Screener Scoring Sheet

Trail Segment 2 Real Words			
Word	Correct	Incorrect	Comment
craft			
cent			
said			
pitch			
gem			
plank			
badge			
bulge			
trunks			
could			
kind			
from			
bugs			
boxes			
bold			
mulch			
washes			
fall			
string			
patch			
			/20

Trail Segment 2 Nonsense Words			
Word	Correct	Incorrect	Comment
splad			
prox			
trint			
sprub			
zond			
vinge			
shang			
quedge			
brends			
uct			
			/10

Trail Segment 2 Sentences	
What kind of bug is that?	/6
It matches the top I got from the mall.	/9
The cat likes to drink milk from the box.	/9

Phonics Screener Scoring Sheet

Trail Segment 3 Real Words			
Word	Correct	Incorrect	Comment
great			
tube			
finish			
dragon			
pancake			
velvet			
pony			
music			
topic			
move			
open			
where			
insult			
method			
hotel			
sentence			
change			
cactus			
robe			
cage			
			/20

Trail Segment 3 Nonsense Words			
Word	Correct	Incorrect	Comment
troplet			
weckel			
kimplut			
slafnode			
yume			
lutch			
panvent			
plage			
thox			
streve			
			/10

Trail Segment 3 Sentences	
Can we make lemon cupcakes and have them for dinner?	/10
The black raven can fly like an ace pilot.	/9
We should polish the candy pink truck with wax to make it shine.	/13

Phonics Screener Results

The Phonics Screener will be used to place students on the right trail in the Trail to Summit Reading Program. Make sure to thoroughly read and follow the administration instructions found on page 31.

By following the administration instructions, if more than 3 errors were made in any of the three boxes, do not move onto the next page. If less than 3 errors were made, continue to the next page repeating this process.

Student Does Not Move Past Trail Segment 1 in the Screener → Sunshine Peak Trail – Segment 1

If a student makes more than 3 errors in any of the boxes included on the Trail Segment 1 portion of the screener, that student will start at the beginning of the program on the Sunshine Peak Trail – Segment 1 to ensure that there are no gaps in foundational skills.

Student Moves onto Trail Segment 2 → Sunshine Peak Trail – Segment 2

If a student moves on to Trail Segment 2 but does not pass this section with accuracy and automaticity the student will begin their lessons on the Sunshine Peak Trail – Segment 2. The content will start at the beginning of this segment but will include a cumulative review for the content that was introduced in Segment 1.

Student Moves onto Trail Segment 3 → Sunshine Peak Trail – Segment 3

If a student moves on to Trail Segment 3 but does not pass this section with accuracy and automaticity the student will begin their lessons on the Sunshine Peak Trail – Segment 3. The content will start at the beginning of this segment but will include a cumulative review for the content that was introduced in Segment 1 and 2.

Student Passes all Segments in the Phonics Screener → Pikes Peak Trail – Segment 1

If a student passes through all segments in the screener with automaticity and accuracy, the student will begin the Trail to Summit program on the Trail to Pikes Peak. The content will start at the beginning of this trail but will include a cumulative review for the content that was introduced in the Trail to Sunshine Peak. If the student is struggling with word level reading but has demonstrated mastery of basic phonics skills through the screener, entry at this point will ensure that they begin with more advanced concepts and that there are no gaps in these skills.

Placement on Trail Based on Results

	Date	Placement Level	Notes
PAST Form A			
PAST Form B			
PAST Form C			
PAST Form D			

	Date	Notes
Letter Names		
Letter Sounds		

	Date	Placement Level	Notes
Phonics Screener			



Parts of a Lesson Plan

All lesson plans and sessions should follow the same general structure. As students proceed in their reading skills, the lesson plan may change its focus slightly as we will see on the Trail to Mount Elbert.

1. **Phonological Awareness Warmup (5 - 10 minutes)**

All lessons start with a phonological awareness warmup. The warmup is a quick activity that is purely oral. It is important to move students as quickly as possible to the phoneme level of phonological awareness tasks because those are the tasks most associated with learning to read. However, depending on how the student performs in the Phonological Awareness Screening Test (PAST), you may need to move down in the phonological awareness skills continuum. Phonological Awareness Tasks on pages 80-88 have been matched with PAST levels.

2. **Phoneme Grapheme Correspondence Flashcard Fluency (5 minutes)**

The Phoneme Grapheme Correspondences are introduced through direct instruction in the Introduction of Concept part of a lesson plan and reinforced in later lessons through a phoneme/grapheme flashcard exercise. This is a speed activity to work on letter sound fluency. Repetition and cumulative review is important for building fluency. Working on fluency at this level will aid in accuracy and automaticity when students are applying this knowledge in decoding.

3. **Blending Activity (5 minutes)**

Cards from the Phoneme/Grapheme Flashcard Fluency activity are placed in piles for the Blending Activity. In the Blending Activity, students are applying their phonics and word analysis skills to decode real and nonsense words (pseudo-words). Application of these skills gives the instructor information about the student's mastery of these concepts. Students are practicing only the concepts they have learned and patterns that occur within the language.

4. **Review of Past Learning (5 minutes)**

It is important to review past learning and ensure that there are no skill gaps as students progress through the trails learning new skills. Linking to previous learning also helps students make sense of new concepts and patterns in the language overall.

5. **Introduction of New Concept (5-10 minutes)**

Explicitly teach each new concept following the planned scope and sequence. This is the *I do* stage in the gradual release of responsibility. The instructor is modeling and using think aloud techniques to teach the new concept.

6. **Practice with New Concept (5 minutes)**

Students need lots of practice with new and reviewed concepts that they are learning. These are the *we do* and *you do* stages in the gradual release of responsibility model. The model shifts the cognitive load from the instructor as a model, to joint responsibility in the *we do* stage, and finally to independent practice and application by the student in the *you do* stage.

7. What Spells? (5 minutes)

The What Spells? activity is another way for student to solidify phoneme-grapheme correspondences. In this activity, the instructor asks the student all the ways they know to spell a particular sound. This will aid in students spelling skills and help in moving towards *orthographic mapping*, or the storing of words in students' long-term memories.

8. Additional Spelling Activities (5 minutes)

Spelling instruction and practice is an important part of a phonics lesson. There are several activities that can be used during this instructional time: spelling of words, writing of sentences dictated by the instructor, phoneme-grapheme mapping practice, and heart word instruction and practice. Spelling activities can be found on pages 69-72.

9. Reading Connected Text (10-20 minutes)

Reading connected text is an important part of practicing the skills the student has learned. Since our end goal with working on word level reading skills is for students to be able to pick up any book of their choosing and successfully read and understand it, reading books or connected text is the final part of every lesson plan. While students are in the beginning of their reading journey, the text is phonetically controlled so that decoding skills are reinforced instead of guessing habits. As students progress and grow in their skills, phonetic control is pulled away while still maintaining a focus on the code while reading.

Lesson Plan Template

Notes/Comments

1. Phonemic Awareness Warmup (5-10 min)	
2. Flashcard Activities—Phoneme/Grapheme Fluency, Blending Activity (10 min)	
3. Review of Past Learning (5 min)	
4. Lesson of the Day—Introduction of New Concept (5-10 min)	
5. Practice with New Concept (5 min)	
6. What Spells? (5 min)	
7. Spelling Activities (5 min)	
8. Reading Aloud (10-20 min)	

Student: _____

Date: _____

Lesson # _____

Student Response Template

Practice with New Concept

What Spells?

Spelling Activities

Student: _____

Date: _____

Lesson # _____

Phonemic Awareness Activities

Objective:

1. Provide practice with phonology (just sounds).
2. Build automaticity in identifying sounds, which is the precursor to reading.
3. Move students to the phoneme level as quickly as possible to facilitate easier transition to learning phoneme grapheme correspondences needed for reading.
4. Remediate gaps in phonemic awareness skills for students who are struggling.

Guidelines:

1. Begin with the skill level that the student has been placed in after implementing the PAST. In assessing using the PAST, form A will be used for the initial assessment and forms B, C, and D will be used for progress monitoring.
2. The scope and sequence of phonological awareness tasks which align with the PAST levels are found in the Pack your Backpack with PA section found on pages 80-88. Locate the correct place to start and work through the tasks with your student.
3. Examples are provided for each phonological awareness task, but these examples can be used to create your own tasks once these have been used.
4. Do not stay at one level for too long. The goal is to move students to the phoneme level as quickly as possible as those are the skills required to become successful and proficient decoders.
5. Choose tasks at 2-3 levels for each phonological awareness warmup. If a student is proving automaticity at the phonological awareness skills, then move to focusing only on phoneme level skills. Similarly, if a student is automatic with basic phoneme skills, focus on advanced skills.
6. Pacing is important. The PA warm should be quickly paced and should only take a few minutes of your lesson time.
7. Follow the routine for the task listed in the skills continuum in the Pack Your Backpack with PA section found on pages 80-88.

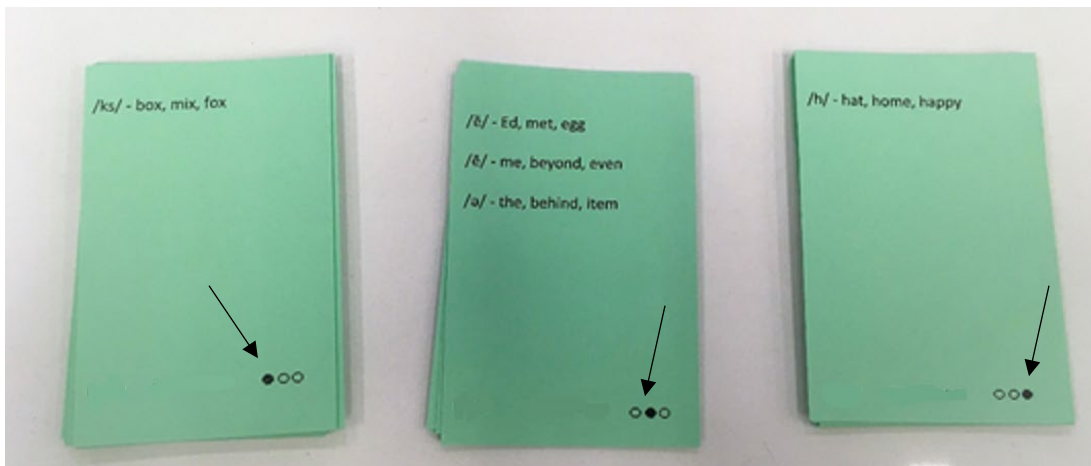
Phoneme/Grapheme Flashcard Fluency Activity (Individual Sounds)

Objective:

1. Build automaticity with phoneme/grapheme correspondences.

Guidelines:

1. The card pack will include all the phoneme/graphemes in a level that the student has been introduced to and can include any phoneme/graphemes from previous levels that need more review and reinforcement.
2. After the student gives the response, cards should be separated into right (beginning of word sounds), middle (vowel sounds), and left (end of word sounds) piles. Some cards have two dots and can go in either pile. Some cards do not go into piles for the blending activity.



Routine:

1. The instructor shows the student the card for the sound.
2. The student says the sound or sounds that they have learned in order of most common to least (order on card).

If Student Errors:

1. Place the card in a pile to the side and move on. Try not to stop the flow as the goal is to get through the cards as rapidly as possible.
2. After the exercise is completed, review the cards from the incorrect pile.
3. Have the student trace or write the letter while saying its sound three to four times.

Blending Activity (Three Piles -- CVC)

Objective:

1. Provides practice blending words.
2. Develops automaticity in letters/sound correspondences and applying blending routine.
3. Trains the student to visually recognize any combination of letters, respond with the appropriate sounds, and combine them with ease. Both words and non-words are created to ensure that the student is applying decoding skills rather than simply memorizing.

Routine:

1. Cards should be arranged in three piles (right, middle, left). Grab the top of the cards and flip whole deck over to create closed syllables. **Sitting across from your student**, you will see this:



2. You'll start by having the student work with initial continuant sounds (m, s, l, f, n, h). Continuant sounds are sounds that you can continue to make until you run out of breath. These sounds are easier for students to blend into the vowel sound that comes next. In this stage of blending, we encourage you to teach students to hold and connect adjacent phonemes rather than break with a pause between phonemes before they are blended. This is called *connected phonation*. This can help students hold on to and remember the phonemes as they move into blending the next phonemes. It can also keep students from inserting a schwa sound that is not there.
3. The student blends the sounds together while sliding a finger under each grapheme to make a real or nonsense word.
4. As students move into blending words with initial stop sounds, they can move into a more segmented blending approach as they are unable to stretch those stop sounds. Student taps their finger under each grapheme while saying the sound and then blends the word together.
5. To reinforce other introduced concepts:
 - Add the "e" card to the end to practice final e syllables
 - Cover the third pile to practice open syllables
 - When a word comes up that is not permissible in English, ask why

If the student has trouble:

1. Have them trace each grapheme and say the sound.
2. Have the student build the word one sound at a time.
3. Start with the final sound, then move to blending the vowel and final sound and finally building the word from the initial sound blending to the final sound.

If the student errors:

1. Guide the student through questioning:
 - What kind of syllable is this?
Review syllables that you have covered or flip to p.11 to show the syllable types
 - What sound does (letter name) represent in this situation?
2. If the student still does not recall the correct sound, give them the correct response. Review related concepts as needed.
3. Have the student trace the letter and say the sound three times and then blend the word again.

Review of Past Learning

Objectives:

1. Opportunity to review previously learned concepts.
2. Review high frequency words and irregular words.
3. Link new concepts to previously learned concepts.

Guidelines:

1. Review of past learning and linking to new concepts is an essential part of the lesson plan.
2. Following the suggested order of introduction of concepts as detailed in the trails means that instruction is presented in a sequence that begins with the simplest of skills/concepts and progresses systematically to more difficult. New and less familiar concepts are related to previously taught skills/concepts.
3. Lessons systematically review all concepts that have been introduced to provide adequate practice toward the goal of mastery.

Routine:

1. Review of past learning follows a Phonological Warmup, the Phoneme-Grapheme Flashcard Fluency, and the Blending Activity. Some review of past learning is achieved through this practice, so this is a good time to review concepts that are particularly helpful for learning the new concept or where the student has made errors in the past.
2. Review of past learning should be brief, but adequate. This can include activities or different ways to introduce or practice the past learning.
3. Help students make connections between past concepts and newly learned concepts.

Introduction of New Concept

Objectives:

1. Opportunity to learn new concepts in a sequential manner building on previously knowledge.
2. New concept is gradually released from the instructor presenting the information (**I Do**), to the student and instructor working through the new concept together (**We Do**), to the student independently applying and understanding the new concept (**You Do**).

Guidelines:

1. A new concept or lesson may not always be included. Some lessons will focus on reviewing and solidifying recently introduced features.
2. Introduction of a new concept should follow the order of introduction.
3. Only introduce 1 or 2 new phonemes (sounds), graphemes (letter or letter combinations), or concepts each lesson.

Routine:

1. The Instructor introduces the new concept (**I do**).
 - Do not have the student guess or learn through discovery.
 - Follow the suggested order of introduction in the Trail Guide -- Do not try to teach all the sounds of a grapheme in one lesson.
2. The student repeats the sound/concept.
3. The Instructor explains the generalization if applicable and talks with student about words/patterns that are examples of the lesson. Together the instructor and student create a list of words that follow the pattern in the concept that was introduced (**We do**).
4. The student spells four to six words with the new grapheme. Leave the card/list/written introduction of concept in view while the student spells the words (**You do**).
5. The student reads a word list of 10 to 20 real words that contain the new feature. Student should tap out the sounds in the words if needed (**You do**).

Practice with New Concept

Objective:

1. Give practice with newly learned concepts.
2. Build automaticity with the new concept.

Guidelines:

1. This portion of the lesson plan allows the student ample opportunity to practice the new concept they have learned. There are many ways to make this practice fun and engaging. Think about what types of activities are fun and engaging for your student.
2. Try to incorporate the multisensory triad of movement (kinesthetic), sound (auditory), and linking that to the letters (visual). Does the student say it, hear it, write it/do it?

Examples of Activities:

- **Say it and Move it**

Say it and Move it can be used to reinforce skills at the word, syllable and phoneme level. Say it and move it uses manipulatives (you can use plastic counters or pennies) that students move while separating the words/syllables/phonemes.

Example: “We are going to play a game called say it and move it, where we are going to move a counter for each syllable we hear in a word. For example, the word is toothbrush. What’s the word? Let’s move a counter and slide it up for each syllable in toothbrush. Tooth-brush. How many syllables were there in toothbrush? How many counters did we move? How do we know there are two syllables? (Our chin moved down twice.) Great, let’s slide the counters back to where we started and do the next word.”

- **Memory**

Can be adapted for many different concepts. The objective is to collect the most pairs of cards. Cards are placed face down in rows, each player turns over two cards (one at a time) and keeps them if the cards match. If they successfully match a pair, they get to keep the cards, and that player gets another turn. When a player chooses two cards that do not match, those cards are turned face down again and it becomes the next player’s turn.

Examples: phonemes and matching keywords that start with that phoneme, syllable types and words that contain that syllable type, spelling patterns and keywords that contain that pattern.

- **Sorts**

Reinforce concepts by having students sort or categorize groups of words based on different attributes.

Examples: For the digraph 'th' sort words that make the voiced and unvoiced /th/ sound, sort open and closed syllables, sort words based on the spelling pattern ai or ay for /ā/.

- **Bingo**
Make your own bingo cards to reinforce concepts. myfreebingocards.com is an online tool to use for this.
- **Kaboom**
Write the phonemes/words/syllables on a popsicle stick or tongue depressor and place all of them in a cup. Include a few sticks that say KABOOM! Take turns pulling a popsicle stick out of the container and read what is on the stick. If read correctly, you keep it. If not, it goes back in the cup. Continue taking turns pulling sticks and reading. If you pull a stick that says KABOOM!, you must put all your sticks back in the cup. The person with the most sticks at the end is the winner.
- **Madlibs**
Use Madlibs to reinforce grammar concepts and create funny stories. Free versions can be found online.
- **Go Fish**
Adapt the classic card game Go Fish to reinforce concepts you are working on.
Example: Do you have a word that starts with /m/? Go fish.
- **Swat the Word**
After a word or concept is called out, use your swatter to swat the word with that concept. This can be adapted in many different ways.

What Spells?

Objective:

1. Give practice at the individual phoneme level.
2. Build automaticity in basic sound/symbol relationships.

Routine:

1. The Instructor will ask, “What spells /phoneme/?”
2. The student should respond by saying “(grapheme(s)) spells /phoneme/ while writing the letter(s) that represent the sound.
3. The student answers all the ways they have learned to spell that sound.
4. At the beginning levels, the most common representations of the sound should be included. As students learn more advanced phonics concepts, those graphemes will be included in the What Spells? Activity.

Example:

Instructor: What spells /k/?

Student: “c” spells /k/, “k” spells /k/, “ck” spells /k/, and “ch” spells /k/

(These are all the ways this student has learned to spell the /k/ sound.)

If the Student Errors:

1. The instructor says the sound again and the student repeats it.
2. The instructor and student review the graphemes that were correct, and the instructor re-introduces the graphemes that were missed.
3. After getting the correct response, the instructor reinforces it by having the student write the grapheme on the paper three times while saying the sound.

What spells?

Phoneme frequency percentages included from the 17,000 most frequent words.

Trail to Sunshine Peak – Segment 1:

Group 1 Phoneme/Grapheme Cards		
/m/- m	/s/- s	/t/- t
/l/- l	/p/- p	/f/- f
/b/- b	/k/- c (73%), k (13%), ck (6%)	/n/- n
/h/- h	/d/- d	/g/- g
/ă/- a	/ĕ/- e	/ī/- i
/ō/- o	/ū/- u	
Group 2 Phoneme/Grapheme Cards		
/j/- j	/r/- r	/v/- v
/z/- z	/k/ + /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh
/ā/- a	/ē/- e	/ī/- i
/ō/- o	/ū/- u	/ü/- u

Trail to Sunshine Peak – Segment 2:

Group 1 Phoneme/Grapheme Cards		
/m/- m	/s/- s (73%), ce, ci, cy (soft c 17%)	/t/- t
/l/- l	/p/- p	/f/- f
/b/- b	/k/- c (73%), k (13%), ck (6%)	/n/- n
/h/- h	/d/- d	/g/- g
/ă/- a	/ĕ/- e	/ī/- i
/ō/- o	/ū/- u	/ü/- u
Group 2 Phoneme/Grapheme Cards		
/j/- j (22%), ge (66%), gi, gy, dge (5%)	/r/- r	/v/- v
/z/- z (23%), s (64%)	/k/+ /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch (55%), tch (11%)
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh
/ā/- a	/ē/- e	/ī/- i
/ō/- o	/ū/- u	/ü/- u
Group 3 Phoneme/Grapheme Cards		
/ang/- ang “hang, rang”	/ing/- ing “ring, sing, sting”	/ong/- ong “strong, long”
/ung/- ung “hung, stung”	/ank/- ank “thank, tank”	/ink/- ink “think, pink, sink”
/onk/- onk “honk, bonk, clonk”	/unk/- unk “chunk, funk”	/ild/- (long i sound) ild
/ind/- (long i sound) ind	/old/- (long o sound) old	/ost/- (long o sound) ost
/oll/- all “ball, mall, fall”	/ole/- oll “roll, poll, toll”	

Trail to Sunshine Peak – Segment 3

Group 1 Phoneme/Grapheme Cards		
/m/- m	/s/- s (73%), ce, ci, cy (soft c 17%)	/t/- t
/l/- l	/p/- p	/f/- f
/b/- b	/k/- c (73%), k (13%), ck (6%)	/n/- n
/h/- h	/d/- d	/g/- g
/ă/- a	/ě/- e	/i/- i (92%), y (2%)
/ō/- o	/ü/- u	
Group 2 Phoneme/Grapheme Cards		
/j/- j (22%), ge (66%), gi, gy, dge (5%)	/r/- r	/v/- v
/z/- z (23%), s (64%)	/k/ + /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch (55%), tch (11%)
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh
/ā/- a (45%), a-e (35%)	/ē/- e (40%), e-e (14%), y (41%)	/ī/- i (37%), i-e (37%), y (14%), y-e
/ō/- o (73%), o-e (14%)	/ū/- u (59%), u-e (19%)	/ü/- u (59%), u-e (19%)
Group 3 Phoneme/Grapheme Cards		
/ang/ - ang “hang, rang”	/ing/ - ing “ring, sing, sting”	/ong/ - ong “strong, long”
/ung/ - ung “hung, stung”	/ank/- ank “thank, tank”	/ink/ - ink “think, pink, sink”
/onk/ - onk “honk, bonk, clonk”	/unk/ - unk “chunk, funk”	/ild/- (long i sound) ild
/ind/- (long i sound) ind	/old/ - (long o sound) old	/ost/- (long o sound) ost
/oll/- all “ball, mall, fall”	/ole/ - oll “roll, poll, toll”	

Trail to Pikes Peak – Segment 1

Group 1 Phoneme/Grapheme Cards		
/m/- m	/s/- s (73%), ce, ci, cy (soft c 17%)	/t/- t
/l/- l	/p/- p	/f/- f
/b/- b	/k/- c (73%), k (13%), ck (6%)	/n/- n
/h/- h	/d/- d	/g/- g
/ă/- a (97%), a-e (3%) like in have	/ě/- e	/i/- i (92%), y (2%), i-e (6%) like in give
/ō/- o	/ü/- u	
Group 2 Phoneme/Grapheme Cards		
/j/- j (22%), ge (66%), gi, gy, dge (5%)	/r/- r	/v/- v
/z/- z (23%), s (64%)	/k/+ /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch (55%), tch (11%)
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh
/ā/- a (45%), a-e (35%), ai (9%), ay (6%)	/ē/- e (40%), e-e (14%), y (41%), ee (6%), ea (6%), ey	/ī/- i (37%), i-e (37%), y (14%), y-e, igh (6%)
/ō/- o (73%), o-e (14%), oa (5%), ow (5%), oe	/ū/- u (59%), u-e (19%)	/ü/- u (59%), u-e (19%), oo (11%)

Group 3 Phoneme/Grapheme Cards		
/ang/ - ang “hang, rang”	/ing/ - ing “ring, sing, sting”	/ong/ - ong “strong, long”
/ung/ - ung “hung, stung”	/ank/ - ank “thank, tank”	/ink/ - ink “think, pink, sink”
/onk/ - onk “honk, bonk, clonk”	/unk/ - unk “chunk, funk”	/ild/ - (long i sound) ild
/ind/ - (long i sound) ind	/old/ - (long o sound) old	/ost/ - (long o sound) ost
/oll/ - all “ball, mall, fall”	/ole/ - oll “roll, poll, toll”	
Group 4 Phoneme/Grapheme Cards		
/ər/ - er (77%), ir, ur	/ar/ - ar	/or/ - or
/p'l/ like in purple - ple	/b'l/ like in bubble - ble	/d'l/ like in cradle - dle
/g'l/ like in beagle - gle	/k'l/ like in pickle - kle	/t'l/ like in turtle - tle
/f'l/ - like in waffle - fle	/z'l/ like in puzzle - zle	

Trails to Pikes Peak – Segment 2

Group 1 Phoneme/Grapheme Cards		
/m/ - m	/s/ - s (73%), ce, ci, cy (soft c 17%)	/t/ - t, ed (loved)
/l/ - l	/p/ - p	/f/ - f
/b/ - b	/k/ - c (73%), k (13%), ck (6%)	/n/ - n
/h/ - h	/d/ - d, ed (loved)	/g/ - g
/ă/ - a (97%), a-e (3%) like in have	/ĕ/ - e	/i/ - i (92%), y (2%), i-e (6%) like in give
/ō/ - o	/ū/ - u	
Group 2 Phoneme/Grapheme Cards		
/j/ - j (22%), ge (66%), gi, gy, dge (5%)	/r/ - r	/v/ - v
/z/ - z (23%), s (64%)	/k/ + /s/ - x (2 phonemes)	/w/ - w, wh
/y/ - y	/k/ + /w/ - qu (2 phonemes)	/ch/ - ch (55%), tch (11%)
/th (unvoiced)/ - th	/th (voiced)/ - th	/sh/ - sh
/ā/ - a (45%), a-e (35%), ai (9%), ay (6%)	/ē/ - e (40%), e-e (14%), y (41%), ee (6%), ea (6%), ey	/ī/ - i (37%), i-e (37%), y (14%), y-e, igh (6%)
/ō/ - o (73%), o-e (14%), oa (5%), ow (5%), oe	/ū/ - u (59%), u-e (19%)	/ü/ - u (59%), u-e (19%),
Group 3 Phoneme/Grapheme Cards		
/ang/ - ang “hang, rang”	/ing/ - ing “ring, sing, sting”	/ong/ - ong “strong, long”
/ung/ - ung “hung, stung”	/ank/ - ank “thank, tank”	/ink/ - ink “think, pink, sink”
/onk/ - onk “honk, bonk, clonk”	/unk/ - unk “chunk, funk”	/ild/ - (long i sound) ild
/ind/ - (long i sound) ind	/old/ - (long o sound) old	/ost/ - (long o sound) ost
/oll/ - all “ball, mall, fall”	/ole/ - oll “roll, poll, toll”	
Group 4 Phoneme/Grapheme Cards		
/ər/ - er (77%), ir, ur	/ar/ - ar	/or/ - or
/p'l/ like in purple - ple	/b'l/ like in bubble - ble	/d'l/ like in cradle - dle
/g'l/ like in beagle - gle	/k'l/ like in pickle - kle	/t'l/ like in turtle - tle
/f'l/ - like in waffle - fle	/z'l/ like in puzzle - zle	/ə/ - a (19%), e (11%), i (18%), o (24%), u (20%)
Group 5 Phoneme/Grapheme Cards		
/shun/ - tion, -sion	/zhun/ - sion	

Trail to Pikes Peak Segment 3

Group 1 Phoneme/Grapheme Cards		
/m/- m	/s/- s (73%), ce, ci, cy (soft c 17%)	/t/- t, ed (loved)
/l/- l	/p/- p	/f/- f
/b/- b	/k/- c (73%), k (13%), ck (6%)	/n/- n
/h/- h	/d/- d, ed (loved)	/g/- g
/ă/- a (97%), a-e (3%) like in have	/ĕ/- e (91%), ea (4%)	/i/- i (92%), y (2%), i-e (6%) like in give
/ō/- o	/ū/- u	
Group 2 Phoneme/Grapheme Cards		
/j/- j (22%), ge (66%), gi, gy, dge (5%)	/r/- r	/v/- v
/z/- z (23%), s (64%)	/k/ + /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch (55%), tch (11%)
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh
/ā/- a (45%), a-e (35%), ai (9%), ay (6%), ea	/ē/- e (40%), e-e (14%), y (41%), ee (6%), ea (6%), ey, ie	/ī/- i (37%), i-e (37%), y (14%), y-e, igh (6%), ie
/ō/- o (73%), o-e (14%), oa (5%), ow (5%), oe	/ū/- u (59%), u-e (19%)	/ü/- u (59%), u-e (19%), oo (11%), ou, ui
Group 3 Phoneme/Grapheme Cards		
/ang/ - ang “hang, rang”	/ing/ - ing “ring, sing, sting”	/ong/ - ong “strong, long”
/ung/ - ung “hung, stung”	/ank/- ank “thank, tank”	/ink/ - ink “think, pink, sink”
/onk/ - onk “honk, bonk, clonk”	/unk/ - unk “chunk, funk”	/ild/- (long i sound) ild
/ind/- (long i sound) ind	/old/ - (long o sound) old	/ost/- (long o sound) ost
/oll/- all “ball, mall, fall”	/ole/ - oll “roll, poll, toll”	
Group 4 Phoneme/Grapheme Cards		
/ər/ - er (77%), ir, ur	/ar/- ar	/or/- or
/p'l/ like in purple - ple	/b'l/ like in bubble - ble	/d'l/ like in cradle - dle
/g'l/ like in beagle - gle	/k'l/ like in pickle - kle	/t'l/ like in turtle - tle
/f'l/ - like in waffle - fle	/z'l/ like in puzzle - zle	/ə/- a (19%), e (11%), i (18%), o (24%), u (20%)
Group 5 Phoneme/Grapheme Cards		
/shun/- tion, -sion	/zhun/ - sion	/oo/- u (61%), oo (35%)
/ow/- ow (29%), ou (56%)	/oy/- oy (32%), oi (62%)	/aw/- aw (10%), au (19%)

Trail to Mount Elbert – Segment 1

Group 1 Phoneme/Grapheme Cards		
/m/- m	/s/- s (73%), ce, ci, cy (soft c 17%)	/t/- t, ed (loved)
/l/- l	/p/- p	/f/- f (78%), ph (12%)
/b/- b	/k/- c (73%), k (13%), ck (6%)	/n/- n
/h/- h	/d/- d, ed (loved)	/g/- g
/ā/- a (97%), a-e (3%) like in have	/ĕ/- e (91%), ea (4%)	/ī/- i (92%), y (2%), i-e (6%) like in give
/ō/- o	/ū/- u	
Group 2 Phoneme/Grapheme Cards		
/j/- j (22%), ge (66%), gi, gy, dge (5%)	/r/- r	/v/- v
/z/- z (23%), s (64%)	/k/ + /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch (55%), tch (11%)
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh
/ā/- a (45%), a-e (35%), ai (9%), ay (6%), ea	/ē/- e (40%), e-e (14%), y (41%), ee (6%), ea (6%), ey, ie	/ī/- i (37%), i-e (37%), y (14%), y-e, igh (6%), ie
/ō/- o (73%), o-e (14%), oa (5%), ow (5%), oe	/ū/- u (59%), u-e (19%)	/ü/- u (59%), u-e (19%), oo (11%), ou, ui
Group 3 Phoneme/Grapheme Cards		
/ang/ - ang “hang, rang”	/ing/ - ing “ring, sing, sting”	/ong/ - ong “strong, long”
/ung/ - ung “hung, stung”	/ank/- ank “thank, tank”	/ink/ - ink “think, pink, sink”
/onk/ - onk “honk, bonk, clonk”	/unk/ - unk “chunk, funk”	/ild/- (long i sound) ild
/ind/- (long i sound) ind	/old/ - (long o sound) old	/ost/- (long o sound) ost
/oll/- all “ball, mall, fall”	/ole/ - oll “roll, poll, toll”	
Group 4 Phoneme/Grapheme Cards		
/ər/ - er (77%), ir, ur, ar (8%), or (12%), our	/ar/- ar (89%), are (5%), ear (3%)	/or/- or (97%), ore (3%), our
/p'l/ like in purple - ple	/b'l/ like in bubble - ble	/d'l/ like in cradle - dle
/g'l/ like in beagle - gle	/k'l/ like in pickle - kle	/t'l/ like in turtle - tle
/f'l/ - like in waffle - fle	/z'l/ like in puzzle - zle	/ə/- a (19%), e (11%), i (18%), o (24%), u (20%)
Group 5 Phoneme/Grapheme Cards		
/shun/- tion, -sion	/zhun/ - sion	/oo/ - u (61%), oo (35%)
/ow/- ow (29%), ou (56%)	/oy/- oy (32%), oi (62%)	/aw/- aw (10%), au (19%)
/air/ - ar, are, air, ere, ear	/eer/ - er (32%), ear (25%), eer (18%), e_e (14%); ier (7%)	

Trail to Mount Elbert – Section 2

Group 1 Phoneme/Grapheme Cards		
/m/- m	/s/- s (73%), ce, ci, cy (soft c 17%)	/t/- t, ed (loved)
/l/- l	/p/- p	/f/- f (78%), ph (12%)
/b/- b	/k/- c (73%), k (13%), ck (6%)	/n/- n
/h/- h	/d/- d, ed (loved)	/g/- g
/ā/- a (97%), a-e (3%) like in have	/ĕ/- e (91%), ea (4%)	/ī/- i (92%), y (2%), i-e (6%) like in give
/ō/- o	/ū/- u	
Group 2 Phoneme/Grapheme Cards		
/j/- j (22%), ge (66%), gi, gy, dge (5%)	/r/- r	/v/- v
/z/- z (23%), s (64%)	/k/ + /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch (55%), tch (11%)
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh
/ā/- a (45%), a-e (35%), ai (9%), ay (6%), ea, ei, ey, eigh	/ē/- e (40%), e-e (14%), y (41%), ee (6%), ea (6%), ey, ie, ei	/ī/- i (37%), i-e (37%), y (14%), y-e, igh (6%), ie
/ō/- o (73%), o-e (14%), oa (5%), ow (5%), oe, ou	/ū/- u (59%), u-e (19%), ew (4%), eu, ue	/ü/- u (59%), u-e (19%), oo (11%), ou, ui, ew (4%), eu, ue
Group 3 Phoneme/Grapheme Cards		
/ang/ - ang “hang, rang”	/ing/ - ing “ring, sing, sting”	/ong/ - ong “strong, long”
/ung/ - ung “hung, stung”	/ank/- ank “thank, tank”	/ink/ - ink “think, pink, sink”
/onk/ - onk “honk, bonk, clonk”	/unk/ - unk “chunk, funk”	/ild/- (long i sound) ild
/ind/- (long i sound) ind	/old/ - (long o sound) old	/ost/- (long o sound) ost
/oll/- all “ball, mall, fall”	/ole/ - oll “roll, poll, toll”	
Group 4 Phoneme/Grapheme Cards		
/ər/ - er (77%), ir, ur, ar (8%), or (12%), our	/ar/- ar (89%), are (5%), ear (3%)	/or/- or (97%), ore (3%), our
/p'l/ like in purple - ple	/b'l/ like in bubble - ble	/d'l/ like in cradle - dle
/g'l/ like in beagle - gle	/k'l/ like in pickle - kle	/t'l/ like in turtle - tle
/f'l/ - like in waffle - fle	/z'l/ like in puzzle - zle	/ə/- a (19%), e (11%), i (18%), o (24%), u (20%)
Group 5 Phoneme/Grapheme Cards		
/shun/- tion, -sion	/zhun/ - sion	/oo/ - u (61%), oo (35%)
/ow/- ow (29%), ou (56%)	/oy/- oy (32%), oi (62%)	/aw/- aw (10%), au (19%)
/air/ - ar, are, air, ere, ear	/eer/ - er (32%), ear (25%), eer (18%), e_e (14%); ier (7%)	

Trail to Mount Elbert – Section 3

Group 1 Phoneme/Grapheme Cards		
/m/- m (94%), mb, mn (4%)	/s/- s (73%), ce, ci, cy (soft c 17%)	/t/- t, ed (loved)
/l/- l	/p/- p	/f/- f (78%), ph (12%)
/b/- b	/k/- c (73%), k (13%), ck (6%), ch (3%), que	/n/- n (97%), gn, kn
/h/- h	/d/- d, ed (loved)	/g/- g, gu, gh, gue
/ă/- a (97%), a-e (3%) like in have	/ĕ/- e (91%), ea (4%)	/i/- i (92%), y (2%), i-e (6%) like in give
/ō/- o (94%), a (5%)	/ŭ/- u	
Group 2 Phoneme/Grapheme Cards		
/j/- j (22%), ge (66%), gi, gy, dge (5%)	/r/- r (97%), rh, wr	/v/- v
/z/- z (23%), s (64%)	/k/ + /s/- x (2 phonemes)	/w/- w, wh
/y/- y	/k/ + /w/- qu (2 phonemes)	/ch/- ch (55%), tch (11%)
/th (unvoiced)/- th	/th (voiced)/- th	/sh/- sh (26%), ch
/ā/- a (45%), a-e (35%), ai (9%), ay (6%), ea, ei, ey, eigh	/ē/- e (40%), e-e (14%), y (41%), ee (6%), ea (6%), ey, ie, ei	/ī/- i (37%), i-e (37%), y (14%), y-e, igh (6%), ie
/ō/- o (73%), o-e (14%), oa (5%), ow (5%), oe	/ū/- u (59%), u-e (19%), ew (4%), eu, ue	/ü/- u (59%), u-e (19%), oo (11%), ou, ui, ew (4%), eu, ue
Group 3 Phoneme/Grapheme Cards		
/ang/ - ang “hang, rang”	/ing/ - ing “ring, sing, sting”	/ong/ - ong “strong, long”
/ung/ - ung “hung, stung”	/ank/- ank “thank, tank”	/ink/ - ink “think, pink, sink”
/onk/ - onk “honk, bonk, clonk”	/unk/ - unk “chunk, funk”	/ild/- (long i sound) ild
/ind/- (long i sound) ind	/old/ - (long o sound) old	/ost/- (long o sound) ost
/oll/- all “ball, mall, fall”	/ole/ - oll “roll, poll, toll”	
Group 4 Phoneme/Grapheme Cards		
/ər/ - er (77%), ir, ur, ar (8%), or (12%), our	/ar/- ar (89%), are (5%), ear (3%)	/or/- or (97%), ore (3%), our
/p'l/ like in purple - ple	/b'l/ like in bubble - ble	/d'l/ like in cradle - dle
/g'l/ like in beagle - gle	/k'l/ like in pickle - kle	/t'l/ like in turtle - tle
/f'l/ - like in waffle - fle	/z'l/ like in puzzle - zle	/ə/- a (19%), e (11%), i (18%), o (24%), u (20%), ou
Group 5 Phoneme/Grapheme Cards		
/shun/- tion, -sion	/zhun/ - sion	/oo/ - u (61%), oo (35%)
/ow/- ow (29%), ou (56%)	/oy/- oy (32%), oi (62%)	/aw/- aw (10%), au (19%), augh, ough
/air/ - ar, are, air, ere, ear	/eer/ - er (32%), ear (25%), eer (18%), e_e (14%); ier (7%)	/s'l/ - stle
/s'n/ - sten		

Percentages from Fry, E. (2004). Phonics: A large phoneme-grapheme frequency count revisited. *Journal of Literacy Research*, 36, 85-98.

Additional Spelling Activities

Objective:

1. Provide practice at the word level.
2. Develop phonemic awareness through segmenting a word into its individual sounds.

Spelling Words:

1. This activity should include 6-10 words, including some words with the new feature and some with elements that have been difficult for the student in the recent lessons.
2. The student's response is always written.
3. Only words containing phonemes, generalizations, or spelling rules that have been directly taught to the student may be used.
4. Nonsense words should not be used.
5. One or two heart words (instructions on p.120) should sometimes be included and should be identified as heart words.
6. No word for which there is a choice of spelling may be given until the applicable generalization or spelling rule has been taught.

Routine:

1. Instructor asks the student to spell the word.
2. Student repeats the word.
3. Student taps out word. In a one syllable word, they tap out the sounds. In a polysyllabic word, the student taps out the syllables and may tap out the sound within the syllables.
4. Student spells word on paper.
5. Student proofreads the words they wrote. Make sure they read the word as it is actually written; this is an important step to develop independence in self-monitoring.

If the Student Errors:

1. Correct the errors through guided questioning. Do everything possible not to tell the student where the error is.
2. Quickly analyze where the student had difficulty and ask questions that lead him/her to the correct response.
3. Sample Questions:
 - That says /incorrect word/. I said /correct word/.
 - Have student tap out each sound. Point to the student's finger that tapped out the sound in question and ask what that sound is.
 - What type of syllable is this?
 - How many sounds does this word have?
4. To correct the error, have the student draw a line through the incorrect word and rewrite the entire word. Students should not erase their mistakes.

Phoneme Grapheme Mapping:

1. This activity should include both regular words and heart words.
2. Use only words containing phonemes, generalizations, spelling rules or irregular words that have been directly taught to the student.

Routine:

1. Give each student a phoneme/grapheme mapping sheet and colored disks or pennies. In the beginning, give them only the number they need for the words you are working on. As they advance, they can have enough to fill a row of sound boxes and they will have to listen for the number they will use for each word.
2. Have students place the disks at the top of their paper (or directly above the set of sound boxes they will be working in).
3. Say: "We are going to spell words with _____ pattern. First, we will say the word, then we will move a disk for each sound in the word into the sound boxes, one sound per box. Next, we will match each of the sounds in the word with the letter or letters that represent that sound. Lastly, we will say each letter name as we spell the word on the line."

FOLLOW THIS PROCESS FOR EACH WORD:

Teacher says: "Our first word is _____. (example: "chip") "What's the word?" (Students repeat the word).

Teacher says: "Say and move the sounds in 'chip' (model pulling down a disk for each sound in the word as students follow along):

"/ch/ /i/ /p/" -- "What's the word?" CHIP!



Teacher says: "How many sounds in 'chip'? (3).

Teacher says: "Put your finger on the first sound in chip. What is the sound? (/ch/) What letters represent this sound? (ch). Push the disk up and write the letters in the first box.

Teacher says: "Put your finger on the second sound. What is the sound? (/i/)

What letter represents this sound? (i) Push up the disk and write it in the box."

Teacher says: "Put your finger on the last sound. What is the sound? (/p/) What letter makes this sound? (p). Push up the disk and write the letter."

Teacher says: "Point to each letter and say its sound, then blend the word ("/ch/, /i/, / p/, CHIP"). Now say each letter as you spell it on the line."

C,H,I,P...CHIP.

This process should be FAST PACED once students get the hang of it, but they should stay with you and not move ahead, particularly early on in the process.

Repeat with additional words the support the phonics concept students are practicing.

Variation:

As students become more skilled:

- The disks can be removed, and students can simply tap or mark the sound boxes with a pencil.
- Use less prompting. For example, say “Sound? Letter?”
- More advanced students can complete the process for each word independently with monitoring by the teacher.
- Consider using the words “phoneme” and “grapheme” instead of “sound” and “letter(s)”. Children can handle this more specific language if it is taught explicitly.

Heart Word Routine:

1. This activity provides practice with irregular words.
2. The Heart Word Routine helps to solidify phoneme-grapheme correspondences with less common spelling patterns allowing students to store these words in their long-term memory.
3. This routine can also be used to teach high-frequency words that contains patterns that have not yet been taught. In this case, you would not label that pattern unfair, but state that it hasn’t been taught yet.

Routine:

1. Introduce the word, showing a card or writing it on the board.
 - Say: “This word is _____. What’s the word?” (Student responds)
 - Embed the word in a sentence.
2. Spell the word.
 - Say: “_____ is spelled _ _ _ _.” Let’s spell the word _____ together.” (Point to letters as you spell the word together).
3. Underline the “unfair” part of the word (if applicable), the part that is not decodable.
 - Say: “Some parts of this word I can sound out, but other parts I can’t. This is the unfair part!”
 - Draw a heart over the unfair part of the word.
 - Say: “Because this part is unfair, it is important that I learn this word by heart.”
4. Practice the word.
 - Let’s air write this word together. (Students write the letters of the words in the air as you spell the word together, then blend it back together, drawing an imaginary line under the word: “s-a-i-d.... said!”)

- Carpet write, back write, arm write, etc. two or three more times.

OR

- After air writing, carpet write the word, then trace the word on a personal whiteboard or paper with the cap on a marker or eraser end of a pencil.
- Flip the word over or erase from the board, then have students say the names of the letters in the word aloud as they write the word on their whiteboard or paper. Support students to check their spelling.

Some hints for successful phoneme/grapheme mapping:

These are SOUND boxes, so each box represents one sound in a word. This means that sometimes there will be more than one letter in a box to make a single sound. For example:

- Consonant and vowel digraphs (i.e.-sh, th, wh, ck...ai, ay, ee, oa), trigraphs (dge, tch), vowel diphthongs (i.e.-oo, oi, ow, aw) and doubled consonants (i.e.-ll, ff, ss, zz) each take up one sound box.
- Silent “e” patterns use one box for the last two letters. The ‘e’ is offset to the bottom right corner of the box to show it is silent.
- The letter X stands for two sounds in a word but is made by only one letter. If you are mapping words with the letter X, place the X on the line between two sound boxes to show that the letter represents two phonemes heard in the word.
- The letters ‘q’ and ‘u’ make two sounds in a word, but we want to show that they connect to make the /kw/ sound. When writing a word with a ‘qu’ spelling, use two boxes but write the ‘q’ close to the right-hand line in one box and the ‘u’ close to the left-hand line in the next box. This places them close together on the paper to recognize that they are connected to form the /kw/ sound.

Phoneme Grapheme Mapping

Reading Connected Text

Objective:

1. Provide practice in reading connected text.
2. Build fluency and automaticity.

Guidelines:

1. Selection of reading material is important for the oral reading section of your sessions. For students on the Sunshine Peak Trail or on the Pikes Peak Trail – Segment 1, the text used for reading aloud should be *decodable text*.
2. The material used for reading connected text together should include mostly concepts student has learned and should not in any way promote guessing.
3. If students have progressed to a point where they know all six syllable types, are easily and automatically decoding 1 and syllable words, and show fluency in their oral reading, control is pulled away.
4. When control is pulled away and students are able to transition away from decodables, student interest is going to be the most important factor in choosing books.
5. You do not want the student to reach the frustration threshold, so covering vocabulary words and other pre-reading techniques can be helpful: pre-teach concepts, build text specific knowledge, etc. If a chosen book is too difficult for the student, you can always set it aside and come back to it later as a goal book.
6. The instructor should provide assistance with any words in the text that contain features that the student has not learned.

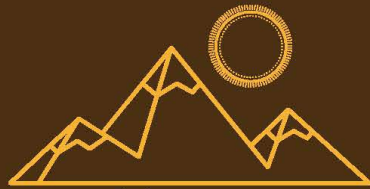
Technique:

1. The student reads paragraphs/pages of text aloud or takes turns reading paragraphs/pages aloud with the instructor.
2. Talk about new vocabulary words when they appear in the story. It is most effective when these are previewed or taught in the lesson before reading aloud.
3. The instructor asks questions for comprehension periodically throughout the story or after the story has been read.

If the Student Errors:

1. Tap out/decode words.
2. Talk about the concepts included in the word.
3. Phoneme-grapheme map the word.
4. Add misread words to flashcard pile of words to review.

TRAIL TO SUMMIT



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Understanding Consonant and Vowel Phonemes in English

Consonant Phonemes

There are 25 consonant phonemes in the English language. Consonant phonemes:

- Are CLOSED (airflow is obstructed when the sound is produced)
- Can be STOPS or CONTINUANTS
- Can be VOICED or UNVOICED



Visualize placing a multi-pattern nozzle on the end of a hose. The nozzle obstructs the flow of water. Depending on the setting you select, the flow of water is changed by the way the flow is obstructed. When the handle is disengaged, the flow of water stops. One setting allows water to spray in a fine mist; another creates an arc. The obstruction in each setting changes the way the water exits the hose. This is a good analogy for understanding how consonant sounds work.

Consonant phonemes are categorized by place of articulation and manner of articulation.

The PLACE of articulation refers to the location in the mouth that is engaged to direct air flow when producing a phoneme (e.g., lips, teeth, roof of mouth, or tongue).

Phonemes are produced in the front, middle, or back of the mouth in one of the following ways. Practice making each of these sounds, noting the location in the mouth and what articulators (parts of the mouth) are engaged when forming the sound:

Front

Lips together (<i>bilabial</i>)	/p/	/b/	/m/		
Teeth on lower lip (<i>labiodental</i>)	/f/	/v/			
Tongue placed between teeth (<i>dental</i>)	/th/	/ <u>th</u> /			
Tongue placed on ridge behind upper front teeth (<i>alveolar</i>)	/t/	/d/	/n/	/s/	/z/

Middle

Tongue pulled back, touching roof of mouth (<i>palatal</i>):	/sh/	/zh/	/ch/	/j/	/y/	/r/
--	------	------	------	-----	-----	-----

Back

Tongue/back of throat (velar):	/k/	/g/	/ng/	/wh/	/hw/
Glottis (<i>glottal</i>):	/h/				

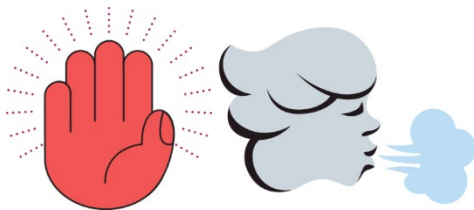
What parts of our mouth do we use when we make this sound?



The MANNER of articulation refers to the way the air is directed or obstructed by the lips, teeth, or tongue and what we do with our vocal cords when producing a phoneme. All consonant phonemes are produced by obstructing airflow. When a consonant phoneme is produced, air is forced through either the mouth or the nose, and the flow of air is either stopped briefly or is continuous (can continue to be produced as long as one has breath). Further, consonant sounds are produced by engaging the vocal cords to produce a voiced sound or disengaging the vocal cords to produce an unvoiced sound. With the exception of the glottal sound /h/, all unvoiced consonant sounds in English have a voiced “partner,” a sound which is produced in the same location in the mouth, in the same manner, with the only difference in articulation being voicing. Place your hand on your throat and make the following sounds: /f/, /v/. You should only feel vibration in your throat for the /v/ sound because your vocal cords are engaged to produce this sound. The /f/ sound is unvoiced, so no vibration is detected.



When I make this sound, does the air come out of my mouth or my nose?



When I make this sound, does it stop or continue?



When I make this sound, is my voice box turned on or off?

Using these guidelines, we can classify consonant sounds by manner of articulation in 6 categories. Practice making each of these sounds correctly, noting what is happening to the air flow as you produce each sound:

Stops: stop sounds are made by stopping the flow of air and then pushing the sound out in a quick burst. These sounds cannot be made continuously. There are six stop sounds in three voiced/unvoiced pairs.

Voiced	/b/	/d/	/g/
Unvoiced	/p/	/t/	/k/

Fricatives: Fricatives are named because of the amount of friction produced when these sounds are made. All fricatives are continuous sounds and can be voiced or unvoiced. Voiced fricatives feel “tickly” when produced, where unvoiced fricatives feel “hissy.” There are eight fricative sounds in four voiced/unvoiced pairs.

Voiced	/v/	/ð/*	/z/	/zh/*
Unvoiced	/f/	/th/	/s/	/sh/

* /ð/ as in *there*; /zh/ as in *measure*

The /h/ sound can also be classified as an unvoiced fricative.

Affricates: Affricates are a combination between a stop sound and a fricative. Friction is created, but the air is stopped before the sound is released. There are two affricates, which are also a voiced and unvoiced pair.

Voiced	/j/
Unvoiced	/ch/

Nasals: Phonemes produced by directing air through the nasal cavity are called “nasals. These sounds cannot be produced correctly if you hold your nose as you try to say them. All nasals are voiced and continuous. There are three nasal sounds.

Voiced	/m/	/n/	/ng/
--------	-----	-----	------

Liquids: Liquid sounds are hard to “pin down” and tend to roll around in the mouth depending on the sounds around them. These sounds have the ability to alter the vowel sounds that come before them. The liquid sounds are both continuous and voiced.

Voiced	/l/	/r/
--------	-----	-----

Glides: Glides are named for the way they easily slide into the vowel phoneme that always follows them. (It is important to note that the unvoiced /hw/ sound typically represented by the grapheme ‘wh’ (*when, where*) is rarely produced this way in American English. British English tends to maintain this pronunciation).

Voiced	/y/	/w/
Unvoiced		/hw/

While good phonemic awareness instruction does not require the teacher to be experts in English phonology, it is important to have an understanding of how sounds are produced, where children might experience problems, and how articulation and perception of phonemes can affect learning. Oftentimes,

when engaged in practicing correct phoneme articulation, teachers realize they have been demonstrating sounds incorrectly to students.

For example, it is not uncommon to hear voicing added to unvoiced sounds (/p/ as /PUH/) or stopping a sound that should be continuous /v/ as /VUH/). Precise articulation of phonemes supports students as they begin to make sound/symbol correspondences and use this to begin decoding and encoding words.

VOWEL PHONEMES

Vowel phonemes are classified by the way they are produced in contrast to consonant phonemes.



ALL vowel phonemes meet the following criteria:

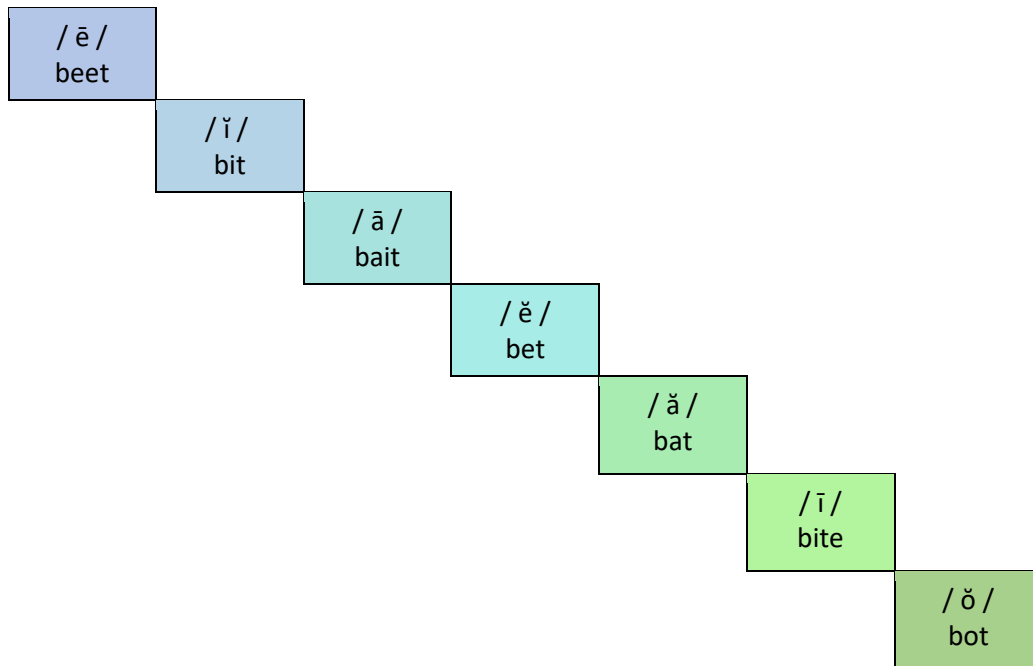
- OPEN (shaped by the mouth, but unobstructed)
- CONTINUOUS
- VOICED

Picture the garden hose once again, this time with no nozzle attached. When you turn on the spigot, the water comes rushing out the end of the hose. It is unobstructed (open). Once the water is turned on, it doesn't stop coming out of the hose until we turn it off. The flow is continuous. This analogy helps us understand how vowel sounds are produced. All vowel phonemes are also voiced. These characteristics allow vowels to act as a connector between all the sounds in a syllable (and why each syllable must have one!).

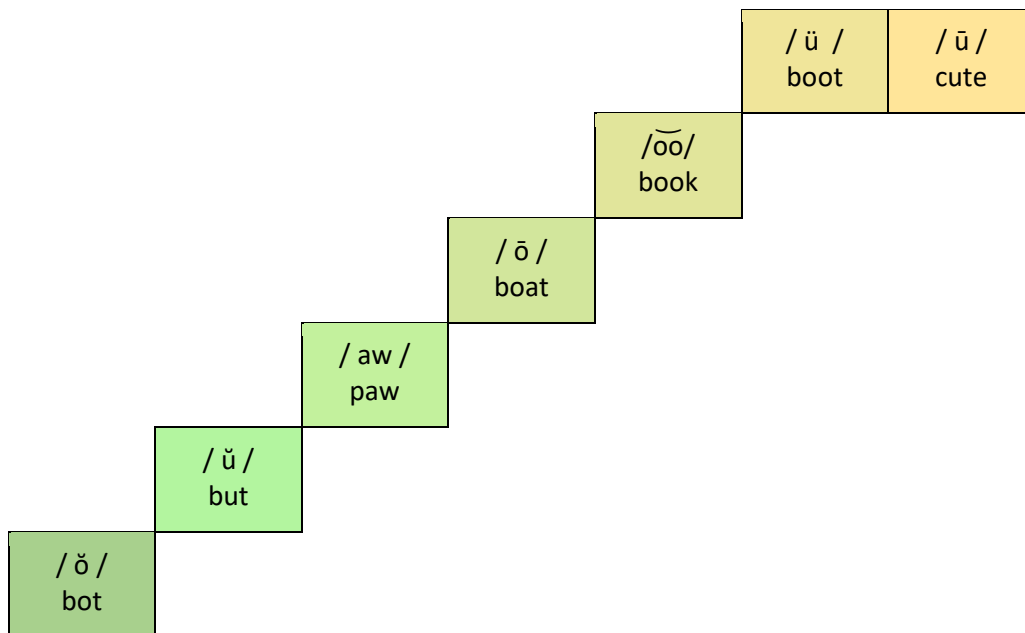
There are 19 vowel phonemes in the English language. With so many vowels, some students have difficulty discriminating between them auditorily, especially vowels that are produced in close proximity in the mouth. Fifteen of the English vowels are characterized by position and height of the tongue and the shape of the lips.

The frontmost vowel sound, /ē/ (*eagle, evil*) is produced with the lips pulled back in a smile and the tongue high in the mouth. From this position, the chin drops slightly as the mouth opens and the tongue drops slightly with each vowel sound until we reach the low, open sound /ō/ (*octopus, ostrich*).

The next page shows how your mouth changes as you make the sounds on the vowel chart. Place your hand under your chin as you make each vowel sound.



From the low, open /ō/ sound, the lips begin to round and the tongue pulls back slightly with each sound until we reach the back, rounded mouth vowel sound /ū/ (*moon, soup*) and similarly placed sound /yū/ (*unicorn, use*).



The remaining vowel phonemes are placed in three categories: diphthongs, r-controlled vowels, and schwa.

Diphthongs

A diphthong (pronounced *dif-thong*) is a vowel sound that is characterized by two distinct mouth placements in its production. The /ow/ sound (*out, fowl*) is produced by beginning with the mouth open, then moving to a rounded position. The /oy/ sound (*oil, coin*) is produced by beginning with a rounded mouth and moving to a “smiley” position.

/ow/ plow	/oy/ coin
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Make the sounds of each diphthong and feel how your mouth position moves to produce each sound.

Note: The long /i/ sound (ice, mine) is technically a diphthong but is placed on the vowel chart because of its close proximity to /ɪ/.

R-Controlled Vowels

R-controlled vowels, alternatively called vowel + R or “Bossy R” phonemes, are vowel phonemes in which the vowel sound is impacted by the letter ‘r’ that follows it. The three r-controlled vowel phonemes are /ar/ (*car, art*), /er/ (*her, fur, third*), and /or/ (*for, lord*).

/ar/ car	/er/ bird	/or/ fork
-------------	--------------	--------------

Make each r-controlled sound. How does the ‘r’ influence the vowel in each sound?

Schwa

The final vowel phoneme is called *schwa*. Schwa is a unique vowel sound because it is unstressed. The sound of schwa is similar to a short /u/ but can also sound like a short /i/ and can be represented by any vowel grapheme. However, schwa is only found in syllables that are unaccented.

/ə/ the

For example, the schwa sound occurs in the first syllable of the word *about*, and the last syllable in the word *important*. The symbol for the schwa sound looks like an inverted lowercase ‘e.’ (/ə/).

Listen for the schwa sound in each of these words. Which syllable is unaccented?

about *seven* *contain* *banana*

Considering the sheer number of vowel phonemes in English, it is reasonable that some students have difficulty distinguishing vowel sounds, particularly sounds which are produced in close proximity to one another.

CONNECTING PHONOLOGY TO SPELLING

One of the benefits of understanding English phonology is the insight it can give us into student reading and spelling errors. Making a connection between what a student might hear when producing a word and how spelling and reading can be impacted by that allows teachers to both better understand and more effectively remediate spelling errors in student writing.

There are several things to consider when analyzing students’ spelling errors. First, one must determine if a student is able to identify each phoneme in a word and represent each sound with an appropriate corresponding grapheme. This would indicate that the student has full phonemic awareness and can

segment each phoneme in a word, and also that the student has knowledge of phoneme/grapheme correspondences. We can consider how and where sounds are produced to help make sense of student errors. This section explores ways in which the perception of phonemes affects students' spelling, information that can help teachers to better understand and correct spelling problems.

Sound Confusion

Phonemes that are produced in a similar location in the mouth, or in a similar manner, can be cause for confusion when it comes to both proper articulation and spelling. This confusion can apply to both consonant and vowel sounds. Understanding why these misconceptions happen can help teachers better identify and correct student errors in both reading and spelling.

For example, a student tells you she poked her finger on a /forn/. You know that what she means to say is "thorn," but the way she has perceived the pronunciation of the word is incorrect. Why is she making this error?

Place of Articulation

The phonemes /f/ and /th/ are both voiceless fricatives, and both are produced in the front of the mouth. The phonemes differ only in their specific place of articulation: /f/ is produced with the teeth on the lower lip, while /th/ is produced with the tongue between the teeth. Phonemes that sit adjacent to or above or below one another on the consonant or vowel charts are "neighbors". Because they are produced so similarly, they can be easily confused.

		Teeth on lip	Tongue between teeth
Fricative	voiced	/v/	/th/
	voiceless	/f/	/th/

This sound confusion transfers to students' spelling. A child might write "pin" for "pen" because the two vowel sounds have minimal differences in production and can be hard to discriminate.

Look at the consonant phoneme chart. Why might a child produce the following spelling errors?

"Ship" for chip
 "efer" for ever

Allophonic Variations

Phonemic awareness, the ability to hear and isolate, segment, blend, and manipulate individual speech sounds, is critical to developing strong foundational skills for reading. However, it is not a naturally obtained skill. In spoken language, sounds are *coarticulated*. This means that speech sounds are articulated together and influence each other. **Allophones** are the slight variations in the way a phoneme is pronounced when influenced by the sounds around it.

Some common *allophonic variations* are listed on the next page.

Allophonic Variation	What/Why	Spelling Errors
Nasalization	<p>A vowel sound before a nasal consonant (/m/, /n/, /ng/) gets pushed through the nasal passage and takes on qualities of a nasal sound. This can make the nasal sound hard to hear when it is followed by a consonant. Students may omit the nasal in their spelling of these words.</p>	<p>Bank = “bak” Jump = “jup” Sent = “set”</p>
		<p>Try: Hold your nose when you say these words: bake/bank; pup/pump; lit/lint. You will feel the air being forced through the nose in each word that includes a nasal consonant. Doing this with students can help them identify nasals to improve their spelling.</p>
Aspiration/ Deaspiration	<p>Unvoiced stop consonants /p/, /t/, and /k/ lose their “pop of air” when they are the second sound in a consonant blend, as in the words</p>	<p>Spin = “sbin” Skip = “sgip” Stay = “sday”</p>

	<p><i>spot, skip, stay.</i> Without this “pop”, students may mistake these sounds for their voiced counterparts.</p>	
	<p>Try: Hold a tissue in front of your lips and make each unvoiced stop sound: /p/, /t/, /k/. Notice the puff of air? Now, hold the tissue up and say these words: spin, skin, stay. Did you notice that the tissue moves much less?</p>	
<p>Affrication</p>	<p>The phonemes /t/ and /d/, when followed by /r/ or /y/, can be produced more like an affricate (/ch/ or /j/). On the consonant phoneme chart, you can see that in order to get to the /r/or /y/ sound produced in the back of the mouth from the /t/ or /d/ sound at the front of the mouth, your tongue travels</p>	<p>Trip = “chrip” Try = “chry” Drop = “jrop” Dragon = “jragen” Education = ejucashen</p>

	<p>through the location where the affricates are produced.</p>	
	<p>Try: Say /t/. Now say /r/. Feel the distance between these two locations in the mouth. Now say /tr/. The mouth must anticipate the /r/ sound and round the lips, causing the variation in sound. Do the same with /d/ and /r/. Can you feel and hear the difference?</p>	
<p>Flapping</p>	<p>When the phonemes /t/ and /d/ are in the medial position in a word, between an accented and an unaccented syllable, the sound is often changed to a “tongue flap.” The /t/ is produced more like a /d/ in a word like <i>later</i>. A /d/ sound in a word like <i>kidding</i> is “lazy” and not produced crisply like in the beginning of a word.</p>	<p>Settle = ‘sedl’ Water = “wadr”</p>
	<p>Try: Pronounce words like “little” and “water” in a British accent. In these crisp pronunciations, we can clearly hear the /t/ sound in the medial position.</p>	

Dialect and Accent

Dialect, the variation of a language particular to a region or area, can affect not only the terminology and references used within the language, but also the way certain sounds are articulated or perceived. Accents within a dialect of English tend to specifically influence vowel phonemes but can also impact the way consonant phonemes are pronounced. Here are a few examples:

“Car” pronounced /kah/

“Wash” pronounced /worsh/

“Cot” and “caught” pronounced exactly the same (or pronounced with different vowel sounds)

“Pen” and “pin” pronounced with the same vowel sound

“Ring” pronounced with a voiced /g/ at the end

“Chips” pronounced /ships/

It is helpful to point out to students the differences between oral production and standardized English spellings, particularly if there is significant contrast between the two. Explicit teaching supports the connection for students, and the more a teacher understands about English phonology, the better he or she can address differences in dialect.

English Phonemes

English has 44 phonemes that combined together in different combinations make up all our words. In order to master English phonology, we must know all 44 phonemes, know how they are combined to make words, and also how to produce or articulate those phonemes in our mouths.

Consonant Phonemes

Phoneme	Description	Place, Voicing, Airflow
/b/ like in bee	Produced in the front of the mouth with both lips together, air is blocked and then released in a burst while activating your voice box.	bilabial, voiced, stop
/d/ like in dog	Produced in the middle of the mouth, by opening your mouth a little and tapping the tip of your tongue on the ridge behind your top teeth, and slightly pushing out air and activating your voice box.	alveolar, voiced, stop
/f/ like in fish	Produced with upper teeth resting on lower lip and blowing air through the narrow opening between teeth and without turning on your voice box.	labiodental, unvoiced, continuant
/g/ like in goat	Produced by opening mouth a little, placing tongue against the back and top of mouth, then lowering tongue activate voice box with a very small puff of air.	velar (soft palate), voiced, stop
/h/ like in hat	Produced deep in the back of the throat, by opening mouth and pushing air out. Movements of the lips, tongue, or teeth are not taken into account.	glottal, unvoiced, continuous
/j/ like in jump	Produced in the middle part of the mouth. Air gets blocked by the tip of the tongue that touches the roof of the mouth (hard palate). There is friction as the air is forced out of the mouth.	palatal (hard palate), voiced, stop
/k/ like in kite	Produced by opening mouth a little, placing tongue against the back and top of mouth, then lowering tongue without activating voice box with a very small puff of air.	velar (soft palate), unvoiced, stop
/l/ like in love	Produced in the middle part of the mouth. Tongue rests against the upper set of teeth while mouth is opened a little, activating the voice box, letting air pass through both sides of tongue.	alveolar, voiced, continuous
/m/ like in moon	Produced in the front of the mouth with the lips together, blocking the airflow out of the mouth and then pushing it through the nose.	bilabial and nasal, voiced, continuant
/n/ like in nut	Produced in the middle of the mouth, raising tongue to the alveolar ridge to block the airflow, and push the air through the nose. The lips are slightly open.	alveolar, voiced, continuant

/p/ like in pizza	Produced in the front of the mouth with both lips together, air is blocked and then released in a burst without activating your voice box.	bilabial, unvoiced, stop
/r/ like in robot	Produced in the middle of the mouth, bring tongue up and to the back of mouth between soft and hard palates, slight rounding of lips. Voice box is activated.	palatal, voiced, continuant
/s/ like in sun	Produced in the middle of the mouth, tongue rests behind alveolar ridge, open lips a little and pull back to a slight smile, top and bottom teeth are close together, air is forced through teeth.	alveolar, unvoiced, continuant
/t/ like in turtle	Produced in the middle of the mouth, produced by opening mouth a little, tap the tip of your tongue lightly on the alveolar ridge and let out a push of air.	alveolar, unvoiced, stop
/v/ like in vacuum	Produced with upper teeth resting on lower lip and blowing air through the narrow opening between teeth and activating your voice box.	labiodental, voiced, continuant
/w/ like in waffle	Produced in the back of the mouth, made by raising the back of your tongue toward the soft palate, and rounding the lips while activating voice box.	bilabial and velar, voiced, continuant
/y/ like in yarn	Produced in the middle of the mouth, open the mouth a little, sides of tongue should touch upper teeth, tip of tongue pointed down, activate your voice box and you will notice your tongue come down.	Palatal (hard palate), voiced, continuant
/z/ like in zebra	Produced in the middle of the mouth, open lips a little, top and bottom teeth are close together and exposed, push air out through teeth while activating voice box.	alveolar, voiced, continuant
/ch/ like in cherry	Produced in the middle part of the mouth. Air gets blocked by the tip of the tongue that touches the roof of the mouth (hard palate). There is friction as the air is forced out of the mouth without activating voice box.	Palatal (hard palate), unvoiced, stop
/ng/ like in ring	Produced in the back of the mouth, by dropping your jaw and raising the back of your tongue to the soft palate. Air is being blocked by tongue, so air is pushed through the nose.	velar, voiced, stop
/sh/ like in sheep	Produced in the middle of the mouth, top and bottom teeth are close together, lips in wide circle, air gets blocked by the tongue around hard palate, air forced through teeth.	Palatal (hard palate), unvoiced, continuant
/zh/ like in treasure	Produced in the middle of the mouth, top and bottom teeth are close together, lips in wide circle, air gets blocked by the tongue around hard palate, air forced through teeth while activating voice box.	palatal, voiced, continuant
/th/ like in thumb	Produced in front of mouth by inserting the tip of tongue between the upper and lower teeth, gently	interdental, unvoiced, continuant

	force air through tight spot where teeth and tongue meet without activating voice box.	
/th/ like in fea <u>th</u> er	Produced in front of mouth by inserting the tip of tongue between the upper and lower teeth, gently force air through tight spot where teeth and tongue meet with activating voice box.	interdental, voiced, continuant
/hw/ like in whale*	Produced in back of mouth, made by raising the back of your tongue toward the soft palate, and rounding the lips without activating voice box.	bilabial and velar, unvoiced, continuant

Short Vowel Phonemes

/ă/ like in apple	Front part of the tongue is low in the mouth, lips are flat with the jaw open.	short a
/ĕ/ like in echo	Front part of the tongue is mid-height in the mouth, lips are flat with teeth slightly separated.	short e
/ĭ/ like in itchy	Mouth is open enough to put the tip of finger between teeth, front part of the tongue but not the tip is raised high, lips are flat and spread almost like a smile.	short i
/ŏ/ like in octopus	Mouth is open wide, tongue is low in the center of the mouth, lips are flat and not pursed.	short o
/ŭ/ like in up	Mouth open wide, lips are flat and not rounded, back of tongue is flat with the back part low in the mouth.	short u

Long Vowel Phonemes

/ā/ like in acorn	Mouth open similar to smiling, tongue is mid height with the tip behind the bottom teeth, lips are flat, and mouth is slightly open.	long a
/ē/ like in eagle	Front part of the tongue but not the tip is lifted high in the mouth, lips are flat and looks like a smile, teeth are almost closed.	long e
/ī/ like in ice	Mouth starts open and jaw closes a little as sound is made, tongue starts low in the mouth and lifts forward and upward, lips are flat and spread wide.	long i
/ō/ like in open	Tongue is in the middle of the mouth not high or low, lips are rounded.	long o
/ū/ like unicorn	Lips rounded in shape of an o and pursed, tongue is lifted high in the back of the mouth.	long u

Other Vowel Phonemes

/aw/ like in paw	Mouth is open and tongue is low and down in the back of the mouth, lips are rounded and pursed.	
/oo/ like in book	Lips rounded and pulled close together, tongue is lifted high in the back of the mouth.	
/ü/ like in moon	Lips are rounded and pulled closed together, back of the tongue is lifted high in the back of the mouth.	second long u sound

/ow/ like in cow	Lips begin flat and open and move to a rounded pursed position, tongue begins in a low position and then rises to the back.	
/oy/ like in coin	Lips begin rounded and pursed and move smile, tongue begins down and low in the mouth and shifts to a lifted position.	
/ar/ like in car	Begin mouth open wide, tongue is low in the center of the mouth, lips are flat and not pursed. Bring tongue up and to the back of mouth between soft and hard palates, slight rounding of lips.	
/er/ like in bird	Corners of lips come in, push lips slightly rounded lips away. Bring tongue up and to the back of mouth between soft and hard palates, slight rounding of lips.	
/or/ like in fork	Begin with tongue in the middle of the mouth not high or low, lips are rounded. Bring tongue up and to the back of mouth between soft and hard palates, slight rounding of lips.	
/ə/ like in sofa or animal	Reduced vowel. Produced like /ū/ or /ī/ but shortened or not fully articulated for unstressed syllables.	

Phonemic Awareness Warm-Up

Rhyme & Syllable Level Skills - (Corresponds to PAST levels D-E)

Rhyme Recognition (Level D)

Routine:

“Rhyming words are words that have the same ending sounds. An example is hike and bike. I’m going to say a pair of words and you are going to give thumbs up if they rhyme and a thumbs down if they do not rhyme. Let’s try one, thumbs up or thumbs down—cat, bat.”

1. Instructor says the word pair.
2. The student repeats the word pair and show thumbs up if the words rhyme, thumbs down if they don’t rhyme.

Examples:

lace, race	best, nest	fine, line	car, come	nod, nice
hook, cook	plan, bike	leave, weave	task, bent	life, lid
hot, home	hand, sand	some, soap	glow, show	vine, verse
rent, bent	loop, soup	soft, spike	join, juice	peach, neat

Segmenting Syllables (Level D)

Routine:

1. The instructor says the word.
2. The student repeats the word and either chops out or claps out syllables- and then counts the number of syllables.

Examples:

goldfish gold-fish (2)	Classroom class-room (2)	airplane air-plane (2)	backyard back-yard (2)	Haircut hair-cut (2)
sandbox sand-box (2)	Snowflake snow-flake (2)	erase e-raise (2)	pretzel pret-zel (2)	gravy gra-vy (2)
Hungry hun-gry (2)	Insect in-sect (2)	welcome wel-come (2)	pumpkin pump-kin (2)	frozen fro-zen (2)
afternoon af-ter-noon (3)	Butterfly but-ter-fly (3)	basketball bas-ket-ball (3)	blackberry black-berr-y(3)	leadership lead-er-ship (3)

Blending Syllables (Level D)

Routine:

1. The instructor says the syllables.
2. The student repeats the syllables and blends them together to say the whole word.

3. Hand motions for student to use- Instructor models for student at beginning.
 Syllable Blends: Say first syllable with right palm facing up and second syllable with left palm, clap together and say word.

Examples:

num – ber number	pup – it puppet	bā – bē baby	nap – kin napkin	whisp – er whisper
frō – zen frozen	mar– b'l marble	sī – ren siren	win – ter winter	sir – k'l circle

Syllable Deletion (Level E)

Routine:

1. Instructor says the word.
2. Student repeats the word.
3. Instructor says: Without /*/, the word is...?
4. Student says the new word

Examples:

forget /get/ for	artist /ist/ art	laughter /ter/ laugh	sixty /tē/ six
order /der/ or	bonus /nus/ bow	Friday /day/ Fry	hamper /per/ ham
motel /mō/ tell	compound /com/ pound	turkey /tur/ key	candy /dē/ can

Substituting Syllables (Level E)

Routine:

1. Instructor says the word.
2. Students repeat the word.
3. Instructor says, Change /*/ to /*/ and the new word is?
4. Students say new word.

Examples:

<u>brav</u> est /small/ smallest	<u>small</u> est /loud/ loudest	<u>loud</u> est /tall/ tallest	<u>tall</u> est /large/ largest
<u>brush</u> ing /drop/ dropping	<u>dropp</u> ing /clap/ clapping	<u>clapp</u> ing /catch/ catching	<u>catch</u> ing /clean/ cleaning
<u>deeper</u> /cold/ colder	<u>colder</u> /dark/ darker	<u>darker</u> /long/ longer	<u>longer</u> /quick/ quicker

<u>f</u> iction /stay/ station	ro <u>b</u> in /cab/ cab <u>i</u> n	<u>g</u> rumble /mar/ mar <u>b</u> le	<u>s</u> harp <u>e</u> n /hap/ happ <u>e</u> n
<u>f</u> iddle /need/ need <u>e</u>	<u>m</u> onster /ham/ ham <u>s</u> ter	<u>r</u> attle /cat/ catt <u>e</u>	<u>c</u> omet /plan/ plan <u>e</u> t

Onset & Rime Skills -- (Corresponds to PAST levels F-G)

Rhyme Production (Level F)

Routine:

1. Instructor says the rime and gives an example of a rhyming word.
2. The student responds individually with additional words that rhyme.

Examples:

Rime: ack back, black, crack, pack, sack, snack	Rime: ay day, say, play, lay spray, tray, way	Rime: in win, chin, grin, tin pin, spin, thin, bin	Rime: ing ring, sing, cling, wing, thing, king
Rime: ock sock, block, clock, lock, knock, jock	Rime: ug rug, dug, plug, pug, mug, smug, snug	Rime: ot dot, spot, cot, got, blot, knot, shot	Rime: ump jump, pump, stump, trump

Onset Fluency (Level F)

Routine:

1. Instructor says the word pair (or single word– more advanced).
2. The student repeats the words and isolates the onset (beginning sound).

Examples:

big, boy /b/	fun, fast /f/	jump, job /j/	me, man /m/	kick, keep /k/
pen, put /p/	we, win /w/	ball, back /b/	cat, copy /k/	gum, gap /g/
happy /h/	dinner /d/	gentle /j/	yellow /y/	quickly /kw/
visitor /v/	ribbon /r/	colorful /k/	Wednesday /w/	zipper /z/

Segmenting Onset-Rime (Level F)

Routine:

1. Instructor says the word.
2. Students repeat the word and segment into onset and rime.

Examples:

dad d-ad	top t-op	pink p-ink	read r-ead	slap sl-ap
mop m-op	rub r-ub	rest r-est	soap s-oap	key k-ey
web w-eb	yell y-ell	wing w-ing	camp k-amp	club cl-ub
sat s-at	sock s-ock	gave g-ave	stop st-op	stage st-age

Onset Deletion (Level F)

Routine:

1. Instructor says the word. "bland"
2. Students repeat the word. "bland"
3. Instructor says: Without the /onset/ what is left? "Without /bl/ what is left?"
4. Students says the new word which is the rime. "and"

Examples:

stake /ake/	bland /and/	splat /at/	frail /ale/	straw /aw/
sleep /eep/	spit /it/	feet /eet/	slop /op/	rash /ash/
drink /ink/	pant /ant/	kale /ale/	stuck /uck/	chunk /unk/
grip /ip/	woke /oke/	vest /est/	spill /ill/	thank /ank/

Onset Substitution (Level F)

Routine:

1. The instructor says the word. "sing"
2. The student repeats the word. "sing"
3. The instructor says: change /onset/ to /*/. What is the new word? "Change /s/ to /th/. What is the new word? "
4. Student says new word. "thing"

Examples:

sing /th/ thing	thump /j/ jump	fleet /m/ meet	pat /fl/ flat	rug /ch/ chug
slap /tr/ trap	smoke /sp/ spoke	coat /fl/ float	pot /tr/ trot	sink /p/ pink
thank /st/ stank	cord /s/ sword	flock /st/ stock	wind /k/ kind	tin /sp/ spin
meet /str/ street	sheet /w/ wheat	stay /spr/ spray	see /fr/ free	slid /b/ bid

Basic Phoneme Skills -- (Corresponds to PAST levels H-I)

Blending Phonemes (Level H)

Routine:

1. The instructor says the phonemes.
2. The student repeats the phonemes and blends them together to say the whole word.
3. Hand motions for student to use- Instructor models for student at beginning.
Phoneme Blends: place palms together to make chopper. Chop from right to left for each sound and slides chopper from right to left while saying word.)

Examples:

k-r-ō-k croak	th-ě-m them	t-w-ē-t tweet	b-l-ă-s-t blast	f-or-k fork
f-r-ē-z freeze	p-ĩ-n-ch pinch	k-l-ă-s-p clasp	s-t-ā-t state	sh-ö-p shop

Isolating Final Sounds (Level H)

Routine:

1. The instructor says the word.
2. The student repeats the word and identifies the final sound.
3. Hand motions for student to use: The Instructor will model the punch it out hand motion. Slide your forearm across the body when saying the first part of the word and punch straight up into the air when saying the final sound.

Examples:

club /b/	glad /d/	tough /f/	fig /g/	stage /j/
bike /k/	full /l/	box /s/	lap /p/	gym /m/
duck /k/	huge /j/	crumb /m/	has /z/	ball /l/
web /b/	large /j/	rink /k/	rust /t/	cook /k/

Isolating Medial Sounds (Level H)

Routine:

1. The instructor says the word.
2. The student repeats the word using a roller coaster hand motion (vowel sound at the top of the roller coaster) and isolates the medial (vowel) sound.

Examples:

had /ă/	comb /ō/	beak /ē/	kite /ī/	fuss /ü/
pen /ě/	soap /ō/	mop /ö/	fin /ĩ/	paid /ā/
squint /ĩ/	blade /ā/	steam /ē/	flute /ü/	boil /oi/
mute /ū/	dent /ě/	struck /ů/	slant /ă/	couch /ow/

Deleting Beginning and Final Phonemes (Level I)

Routine:

1. Teacher says the word.
2. Student repeats the word.
3. Teacher says: without /*/, what is left ?
4. Student says new word.

Examples:

sled /s/	grow /g/	sneeze /s/	crane /k/	train /n/
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led	row	knees	rain	tray
wheat /t/ wee	pain /n/ pay	blow /b/ low	blank /b/ lank	speech /s/ peach
freeze /z/ free	frowned /d/ frown	crash /k/ rash	camp /p/ cam	place /p/ lace

Segmenting Phonemes (Level I)

Routine:

1. The instructor says the word.
2. The student repeats the word and segments it into individual phonemes (sounds).
3. Hand motions for student to use- chopping motion for each sound.

Examples:

soon s-ū-n	whale w-ā-l	click k-l-ī-k	lamp l-ă-m-p	romp r-ö-m-p
rise r-ī-s	team t-ē-m	trap t-r-ă-p	tusk t-ŭ-s-k	crop k-r-ö-p
cap k-ă-p	less l-ě-s	brick b-r-ī-k	act ă-k-t	brisk b-r-ī-s-k
nose n-ō-z	cube k-ū-b	skull s-k-ŭ-l	clump c-l-ŭ-m-p	zoo z-ü

Advanced Phoneme Skills -- (Corresponds to PAST levels J-M)

Substituting Beginning and Final Phonemes (Level J)

Routine:

1. Teacher says a word. "The word is made. What is the word?"
2. Student repeats the word. "made"
3. Teacher says: change /sound/ to /sound/ and the word is? "Change /m/ to /p/ and the word is?"
4. Student says new word "paid"

Examples:

<u>m</u> ade /m/ > /p/ paid	<u>t</u> ight /t/ > /r/ right	<u>f</u> ee <u>t</u> /f/ > /n/ neat	<u>w</u> ood /w/ > /g/ good	<u>f</u> ill /l/ > /t/ fit
<u>s</u> weet /t/ > /p/ sweep	<u>c</u> ash /sh/ > /p/ cap	<u>s</u> hip /sh/ > /d/ dip	<u>r</u> oad /r/ > /t/ toad	<u>k</u> ee <u>p</u> /k/ > /j/ jeep
<u>c</u> ove /v/ > /t/ coat	<u>c</u> ove /k/ > /r/ rove	<u>p</u> arked /p/ > /b/ barked	<u>b</u> ed /d/ > /l/ bell	<u>b</u> ack /ă/ > /ā/ bake
<u>c</u> ap /ă/ > /ē/ keep	<u>b</u> unch /b/ > /h/ hunch	<u>b</u> unch /ŭ/ > /ě/ bench	<u>s</u> leep /ē/ > /ă/ slap	<u>s</u> leep /l/ > /t/ steep

Substituting Medial Phonemes (Level J)

Routine:

1. Teacher says the word.
2. Student repeats the word.
3. Teacher says: change /*/ to /*/. What is the new word?
4. Student says the new word.

Examples:

c <u>ă</u> p /ā/ cape	c <u>ā</u> ne /ă/ can	b <u>ĭ</u> t /ă/ bat	fl <u>ī</u> ght /ü/ flute	l <u>ē</u> tter /ā/ later
s <u>ĭ</u> t /ī/ sight	p <u>ō</u> pe /ö/ pop	g <u>ĭ</u> ve /ā/ gave	s <u>ă</u> nd /ow/ sound	t <u>ă</u> ckle /ĭ/ tickle
f <u>ē</u> ll /ē/ feel	d <u>ū</u> ke /ü/ duck	n <u>ē</u> t /ō/ note	b <u>ē</u> e /oy/ boy	s <u>ū</u> pper /ü/ super
gl <u>ō</u> b /ō/ globe	m <u>ī</u> le /ĭ/ mill	sn <u>ă</u> ck /ē/ sneak	h <u>ī</u> ke /oo/ hook	b <u>ē</u> agle /ū/ bugle

Adding phonemes- Initial Blends (Level K)

Routine:

1. Teacher says the word.
2. Student repeats the word.
3. Teacher says: add /sound/ after /sound/. What is the new the word?
4. Student says new word.

Examples:

<u>b</u> ees /r/ breeze	<u>s</u> ock /t/ stock	<u>s</u> igh /p/ spy	<u>s</u> ash /m/ smash	<u>g</u> o /l/ glow
<u>s</u> ap /n/ snap	<u>s</u> ell /m/ smell	<u>s</u> tate /r/ straight	<u>b</u> ake /r/ brake	<u>s</u> pain /r/ sprain
<u>f</u> ew /l/ flew	<u>s</u> oon /p/ spoon	<u>f</u> ound /r/ frowned	<u>s</u> ick /t/ stick	<u>b</u> end /l/ blend

Deleting Phonemes in Initial Blends (Levels K)

Routine:

1. Teacher says the word.
2. Student repeats the word.
3. Teacher says: without /sound/, what's left is?
4. Student says new word.

Examples:

sled /l/ said	grab /r/ gab	brake /r/ bake	grow /r/ go	crane /r/ cane
sweet /w/ seat	stand /t/ sand	blank /l/ bank	crash /r/ cash	plump /l/ pump
place /l/ pace	frowned /r/ found	flew /l/ few	cramp /r/ camp	spoil /p/ soil

Substituting Phonemes in Initial Blends (Level K)

Routine:

1. Teacher says a word.
2. Student repeats the word.
3. Teacher says: change /sound/ to /sound/ and the word is?
4. Student says new word

Examples:

smell /m/ > /p/ spell	play /l/ > /r/ pray	still /t/ > /p/ spill	swing /w/ > /l/ sling
sleep /l/ > /w/ sweep	flipper /f/ > /s/ slipper	slow /l/ > /t/ stow	scout /k/ > /n/ snout
blaster /b/ > /p/ plaster	glam /l/ > /r/ gram	clown /l/ > /r/ crown	clam /l/ > /r/ cram
grade /g/ > /b/ braid	grow /r/ > /l/ glow	fry /r/ > /l/ fly	spice /p/ > /l/ slice

Substituting Final Phonemes (Level L)

Routine:

1. Teacher says a word.
2. Student repeats the word.
3. Teacher says: change /sound/ to /sound/ and the word is?
4. Student says new word

Examples:

stop /ck/ stock	burn /st/ burst	moat /st/ most	mash /th/ math	lip /st/ list
deep /n/ dean	green /t/ greet	read /ch/ reach	fin /sh/ fish	lad /st/ last
grip /n/ grin	mug /ch/ much	charm /t/ chart	street /k/ streak	brim /sk/ brisk
corn /k/ cork	stage /n/ stain	rose /p/ rope	crumb /st/ crust	make /d/ made

Deleting Phonemes in Final Blends (Level M)

Routine:

1. Teacher says the word.
2. Student repeats the word.
3. Teacher says: without /sound/, what's left is?
4. Student says new word.

Examples:

list /s/ lit	rust /s/ rut	mild /d/ mile	pinch /n/ pitch	lamp /m/ lap
mulch /l/ much	tank /n/ take	clamp /m/ clap	wept /p/ wet	lamp /p/ lamb
hold /d/ hole	left /f/ let	clasp /p/ class	clasp /s/ clap	best /s/ bet
sink /n/ sick	desk /s/ deck	rant /t/ ran	dusk /s/ duck	self /f/ sell

Substituting Phonemes in Final Blends (Level M)

Routine:

1. Teacher says a word.
2. Student repeats the word.
3. Teacher says: change /sound/ to /sound/ and the word is?
4. Student says new word

Examples:

husk /s/ > /n/ hunk	clamp /m/ > /s/ clasp	range /j/ > /k/ rank	help /p/ > /d/ held
brink /n/ > /s/ brisk	wept /p/ > /s/ west	list /s/ > /f/ lift	went /n/ > /p/ wept
west /s/ > /n/ went	dust /t/ > /k/ dusk	loft /f/ > /s/ lost	burst /s/ > /n/ burnt
lent /n/ > /f/ left	dusk /s/ > /n/ dunk	tent /n/ > /s/ test	taint /n/ > /s/ taste



TRAIL TO SUNSHINE PEAK

Suggested Order of Introduction

Sunshine Peak Trail – Segment 1

1. Phonemic Awareness: If the student has placed below level J, starting with a focus in PA will provide adequate instruction so that students can catch up in this area. A PA warmup will continue to be part of the lesson plan as the student progresses through the trail.

2. Letter-Sound Correspondences

Group 1 Consonants:	m – man	s – sun	t – top	l – lamp	p – pan
(Group 1 Phoneme/ Grapheme Cards)	f – fun	c – cat	n – nut	b – boy	
	h – hat	k – kite	d – dot	g – goat	

Body Language Keywords: a – apple e – edge i – itch o – octopus u – up

3. Syllable: A word or a word part with a vowel or a vowel team.

4. Closed Syllable: A syllable containing one vowel, ending in one or more consonants. The vowel sound is typically short. This does not apply when an r follows a vowel (see r-controlled syllable, level 2)

5. c-/k- Generalization: At the beginning of a word, the /k/ sound is typically spelled:

- with the letter c before the letters a, o, and u
- with the letter k before the letter e, i, or y

6. Group 2 Consonants:	j – jam	r – rat	v – van	z – zebra	x – box
	w – wind	y – yes			

Digraphs:	ck – black	th – thumb	th – that	sh – ship
	ch – chin	wh – whip	qu – queen* (not digraph, 2 sounds)	

Long Vowels: Say their names: a, e, i, o, u

6. Consonant Blends: Two consonants side by side that stick together- unlike digraphs, both sounds are heard. Three or four consonants side by side in which all consonants are heard is called a consonant cluster. Consonant blends can be added into the blending activity.

- Initial l blends: bl, cl, fl, gl, pl, sl, spl
- Initial r blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str, thr
- Initial s blends: sc, sk, sm, sn, sp, st, sw, scr, shr, squ
- Other initial blends: tw
- Final l blends: -lt, -ld, -lp, -lf
- Final r blends: -rd, -rk, -rt
- Final s blends: -st, -sk, -sp
- Other final blends: -nd, -nt, -nk, -mp, -pt, -ft, -ct

- 7. Introduction of Heart Words:** Heart words are high frequency words that contain an irregular spelling pattern that students do not yet have the skills to decode. Students attend to the parts of the words that have letter sound correspondences that they know and also the parts of the word they need to “learn by heart.” One or two heart words can be introduced in a lesson in the addition spelling activities section. Below are some common heart words to introduce.
- is, has, to, was
 - have, the, what, do
 - said, from, want, his
 - give, could, would, should
 - come, some, love

Sunshine Peak Trail – Segment 2

(Group 3 Phoneme/Grapheme Cards)

- 8. Floss Rule:** Double the final f, s, z, l after a short vowel in a one syllable word.
- 9. -ck Generalization:** Use -ck for /k/ sound that comes directly after a short vowel in a one syllable word (pick, duck, black). If the /k/ sounds does not come directly after the short vowel, use k (trunk, silk, milk).
- 10. Nasal Blends:** Sometimes these are called glued sounds. A glued sound is one in which letters represent more than one sound, but they are difficult to separate.
- ang, ing, ong, ung
 - ank, ink, onk, unk
- 11. Plural s:**
- Noun: Part of speech that refers to a person, place, or thing. Most nouns are changed from singular to plural by adding a -s. (cats, dogs, bugs)
 - Nouns ending in s, x, ch, sh, and z form plurals by adding -es (boxes, washes, gases).
- 12. Second sound of s = /z/:** has, bugs, nose, rise, was, his, hers, use, rose, these, those, days
- 13. Soft Sounds of c and g:**
- The letter c will say its soft sound /s/ when it is followed by an e, i, or y (cent, city, cyst).
 - The letter g will typically say its soft sound /j/ when it is followed by an e, i, or y (gem, ginger, gym).
- Exceptions: get, gig, give
- 14. -ch/-tch Generalization:** Similar to the -ck generalization- use -tch for the /ch/ sound in a one syllable word, directly after a short vowel (match, pitch, catch, notch). For one syllable words where the /ch/sound does not directly follow a short vowel sound, use -ch. (Limited exceptions: much, such, rich, which)
- 15. -ge/dge at the End of Words:** English words do not end in j.

- Use -dge for the /j/ sound in a one syllable word, directly after a short vowel (dodge, badge).
- Use -ge if the /j/ sound does not come directly after a short vowel (huge, cage, hinge, bulge).

16. No Words End in v: English words do not end in v. To spell the /v/ sound at the end of a word, we add a silent e.

17. Special Closed Syllables:

- lld, ind, old, ost, oll: Vowel sounds are long, but fall in a closed syllable (wild, kind, bold, most, roll).
- all = /ōl/: (mall, ball, tall, fall)

Sunshine Peak Trail – Segment 3

18. Introduction of Syllabication: Attending to the vowels and thinking about the syllable types will help the student moves toward reading big words. Introduce different ways to mark the vowels and determine which sound they are representing.

19. VC/CV Syllable Division Pattern: Teach the VC/CV portion from the Teaching Syllable Division Patterns instructions. Both syllables are closed (napkin, cactus, bandit).

20. Vowel-Consonant-e Syllable: Also called final e, silent e, or magic e. Fill in the E in CLOVER and add the final-e flashcards to the flashcard activity and use the e flashcard to create final e syllables in the blending activity.

21. VC/CV with a Final e Syllable at the End: Using both closed syllables and final e syllables (vampire, inhale, complete, escape, mistake, reptile)

22. Open syllable: a syllable ending in a single vowel. The vowel sound will typically be long.

23. y as a Vowel:

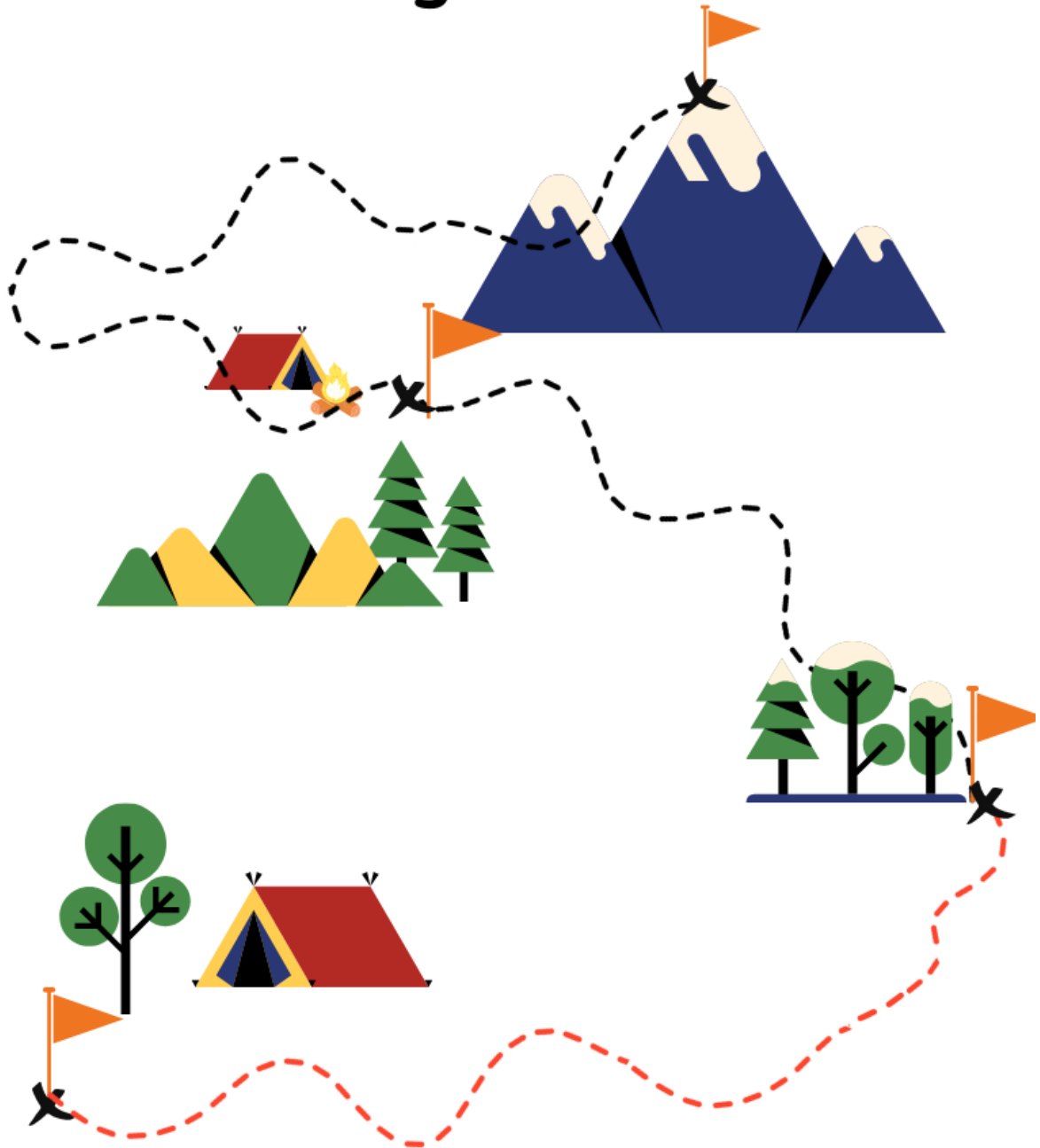
- In many words, when y comes at the end of a two or more-syllable word it will say the long e sound /ē/ (candy, baby, lady, funny, windy, party, every)
- When y comes at the end of a one syllable word, it almost always says the long i sound /ī/ (my, shy, cry, sky, dry, spy)
- When y is in the middle of a word, it will act like the letter i and will be either short or long depending on the syllable type it falls in (myth, gym, cyst, type, byte)

24. VC/V Syllable Division Pattern: Teach the VC/V portion from the Teaching Syllable Division Pattern instructions. The first syllable is closed. The second syllabled can be closed, open, or final-e. (robin, pedal, clinic, static)

25. V/CV Syllable Division Pattern: Teach the VC/V portion from the Teaching Syllable Division Pattern instructions. The first syllable is open. The second syllable can be open, closed, or final-e (lilac, veto, rotate, beyond)

SUNSHINE PEAK

Segment 1



Introducing Group 1 Phoneme-Grapheme Correspondences

Group 1 Consonants:	m – man	s – sun	t – top	l – lamp	p – pan
(Group 1 Cards)	f – fun	c – cat	n – nut	b – boy	h – hat
	k – kite	d – dot	g – goat		

Short Vowels:	a – sad	e – ed	i – is	o – not	u – up
Body Language Keywords:	a – apple	e – edge	i – itch	o – octopus	u – up

Routine:

1. Start with the sound.

Example: /m/ is a consonant sound that can be found at the beginning, middle, and end of words. We make the /m/ sound with our lips together, turning on our vocal cords, and pushing air out our nose. Make the /m/ sound. Put your hand on your throat and feel that your vocal cords are turned on and this is a voiced sound.

Some words with the /m/ sound are mom, map, thumb, home.
 Can you think of any others? (Think sounds, not letters right now)

2. Introduce the grapheme.

Example: The letter m is the most common way that we spell the /m/ sound. (Show flashcard)
 Let's write the letter while saying the sound. (Write on white board or paper 3 times)

3. Introduce next phoneme grapheme correspondence.

Go at the rate of the student with the goal of introducing at least one vowel and few consonants so that the student can begin to read and spell simple words.

4. Once students have learned the concept of a closed syllable, introduce and practice reading words with the graphemes that the student has learned.

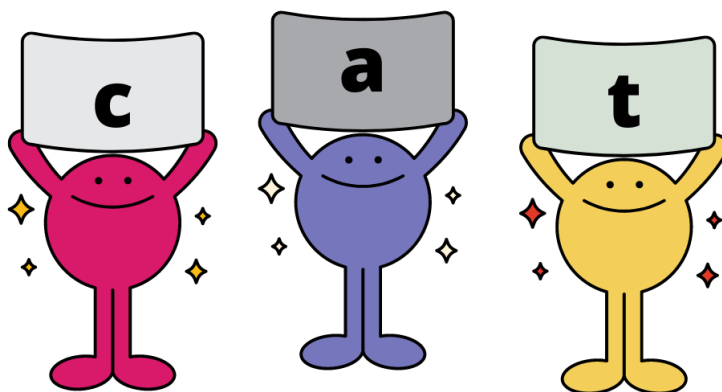
Example: We've talked about the sounds /m/ /a/ and /p/ and we've talked about the letters that represent those sounds (writing them on the whiteboard while saying the sounds "m" "a" "p"). Demonstrate continuous blending /m/ > /a/ > /p/. M- a- p spells map. We can read and spell this word because we know the sounds and the letters that represent those sounds. We're going to continue to learn more about how we spells sounds in English so that we can read and spell more words.

5. Introduce the blending routine.

Once students have learned some consonants, vowels, and the concept of a closed syllable, the blending routine can be introduced. You'll start by having the student work with initial continuant sounds. In this stage of blending, we encourage you to teach students to hold and connect adjacent phonemes rather than break with a pause between phonemes before they are blended. This is called connected phonation. This can help students hold on to and remember the phonemes as they move into blending the next phonemes. It can also keep students from inserting a schwa sound that is not there.

As students move into blending words with initial stop sounds, they can move into a more segmented blending approach as they are unable to stretch those stop sounds. Here they would tap under each letter while saying the sound, then they bring it together a little more by looping and saying the sounds faster, and finally they will slide their finger underneath fluently blending the sounds together to make the word.

1. Show a word on the board or using the phoneme/grapheme flashcards.
2. Touch under the first letter while saying the sound. If the sound is a continuant sound hold that sound while blending into the next sound.
3. Continue moving finger to next letter while saying the sound.
4. Read the word one more time by sliding finger fluently under the word from left to right while blending the sounds fluently and reading the whole word.



Teaching the Concept of Syllables

Objective

1. The student will be able to define “syllable” and identify and eventually name all six different types of syllables.

Procedure

1. Introduce the definition of a syllable.
“A syllable is a word or part of a word that contains a vowel sound.”
2. Discuss how important vowels are in words and syllables.
“Vowels are important parts of words. Every word has a vowel sound. That means that every word has at least one syllable. Some words have more than one syllable which means they have more than one vowel sound.”
3. Show the student how your chin drops every time you say a vowel sound.
“Watch how when I say a vowel sound my chin drops. The number of times my chin drops is the same number of syllables in a word. Put your hand under your chin and repeat after me: banana. How many times did your chin drop? Yes, 3 times! Banana has three syllables. Let’s try with backpack. How many times did your chin drop? Two times.”
4. Show the student how to clap out syllables.
“Another way to determine the number of syllables is to clap out the syllables. Watch as I clap out these words: happy, computer, bike (while clapping). You try. Can you clap out your name?”
5. Revisit the definition of a syllable.
“What does every syllable have? A vowel sound.”
6. If you have time left in the lesson, think of different words- clap out the syllables and discuss how they are broken down.

Ideas for Teaching Syllables

The student should be able to define what a syllable is and give you examples. The concept should be reinforced in different ways throughout your sessions.

Have Fun with Syllables

Make learning about syllables fun! Give your student cards with pictures of one-, two- and three-syllable words on them, and have them sort the cards into the three groups. Alternatively, make up nonsense words and let them count the number of syllables each one has.

Phonological Awareness

Complete some phonological awareness tasks at the syllable level. Examples of these tasks can be found in the Pack Your Backpack with PA section, Rhyme and Syllable Level Skills found on p. 94.

Get Kids Moving

Children often enjoy incorporating movement in the lesson and this may also help them store the concept in their long-term memories. Have them jump, march or skip as they chant out syllables. Give your student cards that have the number 1, 2, or 3 on them, and encourage them to go around the room and put their card on something with that number of syllables in its name.

Say It and Move It

Say It and Move It at the syllable level is a great way to reinforce these skills. Say It and Move It uses manipulatives (you can use plastic counters or pennies) that students move while separating the syllables.

“We are going to play a game called say it and move it, where we are going to move a counter for each syllable we hear in a word. For example, the word is toothbrush. What’s the word? Let’s move a counter and slide it up for each syllable in toothbrush. Tooth-brush. How many syllables were there in toothbrush? How many counters did we move? How do we know there are two syllables? (Our chin moved down twice.) Great, let’s slide the counters back to where we started and do the next word.”

Incorporate the Skill

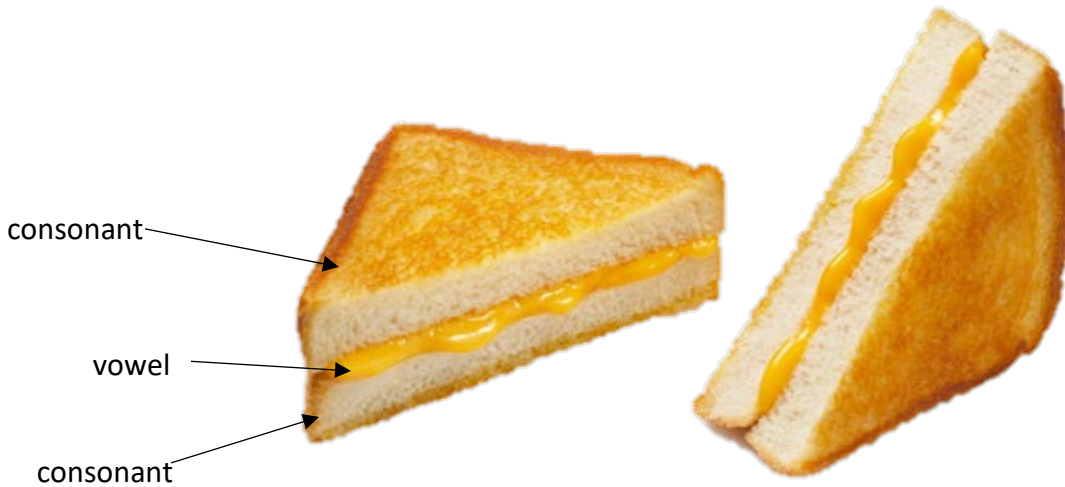
Once children have been exposed to the concept of syllabication, you want them to notice it everywhere. As you're reading books aloud to them, stop occasionally (but not so often that it overwhelms the story) to point out a word with many syllables, and have the student tell you how many it has. Do the same things with songs, chants and even names.

Identifying Types of Syllables

Once your student has learned the six types of syllables (CLOVER), have them identify types of syllables in words. You can discuss the frequency of different syllable types or see if you can find any patterns in syllable types.

Closed Syllables

A closed syllable is like a cheese sandwich, the consonants are the bread, and the cheese is the vowel.



Closed syllables end in a consonant and have one single vowel.

Closed Syllables: met, him, beg, cat, dog, it

Blending Routine

2. Start with continuous sounds in the initial position so that students can continuously blend into the vowel sound.
3. Have students track underneath the letters with their fingers and blend the sounds without stopping.
4. Stretch out each sound to the end of the word, blending the sounds together.
/mmmmaaaaat/
5. Read the word. /mat/
6. When students are ready to blend with initial stop sounds, the blending routine becomes more segmented as the initial stop sound can't be stretched into the rime.

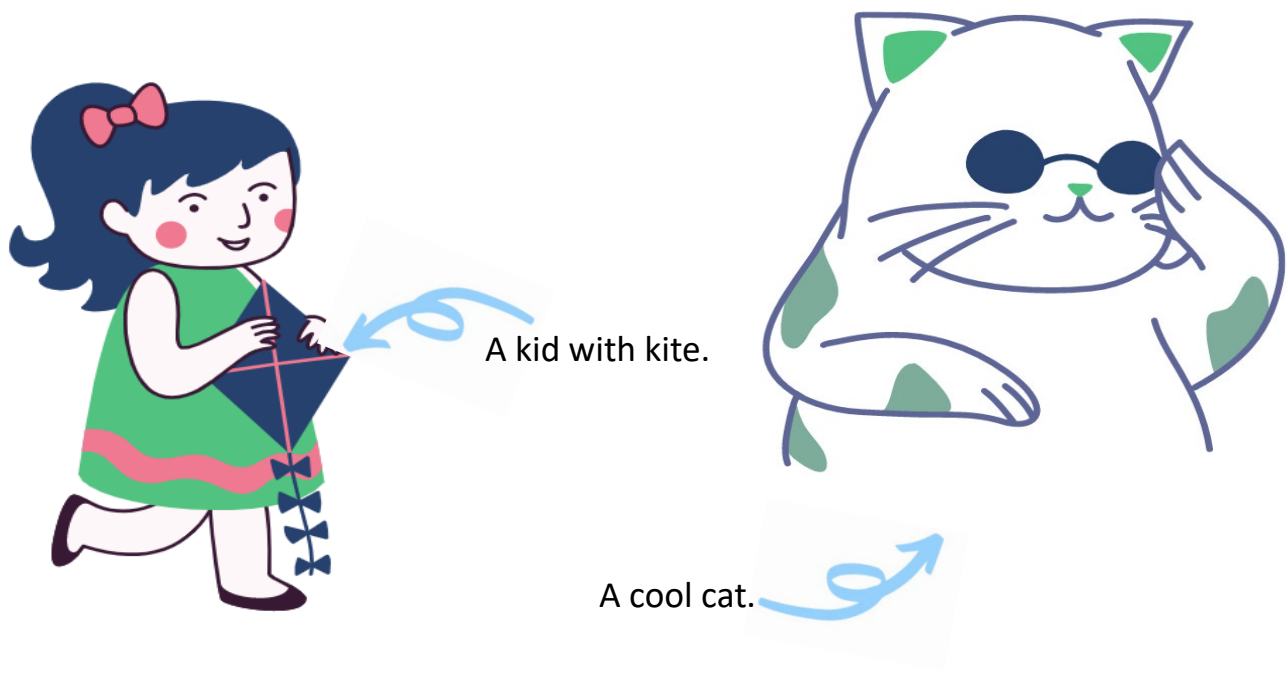
**Once students have learned a few consonants and short vowels along with the concept of a closed syllable, they can begin to read and spell words as part of the lesson plan. At this point the blending activity is also included in the lesson plan after the phoneme/grapheme flashcard fluency activity.

c-/k- Generalization

The letter c is the most common way to spell the /k/ sound.

At the beginning of a word, the /k/ sound is typically spelled:

- with the letter c before the letters a, o, and u.
(cat, cot, cut)
- with the letter k before the letters e, i, and y.
(kite, keep, sky)



There are some exceptions taken from foreign languages where the **initial k** is followed by a, o, or u. Examples: kabob (Turkish), kachina (Hopi), kosher (Yiddish).

Introducing Group 2 Phoneme-Grapheme Correspondences

Group 2 Consonants:	j - jam w – wind	r - rat y – yes	v – van	z – zebra	x - box
Digraphs:	ck - black ch - chin qu – queen (qu is a combination that represents 2 sounds)	th - thumb wh - whip	th - that	sh – ship	
Long Vowels:	Say their names: a, e, i, o, u				

Routine:

1. Start with the sound.

Example: /k/ is a consonant sound that can be found at the beginning, middle, and end of words. We make the /k/ sound with the back of your tongue against the top of your mouth towards the back on what is called your soft palate. With your tongue in this position, draw air through your mouth and release it by lowering your tongue. This unvoiced release of air is the /k/ sound.

Some words with the /k/ sound are cat , kick, camp, picnic.
 Can you think of any others? (think sounds, not letters right now)

2. Introduce the grapheme.

Example: We sometimes spell the /k/ sound with ‘ck’ at the end of words. Two letters that represent one sound is called a digraph. (show flashcard)
 Let’s write the letters while saying the sound. (Write on white board or paper 3 times)

3. Introduce next phoneme grapheme correspondence.

Go at the rate of the student with the goal of introducing all the Group 2 phoneme-grapheme correspondences as quickly as possible to get students into early reading.

4. Practice reading and spelling words with the new graphemes and previous graphemes that the student has learned.

Use the blending routine to read new words. Include only the concepts that students have learned.

5. New graphemes will be included in the phoneme/grapheme flashcard activity, blending activity, What spells? Activity, and spelling activities.

Consonant Blends

- blueberries, blast, blank, blood, blob

bl



- clue, clean, clam, club, class, clip

cl



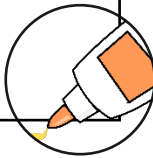
- flood, flame, flex, flag, floor, fly

fl



- glass, glue, gleam, gloat, glacier

gl



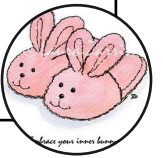
- play, plus, plan, plane, please

pl



- sled, slam, slip, slippers, slop, slap

sl



- splash, splatter, split, splinter

spl



- brain, broom, brick, brag, bright

br



- crawl, crab, crib, crown, craft, crutch

cr



- drum, drag,
dry, drain,
drop, drink

dr



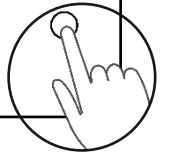
- frog, frame,
French, fruit,
friend, frown

fr



- print, prank,
prom, prep,
prince, press

pr



- trip, train,
trap, trunk,
truck, trolley

tr



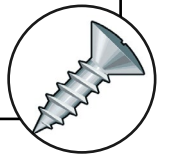
- twice, twin,
twitch, twirl,
twine

tw



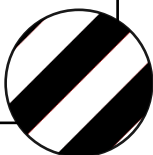
- scrape,
screw, script,
scribe, scrap

scr



- stripes, strap,
stress, strut,
strength

str



- throw,
through,
thread, three

thr



- scale, scan,
scab, scarf,
scold, scoop

sc



- skin, skate, ski, skull, skip, sky

sk



- small, smell, smoke, smack, smile, smash

sm



- snow, snake, snip, snap, snare, snail

sn



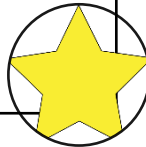
- speak, spit, spar, spin, spine, spell

sp



- step, stun, stand, star, stamp, stinky

st



- sword, swipe, swim, swan, sweep

sw



- school, schedule, scholar, scheme

sch



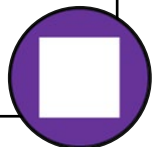
- shred, shrank, shrug, shrub, shrimp

shr



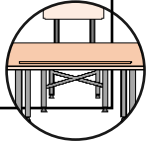
- square, squat, squash, squint, squabble

squ



- desk,
basket, ask,
risk, tusk

-sk



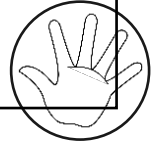
- clasp, lisp,
grasp, wasp

-sp



- hand,
blend, bind,
kind

-nd



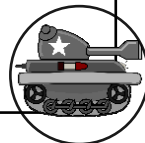
- ant, pants,
rant, rent,
tent

-nt



- tank, hunk,
bunk, rank,
rink, pink

-nk



- lamp, camp,
bump,
pump

-mp



- kept, crept,
cript, leapt,
wept

-pt



- left, drift,
draft, soft,
loft

-ft



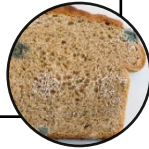
- act, select,
reflect,
object, fact

-ct



- hold, wild, bold, mold, child, mild

-ld



- halt, salt, kilt, wilt, welt, melt, fault

-lt



- help, whelp, yelp, pulp, alpine

-lp



- last, best, worst, fist, taste

-st



- calf, gulf, elf, half, self, wolf

-lf



Introduction of Heart Words

1. **Introduce the word**, showing a card or writing it on the board.

Say: “This word is _____. What’s the word?” (Students respond).
Embed the word in a sentence.

2. **Spell the word.**

Say: “_____ is spelled _ _ _ _.” Let’s spell the word _____ together.” (point to letters as you spell the word together).

3. **Underline the “unfair” part of the word** (if applicable), the part that is not decodable.

Say: “Some parts of this word I can sound out, but other parts I can’t. This is the unfair part!”
Draw a heart over the unfair part of the word.

Say: “Because this part is unfair, it is important that I learn this word by heart.”

4. **Practice the word.**

Say: Let’s air write this word together. (Students write the letters of the words in the air as you spell the word together, then blend it back together, drawing an imaginary line under the word: “s-a-i d...said!”)

Carpet write, back write, arm write, etc. two to three more times.

OR

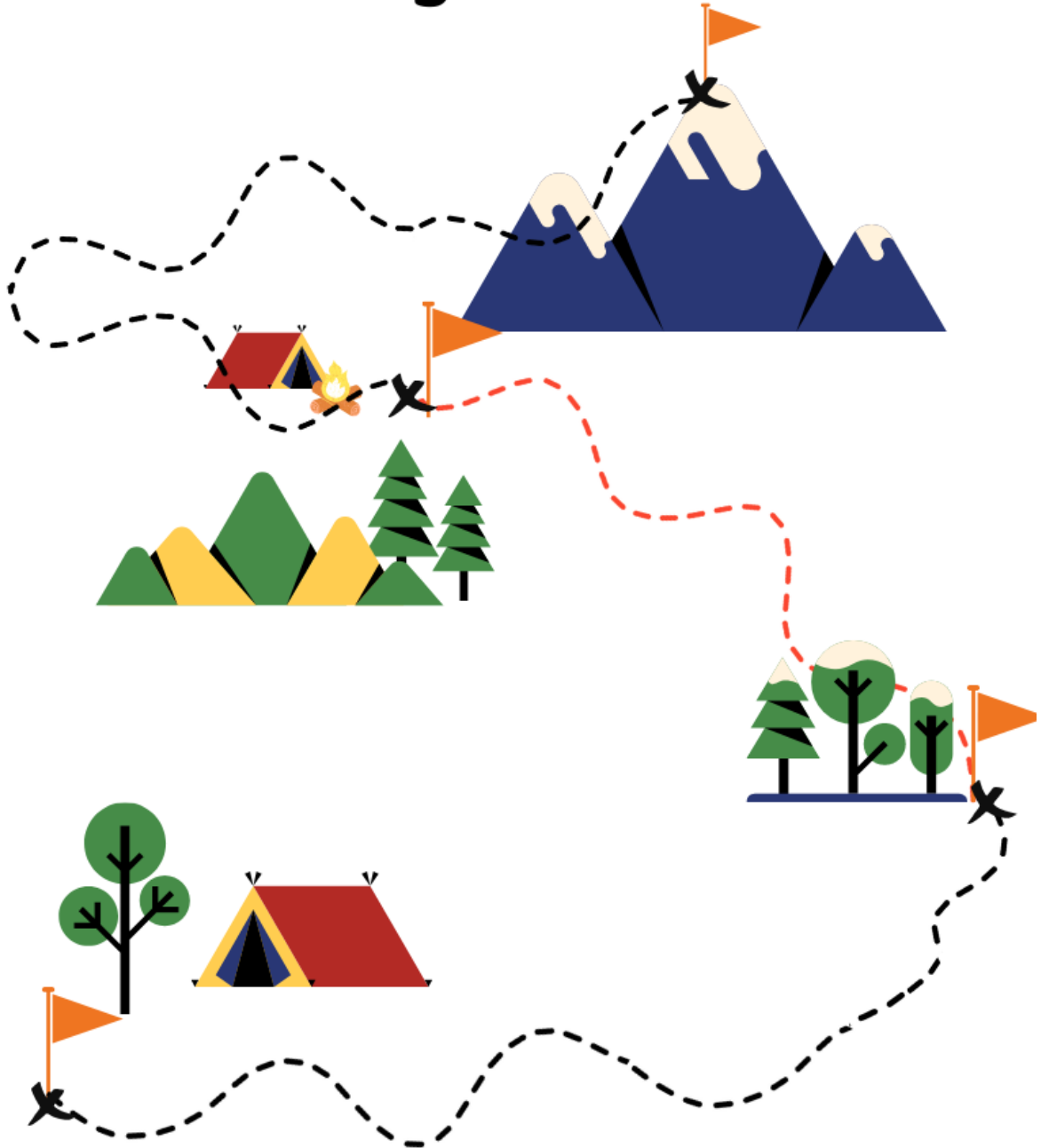
After airwriting, carpet write the word, then trace the word on a personal whiteboard or paper with the cap on a marker or eraser end of a pencil.

Flip the word over or erase from the board, then have students say the names of the letters in the word aloud as they write the word on their whiteboard or paper. Support students to check their spelling.

Note: This routine can also be used to teach students high-frequency words for which the phonics pattern has not yet been taught. In this case, point out the spelling pattern and identify its sound, but do not label it “unfair.”

SUNSHINE PEAK

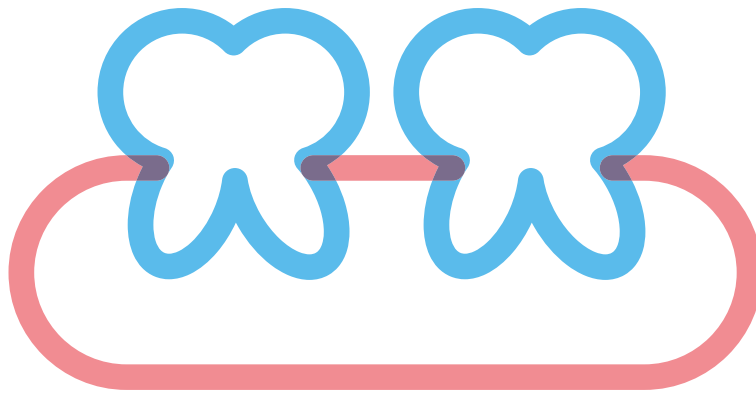
Segment 2



Floss Rule

(Or FZSL Rule)

When /f/ /s/ /z/ or /l/ is heard after a short vowel at the end of a one syllable word, it is spelled with a double ff, ss, zz, or ll.



-ff	-ll	-ss	-zz
puff	hill	miss	buzz
fluff	doll	boss	fizz
cliff	sell	less	jazz
sniff	drill	guess	fuzz

Spelling: When to Use -ck and When to Use -k

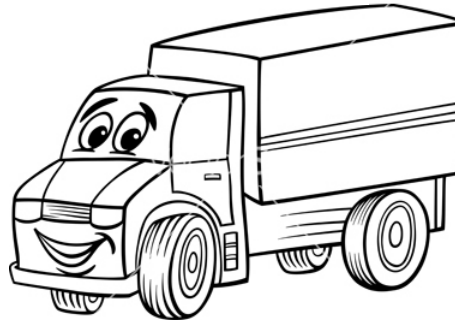
Use -ck for the /k/ sounds that comes directly after a short vowel in a one syllable word (pick, duck, black).

If the /k/ sounds does not come directly after the short vowel, use -k (trunk, silk, milk, seek).

Bark



Truck



Sock



Lock



Sick



Ink



Duck



Nasal Blends

ang, ing, ong, ung

Sometimes these are called glued sounds. A glued sound is one in which letters represent more than one sound, but they are difficult to separate.

We can read *ang* as /āng/ glued together as one chunk, but /āng/ is actually two sounds. Let's tap them out: /ā/ + /ng/.

We can read *ing* as /īng/ glued together as one chunk, but /īng/ is actually two sounds. Let's tap them out: /ī/ + /ng/.

We can read *ong* as /awng/ (or /ōng/ based on dialect) glued together as one chunk, but /awng/ is actually two sounds. Let's tap them out: /aw/ + /ng/.

We can read *ung* as /ŭng/ glued together as one chunk, but /ŭng/ is actually two sounds. Let's tap them out: /ŭ/ + /ng/.



ank, ink, onk, unk

We can read *ank* as /āngk/ glued together as one chunk, but /āngk/ is actually three sounds. Let's tap them out: /ā/ + /ng/ + /k/.

We can read *ink* as /īngk/ glued together as one chunk, but /īngk/ is actually three sounds. Let's tap them out: /ī/ + /ng/ + /k/.

We can read *onk* as /awngk/ (or /ōngk/ based on dialect) glued together as one chunk, but /awngk/ is actually three sounds. Let's tap them out: /aw/ + /ng/ + /k/.

We can read *unk* as /ŭngk/ glued together as one chunk, but /ŭngk/ is actually three sounds. Let's tap them out: /ŭ/ + /ng/ + /k/.

Sentences with nasal blends or glued sounds:

1. Ling sang a long song.
2. The king is never wrong.
3. Hang the ring by the thin string.
4. “Ding-dong” rang the bell.
5. Bang the gong and hear the strong sound.
6. Hank can honk the tank.
7. The pink donkey stinks.
8. Take the blank form to the bank.
9. Put the junk in the trunk.
10. The pink bird has strong wings and can sing a pretty song.

Words with glued sounds:

tank	think	honk	trunk	stink
chunk	thank	donkey	rank	pink
junk	bank	shrink	spank	dunk
ankle	Hank	wink	punk	crank
blink	blank	drink	clink	flunk
sank	brink	twinkle	sing	ping
long	hung	rung	song	sting
strung	sung	lung	pang	wing
sang	fang	string	stung	ding
gang	rang	wrong	king	hang
gong	bang	strong	thing	bring

Plural S

Noun: Part of speech that refers to a person, place, or thing. Most nouns are changed from singular to plural by adding a -s. (cats, dogs, bugs)

Nouns ending in s, x, ch, sh, and z form plurals by adding -es (boxes, washes, gases).



dog



dogs



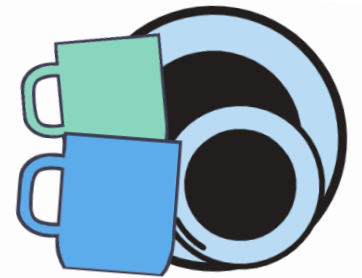
box



boxes



foxes



dishes

cat > cats

bug > bugs

nut > nuts

bunch > bunches

kit > kits

inch > inches

wash > washes

bet > bets

rat > rats

fox > foxes

sock > socks

lunch > lunches

class > classes

pot > pots

buzz > buzzes

pit > pits

The Second Sound of s = /z/

The second sound of s is /z/. The /z/ sound is spelled with s 64% of the time and is actually the most common spelling of /z/.

is	was	his	hers	nose	noise
noises	rose	roses	bags	frogs	boys
girls	friends	lies	busy	noisy	nosy
Tuesday		Wednesday		Thursday	

Now say these sentences out loud.

- 1) Is Sally his sister?
- 2) Sam was my son.
- 3) The seven dogs and cats stay inside the house.
- 4) He was so sad last Sunday.
- 5) The sun is so high in the sky.
- 6) Six boys and girls sat on the fence outside the store.
- 7) The science quiz was easy.
- 8) Please sit beside your friends.
- 9) Is this house hers?

Soft Sounds of c and g

The letter c will say its soft sound /s/ when it is followed by an e, i, or y (cent, city, cyst).

The letter g will usually say its soft sound /j/ when it is followed by an e, i, or y (gem, ginger, gym).

Exceptions: get, gig, give

celery

cent

ace

mice

city

race

voice

circle

centipede

ice

cyst

cycle

giant

germ

gentle

age

ginger

giraffe

badge

magic

gem

gym

energy

dingy



ch/-tch Generalization

Similar to the -ck generalization- use -tch for the /ch/ sound in a one syllable word, directly after a short vowel (match, pitch, catch, notch). When /ch/ does not directly follow a short vowel, use -ch (inch, lunch, belch, birch).

Exceptions: much, such, rich, which

-ch

inch

lunch

torch

arch

bunch

munch

brunch

hunch

perch

pinch

birch

bench

porch

belch

mulch

ranch

birch

crunch

French

punch

-tch

itch

catch

watch

patch

latch

batch

hatch

scratch

pitch

witch

hitch

twitch

fetch

hutch

clutch

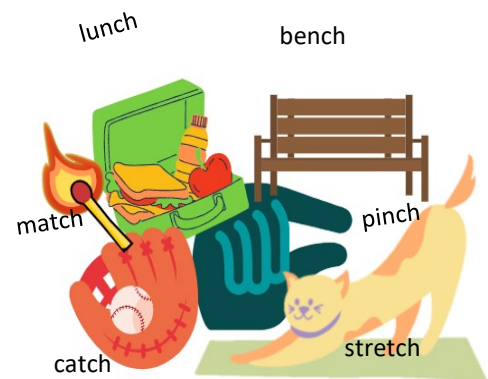
notch

stretch

stitch

ditch

etch



/j/ at the End of Words

Words with -dge and -ge

English words do not end in j.

To spell the /j/ sound at the end of a word, we use dge or ge.

Pattern: -dge is used when the /j/ sound comes right after a short vowel sound, -ge is used when the /j/ sounds comes right after a long vowel sound or after the letters l, n, or r (example: strange, bulge, large).

-dge

bridge

badge

judge

edge

grudge

knowledge

wedge

ledge

fudge

pledge

ridge

lodge

budge

-ge

stage

cage

huge

rage

strange

engage

wage

range

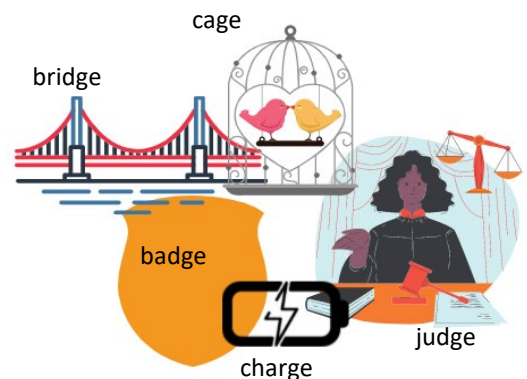
page

large

verge

charge

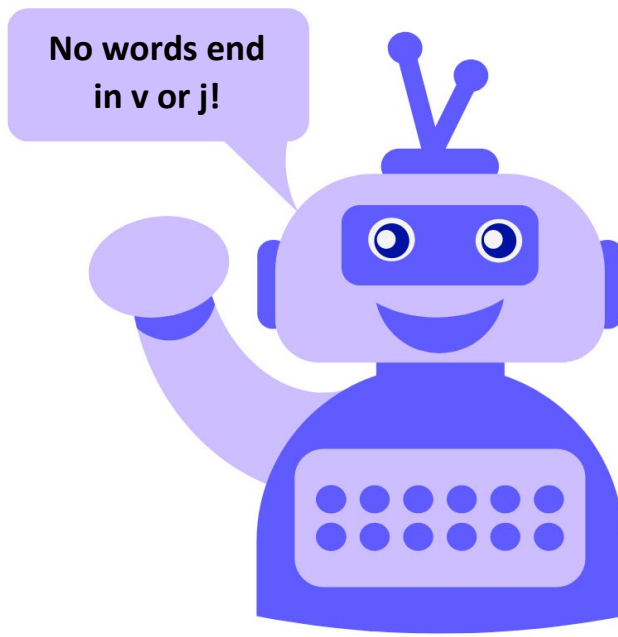
change



No Words end in v

English words do not end in v. To spell the /v/ sound at the end of a word, we add a silent e.

Example: have, live, give



live

have

love

give

move

glove

halve

solve

valve

Special Closed Syllables

ild, ind, old, ost, oll

In the patterns *ild*, *ind*, *old*, *ost*, *oll*: Vowel sounds are long, but fall in a closed syllable (*wild*, *kind*, *bold*, *most*, *roll*). These are special closed syllables, because they are exceptions to the closed syllable rule of the vowel making a short sound.

We can read *ild* as /īld/ with the long i sound. This is a special closed syllable where the vowel says the long sound instead of the short sound like most closed syllables. Let's tap out the sounds in /īld/: /ī/ + /l/ + /d/. An example of a word that contains this pattern is *child*.

We can read *ind* as /īnd/ with the long i sound. This is a special closed syllable where the vowel says the long sound instead of the short sound like most closed syllables. Let's tap out the sounds in /īnd/: /ī/ + /n/ + /d/. An example of a word that contains this pattern is *kind*.

We can read *old* as /ōld/ with the long o sound. This is a special closed syllable where the vowel says the long sound instead of the short sound like most closed syllables. Let's tap out the sounds in /ōld/: /ō/ + /l/ + /d/. An example of a word that contains this pattern is *cold*.

We can read *ost* as /ōst/ with the long o sound. This is a special closed syllable where the vowel says the long sound instead of the short sound like most closed syllables. Let's tap out the sounds in /ōst/: /ō/ + /s/ + /t/. An example of a word that contains this pattern is *post*.

We can read *oll* as /ōl/ with the long o sound. This is a special closed syllable where the vowel says the long sound instead of the short sound like most closed syllables. Let's tap out the sounds in /ōl/: /ō/ + /l/. An example of a word that contains this pattern is *poll*.

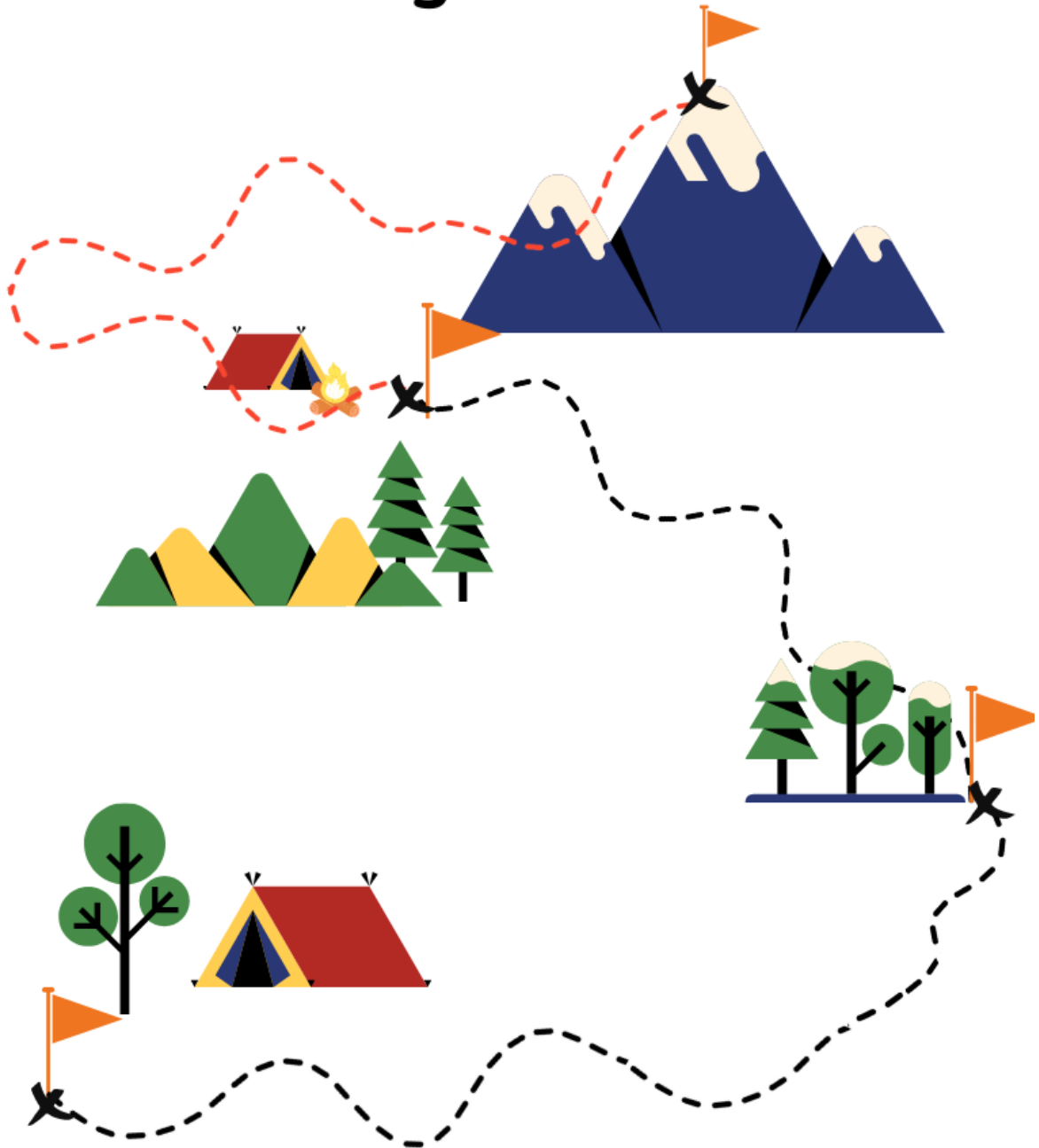
all

The *all* pattern is another exception to the closed syllable rule where the vowel sound says the /ŏ/ instead of /ă/. This happens in the words *mall*, *ball*, *tall*, and *fall*.

We can read *all* as /ŏl/ with the short o sound. let's tap out the sounds in /ŏl/, /ŏ/ + /l/.

SUNSHINE PEAK

Segment 3

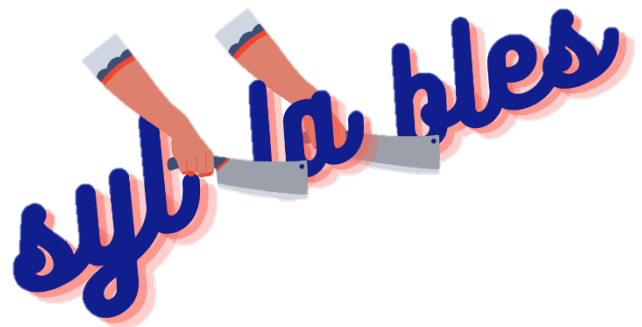


Introduction of Syllabication

Syllabication teaches students to apply what they know about phonics and read unknown words following the patterns of the English language. When students are reading new words that they have heard before, they are able to read the new word and match it with the word they know. The six different syllable types in CLOVER follow different rules or patterns to determine the vowel sounds. Longer words also follow syllable patterns to help us determine the syllable to help read the word. Some students will naturally use sounds to determine syllable division, but other students may need to use syllabication steps to read longer words initially. All students benefit from learning about syllabication and syllable division patterns.

Syllabication Steps (Word Analysis)

1. Prefix/Root/Suffix – check the word for prefixes and suffixes and circle them to break off from the rest of the word.
 ** This hasn't been taught yet but will be the first step when student learn about prefixes and suffixes.
2. Identify the vowels and consonants. Write v underneath the vowels and vowel teams and c underneath the consonants.
3. Identify and underline vowel teams and consonants that work together or stick together (digraphs, blends). Determine whether the vowels are working together or separately. Vowels working as a team (including consonants working in a vowel team) can be considered one vowel for syllabication. If vowels are not working together, they will be in separate syllables.
4. Circle starting from the first vowel to the next vowel including the consonants in between. This will be the syllable division pattern.
5. Apply what you know about the syllable division pattern to divide the syllables and determine what type of syllable each is. Mark the syllable with an abbreviation for what type it is. Example: CS = closed syllable.
6. Determine what sound the vowel is based on syllable knowledge. Mark short vowels with a breve ˘ and long vowels with a macron ˉ .
7. Blend and read each syllable.
8. Blend the syllables and read the word.



VCCV Words



Kitten Words

- Find the pattern: vc/cv kit/ten
- Divide between the two consonants
- First syllable will have short vowel
- Apply syllabication steps #2-8 (p.134)

catnip

velvet

campus

fossil

subject

cactus

cannon

insult

victim

Syllabication Example for VCCV Words

1. Mark the consonants and vowels.

p i c n i c
 C V C C V C

2. Are there vowels or consonants that stick or work together? If so, underline them.

p i c n i c
 C V C C V C

3. Circle from the first vowel to the next vowel to identify the syllable division pattern.

closed syllable closed syllable

p i c n i c
 C V C | C V C

4. Apply what you know about the syllable division pattern to divide the syllables and determine what type of syllable each is. Identify the syllable type.
5. Mark the vowels.
- 6 & 7. Blend each syllable, Blend the syllables to read the word.

VC/CV Word List

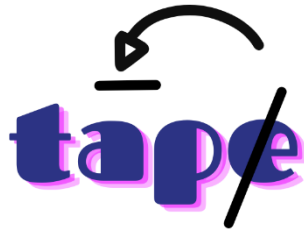
(*Some words on this list contain patterns that have not been taught yet. Do not use these words until the patterns have been taught. These can be used for later practice once the concepts are taught.)

admit	hiccup
apple*	hidden
arrow*	invest
balloon*	kitten
basket	lesson
berry*	magnet
blister*	mitten
bottle*	muffin
bunny*	napkin
button	pistol
butter*	plastic
cabbage	problem
cactus	puppet
campus	rabbit
catnip	ribbon
channel	sandal
classic	signal
common	subject
contest	sunset
compete*	tennis
cotton	tunnel
dentist	until
fossil	wisdom
gallop	wonder*
goblin	simple*
gossip	follow*
happen	sentence
helmet	velvet

Silent e

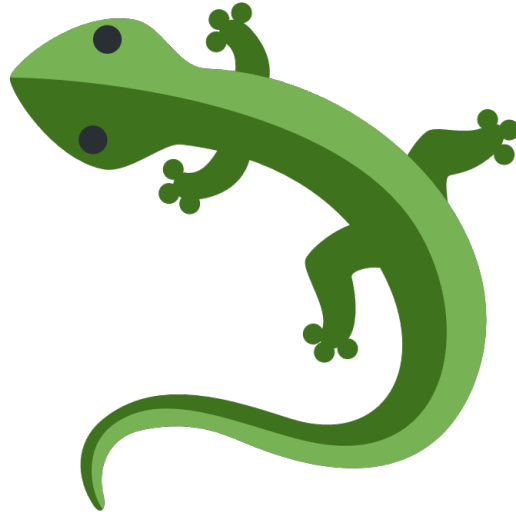
Vowel-Consonant e Syllable—the final e is silent and makes the vowel long.

Mark silent e by crossing off the e, drawing an arrow to the initial vowel and mark it long.



pin	>	pine
tub	>	tube
kit	>	kite
cap	>	cape
strip	>	stripe
slop	>	slope
slat	>	slate
quit	>	quite
cube	>	cube

VC/CV-e



Reptile Words

- Find the pattern: vc/cv rep/tile
- Divide between the two consonants
- First syllable is closed, second syllable is silent-e
- Apply syllabication steps #2-8 (p.134)

pancake

vampire

update

inmate

primrose

stampede

advise

dislike

cascade

Syllabication Example VCCV-e Words

1. Mark the consonants and vowels.

p a n c a k e
 C V C C V C e

2. Are there vowels or consonants that stick or work together? If so, underline them.

p a n c a k e
 C V C C V C e

3. Circle from the first vowel to the next vowel to identify the syllable division pattern.

closed syllable silent-e syllable

p a n c a k e
 C V C | C V C e

4. Apply what you know about the syllable division pattern to divide the syllables and determine what type of syllable each is. Identify the syllable type.

5. Mark the vowels.

- 6 & 7. Blend each syllable, Blend the syllables to read the word.

Open Syllables

We previously said that closed syllables are like a cheese sandwich, the vowel is sandwiched in by two consonants.

If you removed the end piece of bread, you get an open-faced sandwich. If you remove the end consonant (the one after the vowel), you get an open syllable.

Open syllables end in a single vowel and the vowel sound is long.



Open syllables: me, hi, be, no

Y as a Vowel

In many words, when y comes at the end of a two or more-syllable word it will say the long e sound /ē/ (candy, baby, lady, funny, windy, party, every).

When y comes at the end of a one syllable word, it almost always says the long i sound /ī/ (my, shy, cry, sky, dry, spy).

When y is in the middle of a word, it will act like the letter i and will be either short or long depending on the syllable type it falls in (myth, gym, cyst, type, byte).

shy

shiny

July

copy

dry

gym

any

tiny

try

myth

sorry

symbol

party

spy

type

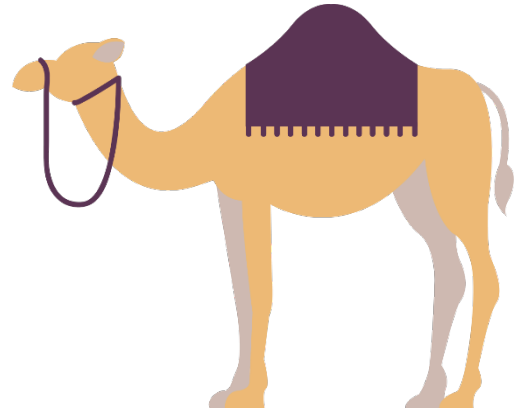
my

candy

every



VCV Words



Tiger Words or Camel Words

- Find the pattern: v/cv ti/ger (occurs 75% of the time)
- Find the pattern: vc/v cam/el (occurs 25% of the time)
- 75% of the time this pattern splits after the first vowel in VCV to create an initial open syllable
- 25% of the time this pattern splits after the consonant in VCV to create a closed syllable
- Apply syllabication steps #2-8 (p.134)

Syllabication Example for V/CV Words

1. Mark the consonants and vowels.

h o t e l
 C V C V C

2. Are there vowels or consonants that stick or work together? If so, underline them.

h o t e l
 C V C V C

3. Circle from the first vowel to the next vowel to identify the syllable division pattern.

open syllable closed syllable

h o t e l
 C V C V C

4. Apply what you know about the syllable division pattern to divide the syllables and determine what type of syllable each is. Identify the syllable type.
5. Mark the vowels.
- 6 & 7. Blend each syllable, Blend the syllables to read the word.

V/CV Words

(more common)

*Some words on this list contain patterns that have not been taught yet. Do not use these words until the patterns have been taught. These can be used for later practice once the concepts are taught.

agent	even	bacon	meter*
basin	silent	hero	crazy
basic	halo	label	lady
totem	solo	zero	paper*
decent	decide	deduct	cider*
elope	equal	erase	baby
event	evil	female	crater*
legal	unit	secret	navy
bison	ego	climax	fiber*
final	iris	item	ivy
minus	pilot	rival	blazer*
siren	spider	tunic	tiny
virus	bonus	donate	holy
hotel	local	locate	trophy
omit	open	polo	pony
rodent	rotate	slogan	lazy
spoken	toga	total	later*
moment	brutal	cupid	duty
human	humid	music	puny
pupil	putrid	student	super*
tulip	tuna	tidy	gravy

Syllabication Example for VC/V Words

1. Mark the consonants and vowels.

planet
 C C V C V C

2. Are there vowels or consonants that stick or work together? If so, underline them.

planet
 C C V C V C

3. Circle from the first vowel to the next vowel to identify the syllable division pattern.

closed syllable closed syllable

planet
 C C V C | V C

4. Apply what you know about the syllable division pattern to divide the syllables and determine what type of syllable each is. Identify the syllable type.
5. Mark the vowels.
- 6 & 7. Blend each syllable, Blend the syllables to read the word.

VC/V Words

(less common)

*Some words on this list contain patterns that have not been taught yet. Do not use these words until the patterns have been taught. These can be used for later practice once the concepts are taught.

atom	cabin	dragon	habit
magic	panel	planet	radish
rapid	salad	static	talent
travel	valid	vanish	wagon
clever*	credit	denim	desert*
ever*	lemon	level	melon
menu	metal	method	never*
pedal	petal	present	rebel
relic	relish	second	seven
tepid	civic	clinic	finish
limit	linen	mimic	prison
river*	sliver*	timid	tribune
tribute	visit	vivid	body
closet	comet	comic	copy
frolic	model	modern*	novel
polish	product	project	proper*
robin	solid	tonic	topic
tropic	volume	punish	study



TRAIL TO PIKES PEAK

Suggested Order of Introduction

Pikes Peak Trail – Segment 1

(Group 4 Phoneme/Grapheme Cards)

1. Vowel Team Syllables – Most Common Vowel Teams for Long Vowel Sounds:

Two vowel that work together to make one sound. Add vowel team to types of syllable types that the student knows.

- ai- sail
- ay- day
- ai/ay Generalization: The vowel team ai will come at the beginning or middle of a word/syllable and is usually followed by l, n, or d (ail, rain, paid). The vowel team ay will come at the end of a word/syllable (day, clay, stay).
- ee- feet (middle, end of word/syllable)
- ea- eat, meat (beginning, middle)
- ey- key (end)
- igh: /ī/ - light, high, sigh, bright, night
- oa- boat (beginning, middle)
- ow- snow, bowl, grown (end or can be followed by l or n)
- oe- toe (end, not common)

2. Bossy R Syllable: At least one vowel followed by an r. The r gives the vowel a unique sound. Add r-controlled syllables to review of syllable types that the student knows.

- /ər/ er - her (most common)
ir - stir
ur - fur
- /ar/ ar - car
- /or/ or - for

3. Syllable Division Patterns: Additional Syllable Division Patterns to apply word analysis through use of the syllabication steps found on p. 134.

- VC/CCV: Divide before consonant blend or consonant digraph: lobster, instep, pilgrim, complete, constant, dolphin, improved (*fairly common)
- VCC/CV: Divide after a consonant blend or consonant digraph: pumpkin, ringlet, hamster, sandwich
- VCC/CCV: grandstand (appears infrequently, often compound words)
If VCCCV or VCCCCV is in a compound word, divide between the words: handgrip, hashbrown.

4. Basic Grammar Concepts:

- Noun: Part of speech that usually refers to a person, place, or thing.
- Verb: part of speech that usually refers to an action, activity or state of being.
- Base/Root Word: a word or word part to which prefixes or suffixes can be added to create related words.
- Suffix: a morpheme (unit of meaning), added to a root or base word, that often changes the word's part of speech and that modifies its meaning.
- Prefix: a morpheme (unit of meaning) added to the beginning of a base word that creates a new word with changed meaning or grammatical functioning.

5. Consonant -le Syllable: A syllable with a consonant followed by -le at the end of a word.
 (-ple, -ble, -dle, -fle, -gle, -kle, -tle, zle) purple, bubble, cradle, rifle, wiggle, sparkle, title, puzzle

6. Consonant-le Syllable Division: Divide the word directly before the consonant-le ending.

- v/cle: table, maple, cable, bugle, title
- vc/cle: bubble, tumble, dabble, little, trickle

Pikes Peak Trail – Segment 2

(Group 5 Phoneme/grapheme Cards)

7. Concept of Schwa

8. Accents and Accent Rules: Use the instructions for Teaching Accents and Accent Rules. Student will be able to identify the syllable the accent will fall on in a multisyllabic word and use accent rules to determine vowel sound. Accent rules do not have to be memorized but are learned as a guide for accenting and a way to make sense of the English language.

9. Decoding Using Word Analysis: Now that students have learned about accenting this is added to the syllabication steps that students follow to decode new words. After student learns these steps, more difficult words can be added in the Decoding Words portion of the lesson plan.

10. 3 Sounds of -ed: -ed at the end of a word denotes past tense, an action, activity or state of being in the past of the current moment.

- -ed = /ed/ rented
- -ed = /d/ loved
- -ed = /t/ cooked

11. More Suffixes:

- Vowel Suffixes: -ing, -er, -est, -y, -en
- Consonant Suffixes: -ly, -ment, -ful, -ness, -less, -tion, -sion

12. Suffixes and Syllable Accent/Stress: Prefixes and suffixes are usually not accented/stressed syllables. The following suffixes cause specific word stress patterns.

- Stress one syllable before the suffix: -ic, -tion/-sion, -ity, -ify
- Stress two syllables before the suffix: -cy, -gy, -phy, -fy, -ate
- Stress the suffix: -ee, -eer, -ese

13. Decoding Using Word Analysis and Structural Analysis: When using structural analysis, the first step in reading big words is identifying known word parts (morphemes). Students will this step to the syllabication steps already learned.

14. Doubling (1-1-1) Rule (one syllable, one short vowel, ending in one consonant): When adding a vowel suffix to a closed syllable word ending in one consonant, double the consonant before adding the suffix. Sometimes this is referred to as protecting the short vowel.

Example: hop/hopping, bid/bidder, star/starred, put/putting

Pikes Peak Trail – Segment 3

15. Adding Suffixes to Final e Base Word: When adding a vowel suffix to a final e base word, drop the final e and add the suffix.

Example: hope/hoping, love/loving, make/maker, improve/improving, place/placed

16. Adding Suffixes to Base Words Ending in y:

- Change the y to and i and add the suffix: carry/carried, busy/busily, happy/happiness, empty/emptied, supply/supplier
- Do not change the y to and i if the suffix begins with -i or there is a vowel before the y: delay/delayed, destroy/destroying, empty/emptying, carry/carrying, enjoy/enjoyment

17. More Vowel Teams:

- oo : /ü/ - fool, spool, groom, spoon, hoop, noon, moon, troop
/oo/ - look, good, book, wood, cook, foot, wool, shook
- ou : /ow/ - out, count, about, mouse, south, round, mouth, house
More common- use before -nd: sound, pound, round
- ow : /ow/ - plow, cow, clown, town, towel, vowel, wow, eyebrow
Before n or l, usually spelled with ow: town, howl, growl, frown, brown
- oi: /oi/ - oil, boil, coin, avoid, moist, noise
- oy: /oi/ - boy, royal, enjoy, annoy
- oi/oy generalization: Use “oi” in the beginning or middle of a syllable or word. Use “oy” at the end.
- au: /au/ - sauce, August, laundry

- aw: /au/ - claw, lawn, paw, crawl
- au/aw generalization: Use “au” in the beginning or middle of a syllable or word. Use “aw” at the end (sometimes followed by l or n).
- ou: /ü/ - soup, youth, group, coupon, acoustic
- ui: /ü/ - suit, fruit, bruise, juice, cruise (less common)
- ea: /ě/ - bread, head, dead, leather, thread, sweater
/ā/ - break, great, steak (just these few)
- ie: /ī/ - pie, lie, die, tie
/ē/ - piece, chief, belief, cookie

18. Common Latin Affixes and Roots:

Prefix	Meaning	Root	Meaning
re-	back, again	port	to carry
e, ex-	out	rupt	to break
de-	from	tract	to pull
un-	not	ject	to throw
mis-	badly	form	to shape
dis-	not	vert, vers	to turn
pre-	before	flex, flect	to bend
per-	through	spec, spect	to see
trans-	across	scrib, script	to write

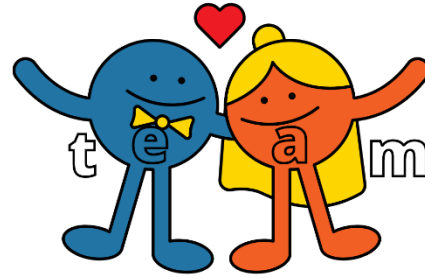
PIKES PEAK

Segment 1



Vowel Team Syllables

- C – Closed syllables
- L
- O – Open syllables
- V – Vowel Team Syllables**
- E – Silent e syllables
- R



Vowel team syllables are syllables where more than one letter is working together to make one vowel sound. Vowel teams are often 2 vowels that work together but can include other letters like w or y and may be up to 4 letters.

Syllabication Steps (Word Analysis)

1. Prefix/Root/Suffix – check the word for prefixes and suffixes and circle them to break off from the rest of the word.
 ** This hasn't been taught yet but will be the first step when student learn about prefixes and suffixes.
2. Identify the vowel and consonants. Write v underneath the vowels and c underneath the consonants.
3. Identify and underline vowel teams and consonants that work together or stick together (digraphs, blends). Determine whether the vowels are working together or separately. Vowels working as a team (including consonants working in a vowel team) can be considered one vowel for syllabication. If vowels are not working together, they will be in separate syllables.
4. Circle starting from the first vowel to the next vowel including the consonants in between. This will be the syllable division pattern.
5. Apply what you know about the syllable division pattern to determine what type of syllable it is. Mark the syllable with an abbreviation for what type it is. Example: CS = closed syllable.
6. Determine what sound the vowel is based on syllable knowledge. Mark short vowels with a breve \acute and long vowels with a macron \bar .
7. Blend and read each syllable.
8. Blend the syllables and read the word.

Words with ai and ay

ai/ay Generalization: The vowel team ai will come at the beginning or middle of a word/syllable and is usually followed by l, n, or d (ail, rain, paid). The vowel team ay will come at the end of a word/syllable (day, clay, stay).

(45% of the time /ā/ is spelled with an open syllable a, 35% of the time it is spelled a_e. Vowel teams to represent /ā/ are less common.)

ai

(9% of the time /ā/ is spelled with ai)

aim
 bait
 sail
 stain
 saint
 jail
 train
 plain
 trail
 paid
 frail
 explain
 complain
 claim
 rail
 brain
 drain
 maid
 snail
 grain
 brain
 rain

ay

(6% of the time /ā/ is spelled with ay)

way
 clay
 slay
 spray
 today
 maybe
 delay
 subway
 may
 pay
 tray
 stay
 pray
 stray
 delay
 play
 say
 hay
 sway
 bay
 day
 display



Spelling the long e sound with ee, ea, and ey

There is not a rule of when to spell the /ē/ sound with ee, ea, and ey. Sometimes homophones are distinguished by these spelling differences like in tea and tee.

The patterns ea and ee are often found in the middle of words and at the end of one syllable words. The pattern ey is found at the end of words.

- /ē/ is spelled ee 6% of the time
- /ē/ is spelled ea 6% of the time
- /ē/ is spelled ey less than 3% of the time

(/ē/ is most commonly spelled with a y occurring 41% of the time, followed by e which occurs 40% of the time.)

bee	leaf	sleep	key	seat	money
feet	sleep	easy	need	tree	chimney
honey	tea	free	seat	wheel	turkey
green	sea	cheap	stream	bean	seal
monkey	each	eat	dream	three	street
creek	bean	hockey	steep	feel	kidney



Do bees eat honey?

igh Vowel Team

/ī/ is spelled igh 6% of the time

1. high
2. sigh
3. thigh
4. bright
5. fight
6. flight
7. fright
8. might
9. night
10. sight
11. tight
12. delight
13. nightmare
14. twilight
15. highlight



Words with oa, ow, oe

The long o sound /ō/ can be spelled with the vowel teams oa, ow, and oe. The pattern oa occurs in the middle of words; ow and oe occur at the end of words.

- /ō/ is spelled oa 5% of the time
- /ō/ is spelled ow 5% of the time
- /ō/ is spelled oe less than 3% of the time
- (/ō/ is spelled o 73% and spelled o_e 14%)

oa

coach
poach
load
road
toad
loaf
oak
soak
cloak
croak
goal
foam
loan
roast
toast
goat
coat
throat

ow

bow
low
mow
row
sow
flow
show
slow
snow
throw
arrow
below
grow
fellow
follow
narrow
pillow
shadow

oe

toe
foe
hoe
woe
roe
oboe



R-Controlled Syllables – er

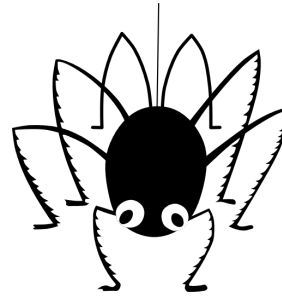
er is the most common way to spell /er/ (77%)

germ

term



fern



spider

hammer

tower



herd

ladder

tiger



river

paper

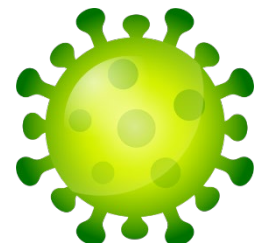
stern



sister

nerve

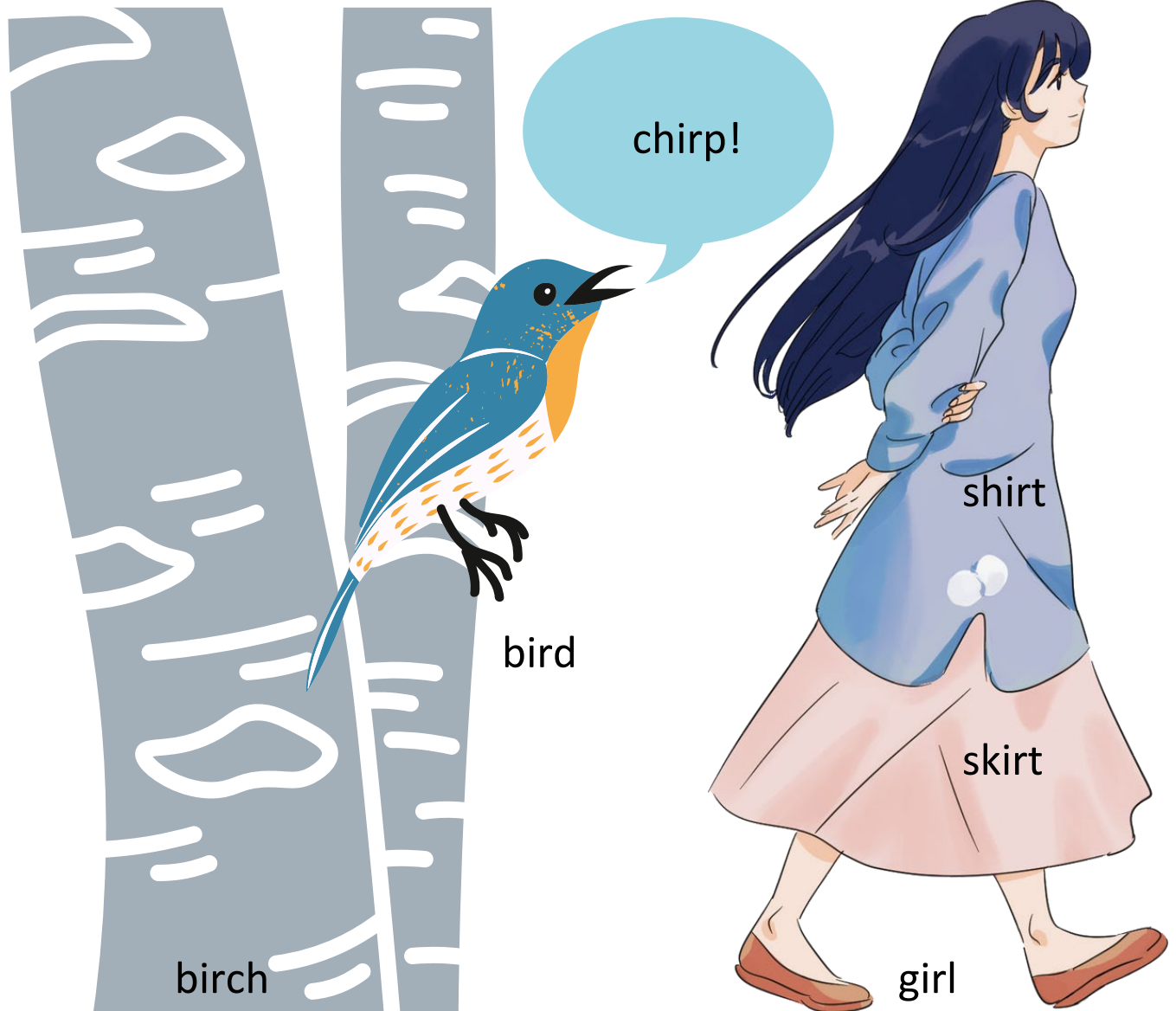
water



germ

R controlled Syllables – ir

Less common way to spell / er/ (less than 3%)



bird	birth	birch	chirp	circus	confirm
first	firm	dirt	shirt	skirt	girl
squirm	stir	twirl	third	thirty	whirl

R controlled Syllables – ur

Less common way to spell /er/ (less than 3%)

fur

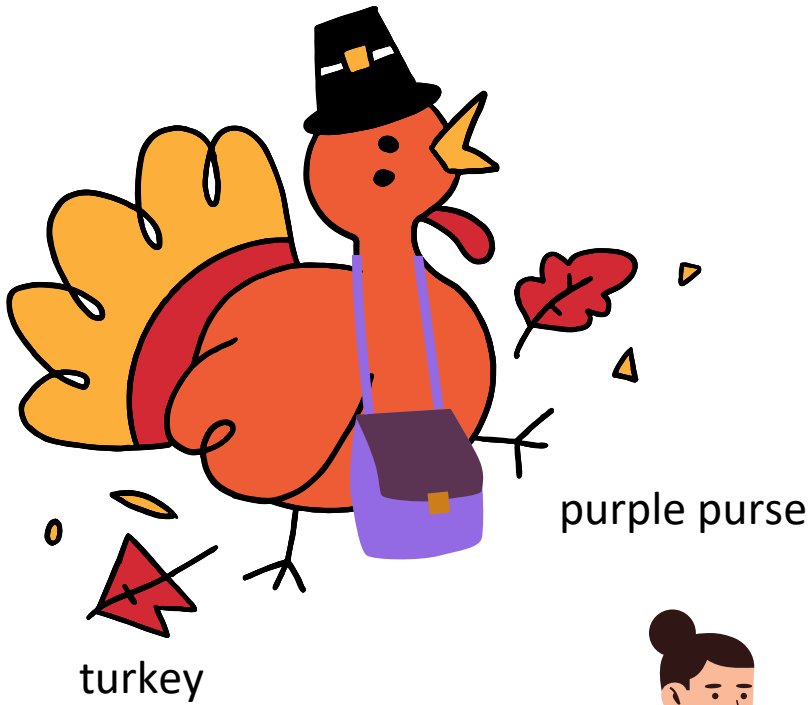
burn

turn

curl

burger

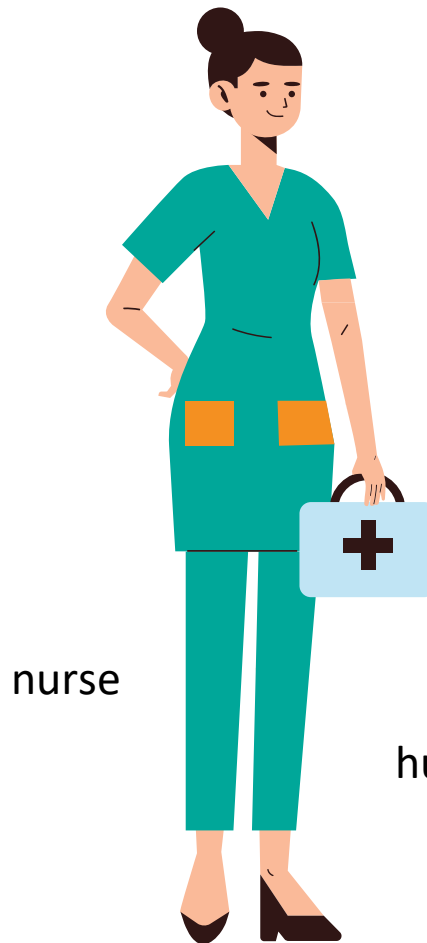
surf



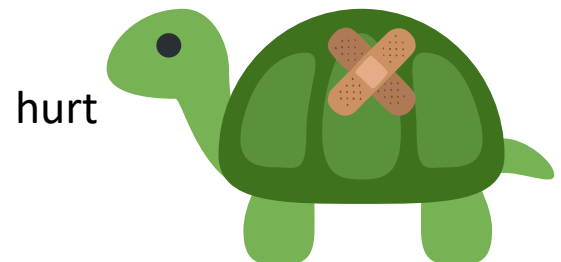
blur

curve

urge



turtle

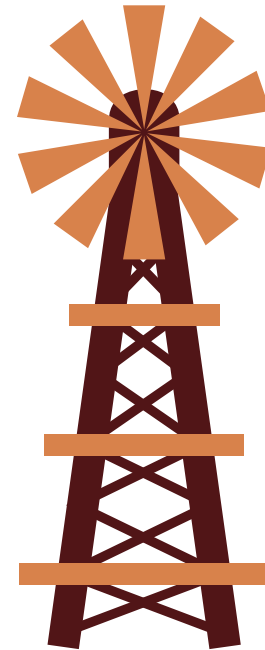


R controlled Syllables – ar

/ar/ is spelled ar 89% of the time; /er/ is spelled ar 8% of the time.



barn



farm

arm

park

card

charm

car

alarm

yard

smart

party



star

ar spells /er/ in unaccented syllables:

liar

cheddar

scholar

dollar

grammar

calendar

altar

nectar

R controlled Syllables – or

/or/ is spelled or 97% of the time and /er/ is spelled or 12% of the time.

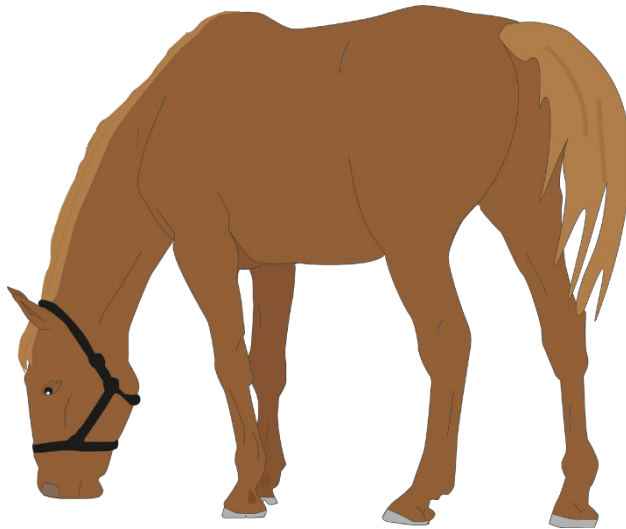
North

cord

horse

born

corn



storm



order

acorn

fork



pork

porch

torch

short

dorm

cord

/er/ is typically spelled or after a w or in unaccented syllables :

work

world

word

worst

doctor

actor

director

visitor

editor

narrator

educator

instructor

VCCCV Words



Monster Words or Pumpkin Words

Find the pattern: vc/ccv or vcc/cv
 mon/\underline{ster} $pump/\underline{kin}$

Look for consonants that work together or stick together (digraphs and consonant blends) to help you figure out where to divide the syllables; keep digraphs and blends together.

Syllabication Example for VC/CCV Words

1. Mark the vowels and consonants.

m o n s t e r
C V C C C V C

2. Are there vowels or consonants that stick or work together? If so, underline them.

m o n s t e r
C V C C C V C

3. Circle from the first vowel to the next vowel to identify the syllable division pattern.

closed syllable R controlled
/er/

m o n s t e r
C V C | C C V C

4. Apply what you know about the syllable division pattern to divide the syllables and determine what type of syllable each is. Identify the syllable type.

5. Mark the vowels.

6 & 7. Blend each syllable, Blend the syllables to read the word.

Syllabication Example for VCC/CV Words

1. Mark the vowels and consonants.

p u m p k i n
 C V C C C V C

2. Are there vowels or consonants that stick or work together? If so, underline them.

p u m p k i n
 C V C C C V C

3. Circle from the first vowel to the next vowel to identify the syllable division pattern.

closed syllable closed syllable

p u m p k i n
 C V C C | C V C

4. Apply what you know about the syllable division pattern to divide the syllables and determine what type of syllable each is. Identify the syllable type.

5. Mark the vowels.

6 & 7. Blend each syllable, Blend the syllables to read the word.

Compound Words

Milkshake Words

Compound words split between the two words.

*Some words will need to be further divided into individual syllables.

VCC/CCV is a pattern that appears infrequently but exists in compound words.



milk|shake

grand|stand

back|ground

ring|side

bath|room

fire|fly

cup|cake

under|wear*

blue|berry*

down|stairs

grass|hopper*

tooth|brush

book|shelf

baby|sitter*

egg|shell

wash|room

gold|fish

in|side

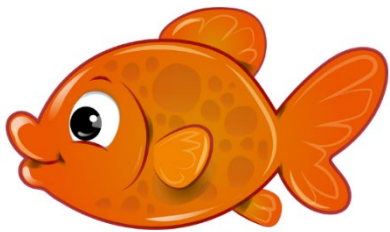
hair|cut

arm|pit

eye|lid

gum|ball

pan|cake



Syllable Division Patterns

Word Lists

VC/CCV

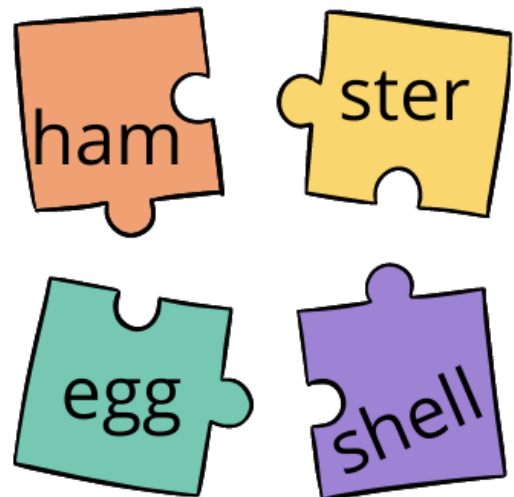
instead
 spinster
 monster
 simply
 mischief
 complete
 complain
 intrude
 burglar
 complex
 dolphin
 hundred
 farther
 district
 entrap
 impress
 instant
 distress
 install
 actress
 tendril
 hamster

VCC/CV

pumpkin
 ticklish
 laughter
 symptom
 ringside
 offset
 fistful
 sickness
 neckline
 muskrat
 nickname
 sandwich
 backward
 bashful
 wishbone
 bathroom
 wistful
 mothball
 necklace
 boastful
 withhold
 coldness

VCC/CCV

background
 grandstand
 soundproof
 bullfrog
 wallflower
 blacksmith
 eggplant
 cornbread
 milkshake
 saltshaker
 armchair
 tombstone
 locksmith
 stockbroker
 birthplace
 eggshell



Basic Grammar Concepts

Noun: Names a person, place, thing or idea.

Examples: boy, school, chair, peace

NOUN



VERB



Verb: Action, linking, or helping word

Examples: jump, am, seem

Base/Root Word: Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes (prefixes and suffixes) are added is called a **base word** because it forms the basis of a new word. The base word is also a word in its own right. For example, the word *lovely* consists of the word *love* and the suffix *-ly*.

In contrast, a **root** is the basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word.

Suffix: a morpheme (unit of meaning), added to a root or base word, that often changes the word's part of speech and that modifies its meaning.

Prefix: a morpheme (unit of meaning) added to the beginning of a base word that creates a new word with changed meaning or grammatical functioning.

prefix	base/root	suffix
re	act take action; do something	ed
		ing
		s
		ion

Consonant le Syllable

C — Closed Syllables

L — Consonant le Syllable

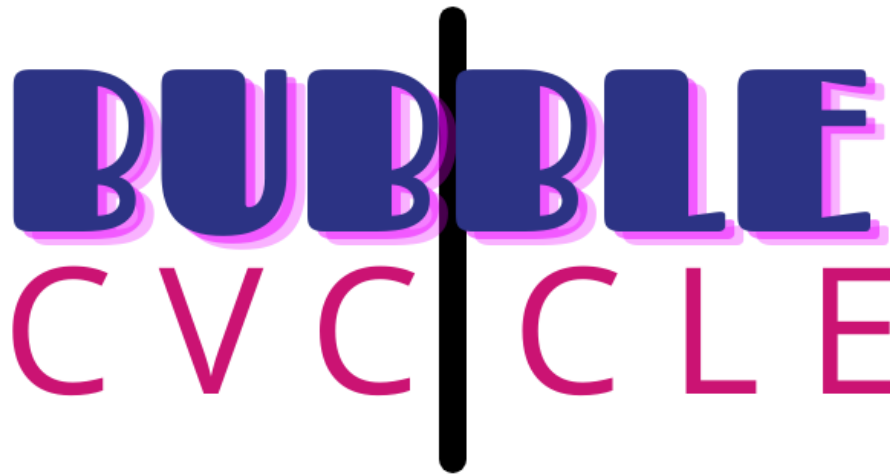
O — Open Syllables

V — Vowel Team Syllables

E — Silent e syllables

R — R Controlled Syllables

Any consonant followed by le creates its own syllable. When decoding words or applying the rules of syllabication, identify the c-le and split the syllable before the consonant.



Consonant-le Wordlist



-ble

cable
noble
table
bobble
wobble
nibble
scribble
bubble
double
trouble
gamble
scramble
tumble

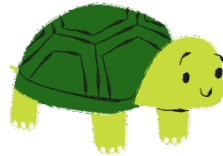
-ple

apple
maple
staple
ripple
topple
sample
example
dimple
simple
purple
people



-fle

waffle
rifle
baffle
raffle
shuffle
sniffle



-dle

cradle
middle
riddle
paddle
fiddle
cuddle
puddle
noodle
poodle
needle
candle
bundle



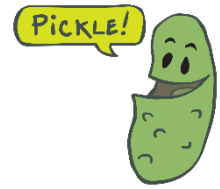
-tle

turtle
little
beetle
battle
cattle
kettle
cattle
gentle
startle
hurtle



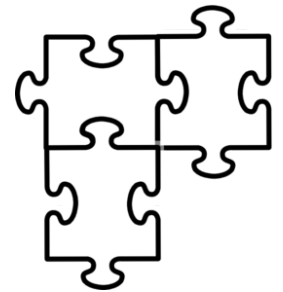
-gle

eagle
angle
bugle
wiggle
giggle
single
jungle
juggle
snuggle
struggle



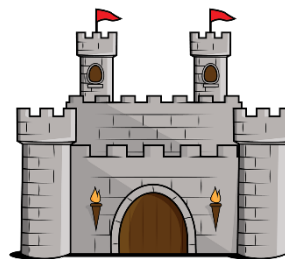
-kle

pickle
tackle
tickle
crackle
freckle
speckle
sprinkle
wrinkle
twinkle
buckle



-stle

castle
bristle
thistle
wrestle
whistle

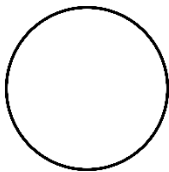


-zle

puzzle
drizzle
nozzle
muzzle
guzzle
fizzle
sizzle
dazzle

-cle

circle
uncle
bicycle
icicle
recycle
vehicle
miracle



Consonant-le Syllable Division Patterns

**Find the cle pattern and split the syllable before.

v/cle

title

rifle

cradle

able

table

bridle

bugle

cable

fable

maple

noble

idle

stifle

staple

vc/cle

little

middle

settle

bottle

apple

paddle

giggle

battle

simple

purple

single

gentle

bundle

candle



/cle

vv/cle

poodle

noodle

beagle

eagle

steeple

PIKES PEAK

Segment 2



Concept of Schwa

- Schwa /ə/ is the mid-central lax vowel pronounced as /ǘ/ or /ĩ/.
- In English, the vowel in an unstressed or unaccented syllable often reduces to schwa. You might think of schwa as our lazy vowel because your mouth barely opens to make the sound.
- Schwa is the most common vowel sound in the English language and can be spelled with any of the vowel letters.

SOFA



SEVEN



contain



banana



Teaching Accents

Objective

1. The student will be able to identify which syllable the accent will fall on in multisyllable words. The student does not need to memorize these rules about accenting, but covering the content is a way to make more sense of the language.

English and Accented Syllables

1. English is a stressed timed language; stressed syllables are followed by unstressed syllables where the vowel is often reduced to the schwa sound.
2. Every multisyllabic word has a stressed or accented syllable, this is the syllable that has the most emphasis and vowel sound is most clearly pronounced.
3. There can also be secondary accented or stressed syllables. The cadence in English tends to be every other syllable- stressed syllable, unstressed syllable, stressed syllable.

Accent Patterns:

1. One syllable words are pronounced with a primary accent. They do not carry accent marks.
 Examples: closed syllable words open syllable words
 cat, bat, pen by, me, be
2. In a two-syllable word, with the first syllable being a closed syllable, the accent is usually on that syllable.
 Examples: kitch'|en, lad'|der, bet'|ter
3. In two syllable words with the long sound being in the last syllable, the accent is usually on the last syllable:
 Examples: be|low', mis|take', to|day'
4. In words with three or more syllables, the primary or secondary accent usually falls on the first or second syllable.
 Examples: ex'|cell|ent, re|mem'|ber, ex|tend'|er
5. In words with prefixes or suffixes, the primary accent is usually placed with the root word.
 Examples: re|play'|ing, friend'|li|ness
6. Two syllable words ending with y are usually accented on the first syllable.
 Examples: cit'|y, ba'|by, man'|y
7. Consonant LE syllables usually are not accented.

Examples: no' | ble, trou' | ble, cir' | cle, syl' | la | ble

8. When a syllable ends in ck, that syllable is usually accented.

Examples: chick' | en, pack' | age

9. The accent usually falls on or with the first root word in compound words.

Examples: sail' | boat, by' | pass, police' | man

- To maintain and generalize these principles, talk with students about accented and unaccented syllables and these principles while working on reading multisyllabic words with you. Discuss the concept of schwa in unaccented syllables when applicable.

Accents in Closed and Open Syllables

Objective

1. Understand how accent or stress affects the vowel sound in closed and open syllables.

Procedure:

1. Now that the student can effectively divide words, identify what type of syllable each word is, understands schwa, and understand accents, all these concepts can be brought together.
2. Revisit what the student knows about closed and open syllables. We previously taught rule #1 in each of the columns below. In a closed syllable makes the short vowel sound and in an open syllable the vowel makes the long vowel sound.

1. CS with accent, vowel is short.	1. OS with accent, vowel is long
2. CS without accent, vowel is ə.	2. OS without accent, vowel is ə.
3. Exception to rule: Sometimes a CS is unaccented, and the vowel is short.	3. Exception to rule: Sometimes an OS is unaccented, and the vowel is long.

3. Introduce new rules #2 and #3 in the table above and the importance of flexing the vowel:
 - A closed syllable that is unaccented will most likely say the schwa sound, but sometimes there is an exception to this rule and the vowel is still short. In a closed syllable, the vowel is either short or schwa.
 - An open syllable that is unaccented will most likely say the schwa sound, but sometimes there is an exception to this rule and the vowel is still long. In an open syllable, the vowel is either long or schwa.
4. Review some multisyllabic words with open and closed syllables. Determine if the vowels in closed syllables are short or schwa and if the vowels in open syllables are open or schwa.

bacon
atom
menu
salad

lemon
silent
total
dragon

brutal
seven
about
sofa

kitten
chicken
today
below

Syllabication with Accents

Objective:

The student will be able to decode any new word they encounter. The student will use the syllabication steps they have learned along with what they have learned about accents and schwa.

Procedure:

1. Write the word “pedicure” on a board/paper and have the student copy it on their paper.
2. Identify the vowel and consonants. Write v underneath the vowels and c underneath the consonants.

pedicure
cvcvcvce

3. Are there vowels or consonants that stick or work together? If so, underline them.

pedicure
cvcvcvce

4. Circle from the first vowel to the next vowel to identify the syllable division pattern.

pedicure
cvcvcvce

5. Apply what you know about the syllable division pattern to determine what type of syllable it is. Guide student to divide the less common way and place the line between the d and i. As you decode more words, you can try both ways and see how it sounds.

pedicure
 cvcvcvce

6. Identify and mark the syllable with an abbreviation for what type it is.
 Example: CS = closed syllable.

CS
 pedicure
 cvcvcvce

7. Discuss accenting. Since the first syllable is often accented, we are going to give this syllable the accent and mark it.

CS '
 pedicure
 cvcvcvce

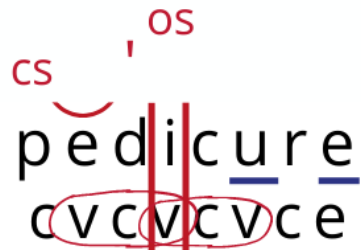
8. Ask the student what sound the e will make since it is a closed syllable and the syllable is accented. The student should respond short and place the breve above the e and say the short e sound as they do.

CS '
 pedicure
 cvcvcvce

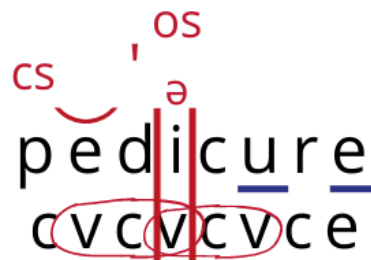
9. Identify the next pattern by circling vowel to vowel starting with the last vowel that is circled.

CS '
 pedicure
 cvcvcvce

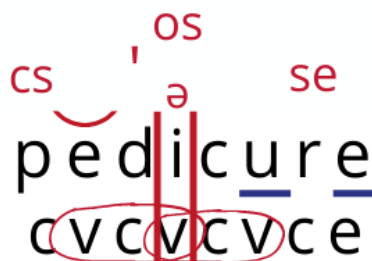
10. Once again, we have the option of where to separate here. We are going to choose to separate between the “i” and “c” (but it actually doesn’t make too big of a difference where this syllable is separated). Ask the student what kind of syllable this is and mark the syllable. They should identify an open syllable here.



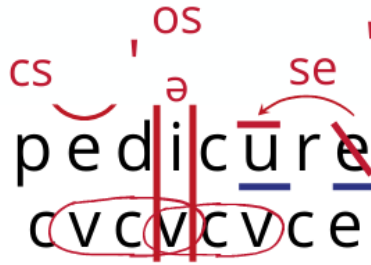
11. Ask the student whether this syllable has an accent. Since the previous syllable is accented, this one will not be accented. Ask the student what sound an unaccented open syllable would say. The student should state the schwa sound. Mark the vowel and say the sound. Discuss that if it did not make the schwa sound, the i would be the long sound.



12. There is one syllable left in the word. Since the word ends in an e, what is the most likely final syllable? The student should indicate that it is the silent e syllable



13. Ask the student what the vowel sound will be because of the silent e. Have the student cross off the e and mark the vowel long.



14. Have the student begin to sound out the word by syllable.
15. Now have the student sound out the word by combining those syllables and saying the whole word.
16. Talk about the meaning of the word with your student.
17. Rewrite the word, paying attention to how it is spelled.
18. Decoding complete!

Three Sounds of -ed

A suffix is a word part added to the end of a word. It changes the meaning of a word. *-ed* is a suffix that is used in many words to indicate past tense. The suffix *-ed* has three sounds depending on the word it attaches to:

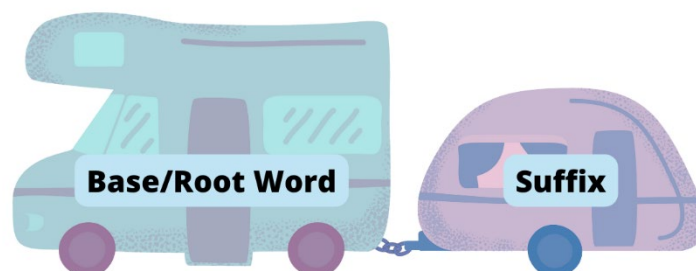
- *-ed* = /ed/ after the letter t or d
- *-ed* = /d/ when the final sound of the base word is voiced (place your hand on your throat, you can feel the vibration.)
- *-ed* = /t/ when the final sound of the base word is unvoiced

/ed/	/d/	/t/
rented	amazed	washed
hunted	drained	stopped
painted	smelled	liked
pretended	filled	looked
decided	pulled	touched
posted	wagged	worked
planted	learned	helped
handed	used	asked
wanted	followed	danced
needed	loved	clapped
tested	closed	baked
waited	changed	passed
added	shared	missed
started	called	wished
acted	showed	reached

More Suffixes

Vowel Suffixes		
Suffix	Meaning	Example
-ing	action, result; present tense	building, bedding; jumping, running
-er	someone/something that performs an action; comparative, more	writer, philosopher; bigger, faster, easier
-est	superlative, most	biggest, fastest
-y	characterized by, having or being; used in formation of action nouns from verbs	healthy, dirty, salty; inquiry
-en	become	awaken, shorten

Consonant Suffixes		
suffix	Meaning	Example
-ly	related to or quality of	softly, quickly, happily
-ment	condition	punishment, development
-ful	full of	joyful, careful, thoughtful
-ness	state, condition, quality of	happiness, kindness, darkness
-less	without	heartless, hopeless, endless
-tion	condition or state of, create nouns from verbs	rotation, separation, adoption
-sion	condition or state of, create nouns from verbs verbs ending in end; drop d add -sion verbs ending in ert; drop t add -sion	comprehension, extension conversion, inversion



Suffixes and Syllable Accent/Stress

Prefixes and suffixes are usually not accented/stressed syllables. The following suffixes cause specific word stress patterns.

1) Stress one syllable before the suffix:

- ic, specific: spe-**CIF**-ic
- tion/-sion, emotion: e-**MO**-tion
- ity, identity: i-**DENT**-i-ty
- ify, identify: i-**DENT**-i-fy

2) Stress two syllables before the suffix:

- cy, agency: **A**-gen-cy
- gy, apology: a-**POL**-o-gy
- phy, photography: pho-**TOG**-ra-phy
- fy, satisfy: **SAT**-is-fy
- ate, decorate: **DEC**-or-ate

3) Stress the suffix:

- ee, employee: em-ploy-**EE**
- eer, engineer: en-gin-**EER**
- ese, Japanese: Jap-an-**ESE**

Breaking off Prefixes and Suffixes

Discoverable Words

Structural analysis is a strategy that can be used to facilitate decoding as students become more proficient readers. The decoding strategies in structural analysis aid students in learning parts of words (prefixes, suffixes) so they can more easily decode unknown multisyllabic words.



Syllabication Steps (Word Analysis + Structural Analysis)

1. Prefix/Root/Suffix – check the word for prefixes and suffixes and circle them to break off from the rest of the word. Prefixes and suffixes are usually not accented/stressed syllables but do sometimes cause specific word stress patterns.
2. Identify the vowel and consonants in the remaining word part. Write v underneath the vowels and c underneath the consonants.
3. Identify and underline vowel teams and consonants that work together or stick together (digraphs, blends). Determine whether the vowels are working together or separately. Vowels working as a team (including consonants working in a vowel team) can be considered one vowel for syllabication. If vowels are not working together, they will be in separate syllables.
4. In the remaining word part, circle starting from the first vowel to the next vowel including the consonants in between. This will be the syllable division pattern.
5. Apply what you know about the syllable division pattern to determine what type of syllable it is. Mark the syllable with an abbreviation for what type it is. Example: CS = closed syllable.
6. Determine what sound the vowel is based on syllable knowledge and accenting principles. Mark short vowels with a breve \acute and long vowels with a macron \bar . Did you identify a suffix that affects the stress pattern? If so, identify all the syllable types and apply what you know about the identified suffix and accents.
7. Continue to identify syllable division patterns, circling the last circled vowel to the next vowel. Determine the syllable types and vowel sounds.
8. Blend and read each syllable.
9. Blend the syllables and read the word.

Decoding Discoverable Words Example 1

1. Prefix/Root/Suffix – Check the word for prefixes and suffixes and circle them to break off from the rest of the word. *-ation was identified and marked.*

/ā/+/shən/
 multiplication

2. Identify the vowel and consonants in the remaining word part.

/ā/+/shən/
 multiplication
 C VCCVCCVC

3. Identify and underline vowel teams and consonants that work together or stick together (digraphs, blends). Determine whether the vowels are working together or separately. *All vowels are working separately; there are two consonant blends.*

4. In the remaining word part, circle starting from the first vowel to the next vowel including the consonants in between. This will be the syllable division pattern.

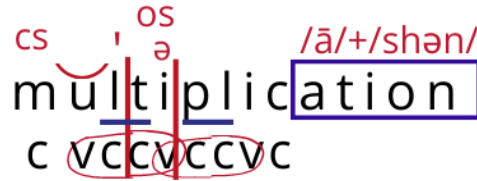
/ā/+/shən/
 multiplication
 C VCCVCCVC

5. Apply what you know about the syllable division pattern to determine what type of syllable it is. Mark the syllable with an abbreviation for what type it is. *In dividing, there was a choice to break up the lt blend or keep it together. It was split.*

6. Determine what sound the vowel is based on syllable knowledge and accenting principles. Was the identified suffix one that determines word stress patterns? *No*

CS | /ā/+/shən/
 multiplication
 C VCCVCCVC

7. Continue to identify syllable division patterns, circling the last circled vowel to the next vowel. Determine the syllable types and vowel sounds. In the second division, students could keep the 'pl' blend together or separate. It is kept together here, but the vowel sound would be the same either way.



Syllable division continues with a secondary accent on the third syllable.



8. Blend and read each syllable.
9. Blend the syllables and read the word.

Decoding Discoverable Words Example 2

1. Prefix/Root/Suffix – Check the word for prefixes and suffixes and circle them to break off from the rest of the word. *-ify was identified and marked*

person^{/ə+/fɪ/}ify

2. Identify the vowel and consonants in the remaining word part.

3. Identify and underline vowel teams and consonants that work together or stick together (digraphs, blends). Determine whether the vowels are working together or separately. *All vowels are working separately; there is one r-control vowel.*

person^{/ə+/fɪ/}ify
c v c v c

4. In the remaining word part, circle starting from the first vowel to the next vowel including the consonants in between. This will be the syllable division pattern.

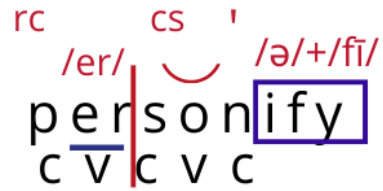
person^{/ə+/fɪ/}ify
c (v c v) c

5. Apply what you know about the syllable division pattern to determine what type of syllable it is. Mark the syllable with an abbreviation for what type it is. *The most common way to split the vcv pattern was used.*

6. Determine what sound the vowel is based on syllable knowledge and accenting principles. Was the identified suffix one that determines word stress patterns? *Yes, -ify was identified which means the syllable before it is accented.*

rc ' /ə+/fɪ/
person^{/er/}ify
c (v c v) c

7. Continue to identify syllable division patterns, circling the last circled vowel to the next vowel. Determine the syllable types and vowel sounds. **The second syllable is a closed syllable which is accented so the vowel is short.**



8. Blend and read each syllable.
9. Blend the syllables and read the word.

Discoverable Words

bashful

thirsty

discoverablesubtractionunpopulardisagreementunsuspectingfavoriteecirculateemultiplicationetransportationreinventinspectiondislikedmistakehardeneantifreezedestructionpunishmentimpatientlydisappearedjournalismegenerationegovernmenterethinkingtricyclebiographymisrememberingendlessecontractinexpensivereplacementmisbehaviorindependentunconditionalpublicationepresentationelibrarianehappinessebreathlessepreschoolimproper

Doubling (1-1-1) Rule

If a word has **one syllable, one vowel, AND one final consonant** (1-1-1), the last consonant must be doubled before adding a vowel suffix such as –ed or –ing. Doubling the consonant preserves the short vowel sound in the base word.

(Note: h, j, y, k, v, w, i, and x are rarely doubled. A few exceptions exist because of language of origin or word shortening. Examples: *trekking, skiing, revving.*)

Examples:

running, biggest, tripped, muddy, dimmer



If the suffix does not begin with a vowel, you do not need to double the consonant because the additional consonant automatically preserves the short vowel in the base word.

Examples:

badly, sadness, kinship, endless

PIKES PEAK

Segment 3



Adding Suffixes to a Final e Base Word

Words ending in a silent e:

- **drop the e** before a **suffix beginning with a vowel**
- **do not drop the e** when the **suffix begins with a consonant**.



hope > hoping

hope > hopeful

love > loved

love > lovely

tape > taping

shame > shameless

Adding Suffixes to Base Words Ending in y

The final y after a consonant changes to an i before any suffix except one beginning with i (-ing, -ist).

Base word		Suffix		New Word
1. carry	+	ed	=	carried
2. busy	+	er	=	
3. carry	+	er	=	
4. busy	+	ness	=	
5. carry	+	er	=	
6. beauty	+	ful	=	
7. hurry	+	ed	=	
8. fly	+	ing	=	
9. rely	+	ed	=	
10. lovely	+	ness	=	
11. happy	+	ness	=	
12. greedy	+	er	=	
13. merry	+	est	=	
14. day	+	ly	=	
15. busy	+	ness	=	

OO Wordlist

“oo” represents /ü/ 50% of the time and /oo/ 40% of the time.

oo says ü

food
 broom
 choose
 cool
 fool
 loose
 moon
 noon
 pool
 roof
 room
 rooster
 root
 school
 scoop
 scooter
 shoot
 smooth
 spooky
 spoon
 tooth

oo says oo

book
 brook
 cookie
 crook
 hook
 foot
 good
 hood
 hoof
 look
 nook
 rookie
 shook
 soot
 stood
 wood
 wool
 woof



/ow/ Wordlists

/ow/ is spelled “ou” (shout), 56%; “ow” (howl), 29%; “ou_e” (house), 13%

ou

out
 count
 about
 mouse
 south
 round
 mouth
 house
 couch
 mouthful
 slouch
 blouse
 scour
 pouch
 ouch

ow

plow
 cow
 clown
 town
 towel
 vowel
 wow
 eyebrow
 growl
 powder
 shower
 drowsy
 allow
 rowdy
 frown



Spelling generalization: /ow/ is spelled ow at the end of a syllable and before final l or n. /ow/ is typically spelled ou before other consonants like in couch.

Words with oi and oy

We use both “oi” and “oy” to spell /oy/. When that sound comes in the beginning or middle of a word or syllable, we usually spell it with “oi.” If it comes at the end of the word or syllable, we will use “oy.”

- 62% of the time /oy/ is spelled oi
- 32% of the time /oy/ is spelled oy



A phrase to help students remember this is “Enjoy the noise.”

oil
 oink
 soil
 boil
 coin
 void
 spoil
 noise
 point
 avoid
 adjoin

boy
 soy
 toy
 ploy
 loyal
 foyer
 employ
 annoy
 decoy
 alloy
 enjoy

Words with au and aw

We usually spell /aw/ with “au” at the beginning or middle of a syllable or word.

We spell /aw/ with “aw” at the end of a word or syllable. The “aw” spelling is sometimes used in the middle of a word when followed by l or n.

- au spells /aw/ 19% of the time
- aw spells /aw/ 10% of the time
- The most common ways to spell /aw/ is o (41%) and a (22%)
 (Pronunciation of words with these spellings also varies by dialect)

au	aw
sauce	claw
August	law
laundry	paw
launch	lawn
haul	draw
Paul	dawn
faucet	straw
fault	yawn
author	saw
astronaut	jaw
pause	hawk
because	crawl



An astronaut with **paws**.

Words with ou and ui

The patterns ou and ui can both spell /ü/ as in soup and fruit.

- These patterns both spell /ü/ less than 3% of the time.
- The most common ways to spell is sound are u, u_e, and oo.

Words where ou spells /ü/:

soup

coupon

goulash

you

youth

acoustic

wound

mousse

group

routine

troupe



A **coupon** for **soup**.

Words where ui spells /ü/ (less common):

juice

suit

cruise

fruit

bruise

pursuit



fruit **juice**

Sounds of ea

The vowel team ea most commonly makes the /ē/ sound and sometimes makes the /ĕ/ sound. The least common sound of ea that occurs in just three words is /ā/.

/ē/

sea

eat

meat

meal

leaf

mean

peak

speak

peach

reach

teach

dream

plead

real

east

/ĕ/

head

bread

lead

deaf

dead

dread

breath

spread

instead

health

meant

feather

ready

heavy

weather

/ā/

break

great

steak

Sounds of ie

ie spells /ī/

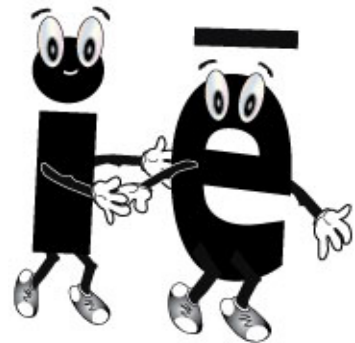
pie	die	lie
tie	spies*	fries*
cried*	tied*	flies*
replied*	implies*	supplies*



* These ie words are made by adding a suffix to words which end in y. This works for two syllable words that have an accented second syllable (**supply** > supplies). In two syllable words with the first syllable accented, ie spells /ē/ (**baby** > babies).

ie spells /ē/

chief	brief	grief
thief	field	piece
niece	shield	yield
shriek	relief	belief
believe	achieve	



Sometimes it is said: When two vowels go walking, the first one does the talking. That does not work in this case (or in a lot of cases). In fact, this **saying works for less than 30% of vowel teams**.

You might talk about how this sometimes works, but it is more helpful to teach students the vowel teams and all the sounds they represent. The order of introduction introduces these to students from the most common to least common in the English language.

Common Latin Affixes and Roots

Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes (prefixes and suffixes) are added is called a *base word* because it forms the basis of a new word. The base word is a word that can stand on its own known as a *free morpheme*. For example, the word *lovely* consists of the word *love* and the suffix *-ly*.

In contrast, a *root* carries the principle meaning, but it does not typically form stand alone and is a *bound morpheme*. It must be combined with another morpheme (prefix, suffix, or another root) to form a word. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word.



WE JUST FIT.

Prefix	Meaning	Root	Meaning
re-	back, again	port	to carry
e, ex-	out	rupt	to break
de-	from	tract	to pull
un-	not	ject	to throw
mis-	badly	form	to shape
dis-	not	vert, vers	to turn
pre-	before	flex, flect	to bend
per-	through	spec, spect	to see
trans-	across	scrib, script	to write



TRAIL TO MOUNT ELBERT

Suggested Order of Introduction

Mount Elbert Trail – Segment 1

(Group 6 Phoneme/Grapheme Cards)

1. **Digraph ph:** ph: /f/ - phone, phonics, photo, graph

2. **Chameleon Prefixes:** The prefix changes its spelling to match the first letter of the root word. Assimilating chameleons in words allows us to speak more fluidly.

not		together or with		to, toward, in, or near		under, beneath, or up	
in-	im-	co-	cor-	ad-	ap-	sub-	sup-
il-	ir-	col-	con-	af-	ar-	suc-	sus-
		com-		as-	at-	suf-	sug-
				ac-	ag-		

- con- changes to com- in front of roots that start with m, p, or b; and to cor- in front of roots that begin with r
- in- changes to im- in front of roots that begin with m, p, or b

3. More Latin Prefixes:

a-	not; without
pro-	before; forward
inter-	between; among
out-	exceeds
circum-	around
be-	used as intensive
fore-	before
intra-	within

with-	away
super-	above; over; upon
contra-	against
over-	excessive
post-	after; behind
non-	not
mid-	middle
anti-	against

4. More Latin Roots:

stru, struct	to build
dic, dict	to say, tell
mit, miss	to send
spir, spire	to breathe
cred	to believe
pend, pens	to hang
greg	to crowd; group
cern, cert	to decide

duc, duce, duct	to lead
grad, gress, gred	step; degree
vis, vid	to see
ped	foot
aud	to hear; listen
fer	to bear; yield
leg, lect	to choose; read
cur, curs	to run

5. More Latin Suffixes:

-ess	female
-dom	quality, realm
-most	most, best
-ish	origin, resembling
-ward	in the direction of
-ure, -ture	state of, act, process
-ate	state, quality of
-fold	as much, many
-ist	one who, that which
-some	like, apt, tending to
-hood	condition, quality
-ship	state of, quality
-ous	full of, having
-age	state of, result of
-ity, -ty	state of, quality
-al	relating to

-fy, -ify	make
-able	able, capable
-ible	able, capable
-ability	able or worthy
-ibility	able or worthy
-ar	belonging to
-or	one who, that which
-ize	make
-ary	quality, place where
-ive	causing, making
-ine	nature of
-an, -ian	native of, relating to
-ent	performing an action
-ant	performing an action
-ence	action, state, quality
-ance	action, process, state

6. Other Vowel + R Combinations

- are: /ā/ + /r/ words
- air: /ā/ + /r/ words
- our: /or/ words, /ow/ + /r/ words
- ore: /or/ words
- oar: /or/ words
- ear: /ē/ + /r/ words, /er/ words, /ā/ + /r/ words
- eer: /ē/ + /r/ words
- ure: /ū/ + /r/ or /ü/ + /r/ words

Mount Elbert Trail – Segment 2**7. Possessives:**

- Rule 1: Add 's to words to show possession.
- Rule 2: If an s or es has been added to a word to make it plural (cat ⇒ cats or fox ⇒ foxes), add only the apostrophe (cats ⇒ cats'; foxes ⇒ foxes').
- Rule 3: Plurals that don't end in s follow rule 1 (children ⇒ children's).
- Rule 4: If the s at the end of the word is part of the original word, follow rule 1 (Charles ⇒ Charles's).
- Rule 5: If you are showing possession with the word it, only add the s not the apostrophe (it ⇒ its).

- 8. Contractions:** A contraction consists of two words that are combined to form one word. To "contract" means to "make smaller," and that is what we do when we form contractions: we take two longer words and contract them into one shorter word.

Contractions are informal "shortcuts" that we often take in our everyday speech. Instead of saying "Do not tease the dog," we shorten it to "Don't tease the dog."

Those same shortcuts can be used in informal writing when we want our writing to reflect our way of speaking. In formal writing, however, it's best to avoid contractions.

are not = aren't	is not = isn't	we are = we're
cannot = can't	it is = it's	we have = we've
could not = couldn't	it has = it's	we will = we'll
did not = didn't	it will = it'll	we would = we'd
do not = don't	must not = mustn't	we had = we'd
does not = doesn't	she is = she's	were not = weren't
had not = hadn't	she has = she's	what is = what's
have not = haven't	she will = she'll	where is = where'
he is = he's	she would = she'd	who is = who's
he has = he's	she had = she'd	who will = who'll
he will = he'll	should not = shouldn't	will not = won't *
he would = he'd	that is = that's	you are = you're
he had = he'd	there is = there's	would not = wouldn't
here is = here's	they are = they're	you have = you've
I am = I'm	they have = they've	you will you'll
I have = I've	they will = they'll	you would = you'd
I will = I'll	they would = they'd	you had = you'd
I would = I'd	they had = they'd	I had = I'd
was not = wasn't		*irregular contraction

9. CV/VC Syllable Division Pattern: When the vowels are not working as a team and say separate vowel sounds, divide between the vowels: create, neon, radio, idea, stadium, violin

10. Less Frequent Vowel Team Combinations:

- ei: /ē/ - Follows i before e except after c rule. ceiling, receipt, receive, deceive, deceit
/ā/ - vein, veil, reign, beige
- ew: /ū/ - few, chew, pew, askew, cashew
/ü/ - blew, dew, brew, threw, new
- eu: /ū/ - feud, Europe, neuron, eunuch, euphoric
/ü/ - deuce, sleuth, leukemia, streusel
- ey: /ā/ - they, prey, obey, survey
- ue: /ū/ - rescue, hue, cue, issue, value
/ü/ - due, blue, sue, avenue, true
- eigh: /ā/ - eight, weight, neighbor, sleigh

11. Homophones: A homophone is a word that has the same sound as another word but has a different meaning. Homophones may be spelled the same or different. Examples: meat & meet, pair & pear

12. Combining Forms: A combining form is a modified form of an independent word that occurs in combination with words, affixes, or other combining forms.

auto-	self	mono-	one, single
bi-	two	philo-	love
bene-	well, favorable	psyche-	mind, soul
geo-	earth	tele-	distance

13. More Roots:

cide, cise	to kill, to cut	viv, vivi, viti, vita	to live, survive
sta, stit, sist, stet	to stand	voc, vok, voke	to call
fac, fact, fet, fic	to make, do	leg	law
pos, pon, pound	to place, set	lit, liter, litera	letters
pel, puls	to drive, push	cap, cep, cept, cip	to take, seize, receive
mob, mot, mov	to move	cad, cas, cid	to fall
tend, tens, tent	to stretch, strain	cede, ceed, cess	to go, yield
ten, tain, tin, tinu	to hold	capit, capt	head, chief
gen, genus	race, kind, species	feder, fid, fide, feal	trust, faith

Mount Elbert Trail – Segment 3

16. Initial Silent Letters:

- rh - (silent h) rhymes, rhino, rhubarb, rhetoric
- wr - (silent w) write, wrap, wreck, wrist, wrench
- gu - (silent u) guess, guide, guild, guest, disguise, guilt
- gh - (silent h) ghost, ghetto, aghast, spaghetti, ghoul, Afghanistan
- gn - (silent g) gnat, gnaw, gnome, gnarl, gnash

17. Final Silent Letters:

- mb - (silent b) comb, climb, crumb, bomb, thumb, lamb
- mn - (silent n) autumn, column, hymn, solemn, condemn
- gn - (silent g) align, sign, feign, foreign, design, campaign
- stle - (silent t) castle, bristle, bustle, whistle, wrestle
- sten - (silent t) fasten, glisten, listen, moisten, christen

18. Additional Digraph Sounds:

- ch: /k/ - Christmas, school, ache, anchor, chemist, chorus, orchid
- ch: /sh/ - Chicago, champagne, machine, mustache, chef, brochure

19. French Influenced Patterns:

- que: /k/ - antique, unique, boutique, plaque, mosque, picturesque
- gue: /g/ - vague, fatigue, league, plague, rogue, intrigue

20. a with w or qu:

- wa: /wä/ - wash, water, walk, wand, swap, swat
- qua: /qua/ - squash, aqua, quad, squad, squab

21. More Less Frequent Vowel Teams

- ou: /ə/ - double, cousin, enough, couple, trouble, southern
- augh: /aw/ - caught, daughter, fraught, naughty, taught, slaughter
- ough: /aw/ - bought, fought, brought, thought, sought

22. Special r-Controlled Syllables:

- war: warm, ward, warp
- wor: world, word, worm

MOUNT ELBERT

Segment 1



Digraph ph

The digraph ph spells /f/. Words with the ph pattern often come to English from the Greek language.

- /f/ is spelled with a ph 12% of the time



phone
graph
alphabet
trophy

orphan
nephew
digraph
phrase

elephant
photo
dolphin
morph

Greek Word: photo Meaning: light
 photograph, photocopy, photosynthesis, photogenic

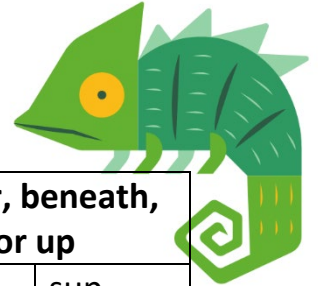
Greek word: graph Meaning: writing
 photograph, paragraph, autograph, biography, geography, graphic,
 graphite, polygraph

Greek word: phonos Meaning: sound
 headphones, earphones, telephone, microphone, saxophone, phonics

Greek word: sphere Meaning: ball
 atmosphere, spherical, stratosphere, biosphere, hemisphere

Chameleon Prefixes

In Chameleon Prefixes, the prefix changes its spelling to match the first letter of the root word. Assimilating chameleons in words allows us to speak more fluidly. The main prefixes are listed first and bolded, the prefix variants are listed and change to match the root word.



not		together or with		to, toward, in, or near		under, beneath, or up	
in-	im-	co-	cor-	ad-	ap-	sub-	sup-
il-	ir-	col-	con-	af-	ar-	suc-	sus-
		com-		as-	at-	suf-	sug-
				ac-	ag-		

- in- changes to im- in front of roots that begin with m, p, or b
- con- changes to com- in front of roots that start with m, p, or b; and to cor- in front of roots that begin with r

not	together or with	to, toward, in, or near	under, beneath, or up
illegal	corrode	assign	support
inform	comment	account	surround
improper	collect	appoint	suppress
immobile	coordinate	approve	summon
irresponsible	community	affair	suggest
impart	combine	attract	succumb
innocent	compute	assort	suffer
insect	coauthor	aggrieve	subject

More Latin Prefixes

a-	not; without atypical, asymmetrical, amoral, achromatic, atheist
pro-	before; forward proactive, prohibit, proceed, provide, proclaim
inter-	between; among interact, international, interview, interesting, interstate
out-	exceeds, more; greater than outgoing, outlast, outline, outnumber, outspoken
circum-	around circumference, circuit, circumnavigate, circus
be-	used as intensive; about, around become, bedazzle, befriend, befuddle, begin, behave
fore-	before forecast, forewarn, forearm, foresight, foreboding
intra-	within intrapersonal, intravenous, intramural
with-	away withdraw, withhold, without, withstand
super-	above; over; upon superhero, supermarket, superpower, superstar
contra-	against contraband, controversy, contradict, contrast
over-	excessive overdue, overcorrection, overbite, overuse, overstay
post-	after; behind posterior, postpone, postscript, postseason
non-	not nonstop, nonprofit, nontoxic, nonfat, nonverbal
mid-	middle midday, midterm, midnight, midseason, midfielder
anti-	against antisocial, antibiotic, antifreeze, antidote

More Latin Roots

stru, struct	to build instruction, construct, structure, destruction, obstruct
dic, dict	to say, tell predict, contradict, dictionary, verdict, addict, dictate
mit, miss	to send admit, dismiss, emit, intermission, missile, submit
spir, spire	to breathe inspire, aspiration, perspire, conspire, expire
cred	to believe credit, credence, discredit, incredible, credulous
pend, pens	to hang pendant, suspend, suspense, expensive, dispense
greg	to crowd; group congregate, gregarious, segregate, aggregate
cern, cert	to decide concern, discern, certify, certificate, ascertain
duc, duce, duct	to lead conduct, deduct, introduce, abduct, educate, produce
grad, gress, gred	step; degree gradual, graduate, degree, aggressive, progress
vis, vid	to see visual, video, invisible, visor, revise, provide, vista
ped	foot pedal, pedestrian, pedicure, peddler, centipede
aud	to hear; listen audio, inaudible, audience, auditorium, audition
fer	to bear; yield fertile, transfer, suffer refer, prefer, different
leg, lect	to choose; read election, legislation, lecture, legible, collect, legend
cur, curs	to run current, excursion, cursive, occurrence, curriculum

More Latin Suffixes

<i>-ess</i>	female lioness, waitress	<i>-fy, -ify</i>	make liquify, purify
<i>-dom</i>	quality, realm kingdom, freedom	<i>-able</i>	able, capable movable, breakable
<i>-most</i>	most, best southernmost, utmost	<i>-ible</i>	able, capable reversible, gullible
<i>-ish</i>	origin, resembling greenish, smallish	<i>-ability</i>	able or worthy reliability, disability
<i>-ward</i>	in the direction of forward, backward	<i>-ibility</i>	able or worthy responsibility, possibility
<i>-ure, -ture</i>	state of, act, process adventure, sculpture	<i>-ar</i>	belonging to lunar, solar, stellar
<i>-ate</i>	state, quality of passionate, fortunate	<i>-or</i>	one who, that which doctor, actor, donor
<i>-fold</i>	as much, many threefold, manifold	<i>-ize</i>	make realize, penalize
<i>-ist</i>	one who, that which artist, dentist	<i>-ary</i>	quality, place where honorary, revolutionary
<i>-some</i>	like, apt, tending to troublesome, irksome	<i>-ive</i>	causing, making active, disruptive
<i>-hood</i>	condition, quality childhood, neighborhood	<i>-ine</i>	nature of marine, bovine
<i>-ship</i>	state of, quality friendship, ownership	<i>-an, -ian</i>	native of, relating to comedian, Roman
<i>-ous</i>	full of, having courageous, joyous	<i>-ent</i>	performing an action absorbent, agent
<i>-age</i>	state of, result of blockage, marriage	<i>-ant</i>	performing an action servant, rampant
<i>-ity, -ty</i>	state of, quality sanity, absurdity	<i>-ence</i>	action, state, quality dependence, recurrence
<i>-al</i>	relating to basal, cranial	<i>-ance</i>	action, process, state alliance, performance

Other Vowel + R Combinations

are: /ā/ + /r/

care	share	dare	mare	flare
scary	stared	aware	blare	rare

air: /ā/ + /r/

fair	chair	air	despair	dairy
stair	repair	affair	prairie	hair

our: /or/

your	four	gourd	mourn	four
------	------	-------	-------	------

our: /ow/ + /r/

hour	sour	flour	devour	ours
------	------	-------	--------	------

ore: /or/

core	more	score	chore	lore
tore	bore	shore	store	wore

oar: /or/

boar	board	roar	hoarse	soar
------	-------	------	--------	------

ear: /ē/ + /r/

fear	tear	dear	dreary	gear
beard	shear	hear	leary	year

ear: /er/

early	heard	earn	learn	earth
-------	-------	------	-------	-------

ear: /ā/ + /r/

bear	pear	wear	swear	tear
------	------	------	-------	------

eer: /ē/ + /r/

deer	veer	beer	steer	career
------	------	------	-------	--------

ure: /ū/ + /r/ or /ü/ + /r/

pure	sure	cure	manure	endure
------	------	------	--------	--------



MOUNT ELBERT

Segment 2



Possessives

Rule 1: Add 's to words to show possession.

Margo's food



Rule 2: If an s or es has been added to a word to make it plural (cat ⇒ cats or fox ⇒ foxes), add only the apostrophe (cats ⇒ cats'; foxes ⇒ foxes').

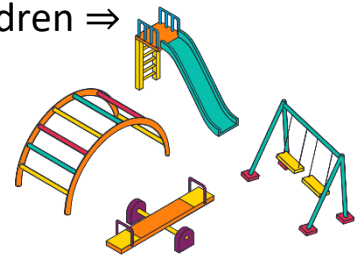
The cats' food



The foxes' home

Rule 3: Plurals that don't end in s follow rule 1 (children ⇒ children's).

children's playground



Rule 4: If the s at the end of the word is part of the original word, follow rule 1 (Charles ⇒ Charles's).

my boss's office



Rule 5: If you are showing possession with the word it, only add the s not the apostrophe (it ⇒ its).

The bike needed air in its tires.



Contractions

A contraction consists of two words that are combined to form one word. To “contract” means to “make smaller,” and that is what we do when we form contractions: we take two longer words and contract them into one shorter word.

Contractions are informal “shortcuts” that we often take in our everyday speech. Instead of saying “Do not tease the dog,” we shorten it to “Don’t tease the dog.”

Those same shortcuts can be used in informal writing when we want our writing to reflect our way of speaking. In formal writing, however, it’s best to avoid contractions.

are not = aren’t	is not = isn’t	we are = we’re
cannot = can’t	it is = it’s	we have = we’ve
could not = couldn’t	it has = it’s	we will = we’ll
did not = didn’t	it will = it’ll	we would = we’d
do not = don’t	must not = mustn’t	we had = we’d
does not = doesn’t	she is = she’s	were not = weren’t
had not = hadn’t	she has = she’s	what is = what’s
have not = haven’t	she will = she’ll	where is = where’
he is = he’s	she would = she’d	who is = who’s
he has = he’s	she had = she’d	who will = who’ll
he will = he’ll	should not = shouldn’t	will not = won’t *
he would = he’d	that is = that’s	you are = you’re
he had = he’d	there is = there’s	would not = wouldn’t
here is = here’s	they are = they’re	you have = you’ve
I am = I’m	they have = they’ve	you will you’ll
I have = I’ve	they will = they’ll	you would = you’d
I will = I’ll	they would = they’d	you had = you’d
I would = I’d	they had = they’d	I had = I’d
was not = wasn’t		

CV/VC Words



Lion Words

- Find the pattern: v/v li/on
- Syllable division pattern where the vowels are not working together
- Divide after first vowel
- Apply syllabication steps (p.134)

po/et

ne/on

cre/ate

Lion Words – Examples of words with vowels not working together.

fi/esta	terri/er	tri/umph
cha/os	ali/en	Vi/etnam
muse/um	athe/ist	re/inforce
mosa/ic	cere/al	Juli/et
hero/ic	leni/ent	co/ordinate
o/asis	pre/amble	pe/ony
di/al	sci/entist	ingre/dient
the/atric	perme/ate	linole/um
ne/on	di/alog	obedi/ent
li/on	are/a	vari/ety
si/esta	altru/ism	co/agulation
bo/a	nucle/us	me/ander
po/et	flu/id	prosa/ic
du/et	di/et	archa/ic
cre/ate	barri/er	me/ow



Words with ei

ei/ie Spelling Rules

- i before e (thief, believe, priest)
- except after c (receive, deceive, ceiling)
- unless when spelling /ā/ as in neighbor or weigh or /ī/ like in feisty or stein... (weigh, eight, vein, veil, Einstein, Eileen, Heidi)
- except, of course, for the exceptions... (weird, foreign, leisure, seize, forfeit, height, protein, caffeine)

Choose the **correct spelling** of the missing word in each sentence:

- | | | |
|--|---------------|---------------|
| 1. Who's your best _____ ? | friend | freind |
| 2. How much do you _____ ? | wiegh | weigh |
| 3. The police are still searching for the _____ . | theif | thief |
| 4. Have you _____ your invitation yet? | received | recieved |
| 5. I love talking to _____ . | foriegners | foreigners |
| 6. I had this really _____ dream last night. | weird | wierd |
| 7. The quote includes cost, insurance and _____ . | freight | frieght |
| 8. She _____ most of her goals in life. | acheived | achieved |
| 9. For most people, a nuclear war was _____ . | inconcievable | inconceivable |
| 10. Don't they teach their kids about personal _____ ? | hygiene | hygeine |

Words with ew

ew: /ū/ or /ü/ -- spelled with this pattern 4% of the time



pew
 brew
 newt
 dew
 grew
 screw
 jewel
 mildew
 pewter
 nephew

stew
 chew
 mew
 ewe
 lewd
 shrew
 curfew
 withdrew
 askew
 renew

blew
 crew
 new
 drew
 skew
 threw
 shrewd
 sewer
 cashew
 review

Words with eu

eu: /ū/ or /ü/ -- spelled with this pattern less than 3% of the time

Zeus
neuter
neuron
eulogy
therapeutic
feud

deuce
feudal
euphemism
neurotic
Eucalyptus
neutral

sleuth
Europe
eureka
maneuver
neurologist
euphoric



Words with ey

The pattern ey spells /ē/:

key	monkey
turkey	honey
parsley	hockey
chimney	valley

Words where ey spells /ā/ (uncommon):

grey	they
whey	prey
hey	convey
survey	obey

Gray is a more common spelling in American English, whereas grey is more common in British English. The varying usage of both *grey* and *gray* extends to specialized terms such as animal species (*gray/grey whale*) and scientific terms (*gray/grey matter*). *Greyhound* is an exception, which has a different derivation than the color.



Words with ue

/ū/ or /ü/

Less common-- spelled with this pattern less than 3% of the time.



blue	clue
cue	due
glue	hue
rue	sue
accrue	argue
construe	fondue
ensue	statue
value	venue
revenue	residue
barbecue	continue
issue	rescue
Tuesday	tissue
virtue	pursue

Words with eigh

A less common pattern to spell /ā/ is eigh.



eight
sleigh
weight

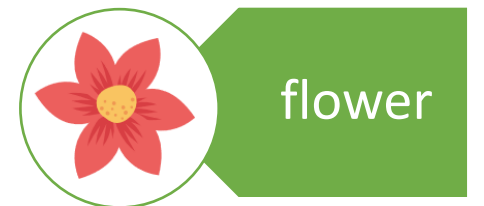
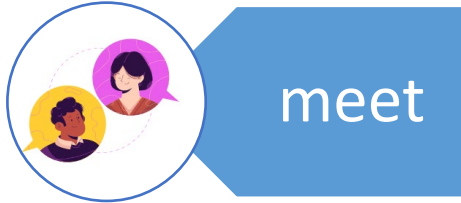
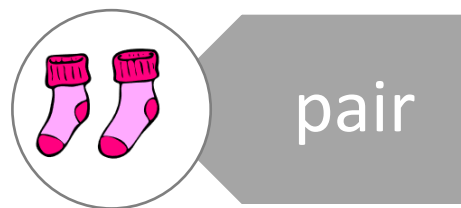
weigh
freight
neighbor

Homophones

A homophone is a word that has the same sound as another word but has a different meaning. Homophones may be spelled the same or different.

Here are some examples:

- lie “not true”/lie “horizontal or resting position”
- *to/two/too*
- *there/their/they're*
- *pray/prey*



Combining Forms

A combining form is similar to a bound root except that when we combine forms each lexical unit carries equal weight in terms of meaning within the word. Examples: photography, geography, geology

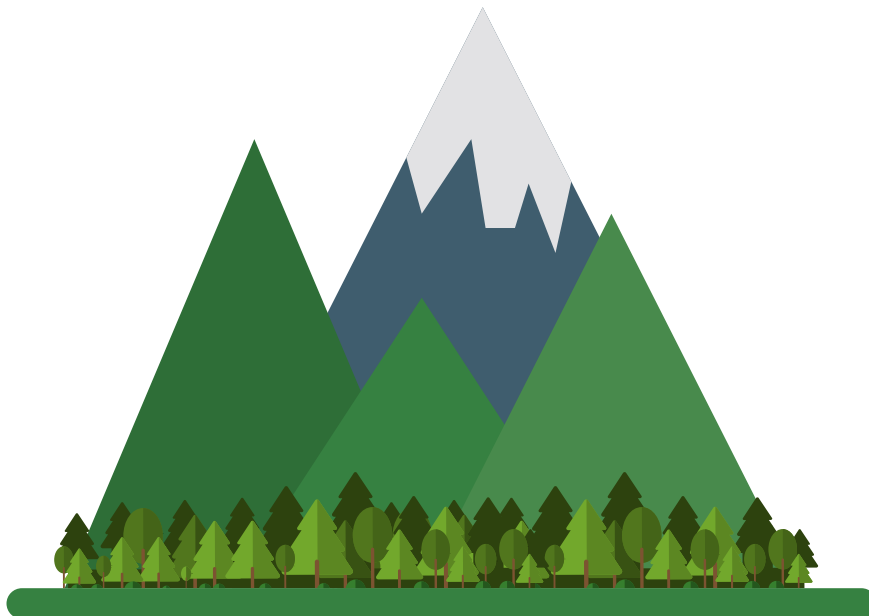
When we see combining forms and affixes that we have learned, we can break them off from the rest of the word to help decode the new word. We can also use what we know about the meaning of the word parts to help determine the meaning of the word.

auto-	self (combining form – Greek & Latin origins) automatic, autograph, autobiography, autonomy
bi-	two (Combining form – Latin Origin) bicycle, bilingual, bisect, binoculars, biennial
bene-	well, favorable (combining form – Latin Origin) benefit, benefactor, beneficial, benediction
geo-	earth (Combining form – Greek Origin) geology, geography, geometry, geothermal
mono-	one, single (Combining form – Greek Origin) monotone, monorail, monologue, monocle
philo-	love (Combining form – Greek Origin) philosophy, philanthropist, bibliophile
psyche-	mind, soul (Combining form – Greek Origin) psychology, psychedelic, psychic
tele-	distance (Combining form – Greek Origin) telephone, telegraph, teleport, televise



More Combining Forms* and Roots

cide, cise*	to kill, to cut exercise	viv, vivi, viti, vita	to live survive
sta, stit, sist, stet	to stand exist	voc, vok, voke	to call evoke
fac, fact, fet, fic	to make, do scientific	leg	law legal
pos, pon, pound	to place, set impound	lit, liter, litera	letters literature
pel, puls	to drive, push propel	cap, cep, cept, cip	to take, seize, receive
mob, mot, mov	to move motion	cad, cas, cid	to fall cascade
tend, tens, tent	to stretch, strain tension	cede, ceed, cess	to go, yield proceed
ten, tain, tin, tinu	to hold contain	capit, capt	head, chief captain
gen, genus	race, kind, species gender	feder, fid, fide, feal	trust, faith confide



MOUNT ELBERT

Segment 3



Silent Letters

gn: /n/

gnarl
gnash
gnat
gnaw
gnome

feign
reign

sign
design
resign
consign

align
assign
benign
foreign

mn: /m/

hymn
autumn
column
condemn
solemn

h: h silent

hour honest
heir honor

wr: /r/

wrap
wrath
wreak
wreck
wrench
wrist
wrong
wring
wrung
write
wrack
wreath
wrinkle
wrangle
wrestle
wriggle
written

pt: /t/

pterodactyl
receipt

bt: /t/

debt
doubt
subtle

kn: /n/

knee
knife
knit
know
knot
knead
knelt
kneel
knight
knuckle
knickers

ps: /s/

psalm
pseudo
psychic
psychology
psychosis

mb: /m/

lamb
limb
bomb
crumb
thumb
climb
succumb

gh: /g/

ghost
ghoul
ghetto
aghast
afghan
spaghetti

t: t silent

often
listen
chasten
christen
Christmas
fasten
glisten
hasten
moisten
mortgage

l: /k/

walk
chalk
stalk
talk
folk
calf
half

Additional Sounds of ch

ch spells /k/ in words like ache, choir, school and stomach.

Most words with “ch” pronounced /k/ come from Greek like in mechanics, chemistry and character. Other words like zucchini come from Italian.

anchor	chaos	chemical
chlorine	chorus	chronic
echo	orchestra	scholar
schedule	technical	orchid

ch spells /sh/ in words like Chicago, mustache, and machine.

Most words with this pronunciation of ch come from French. this pronunciation also occurs in a few loanwords from other sources, like machete (from Spanish) and pistachio (from Italian).

brochure	chalet	chandelier
charades	chef	chute
champagne	chauffeur	crochet



French Influenced Patterns

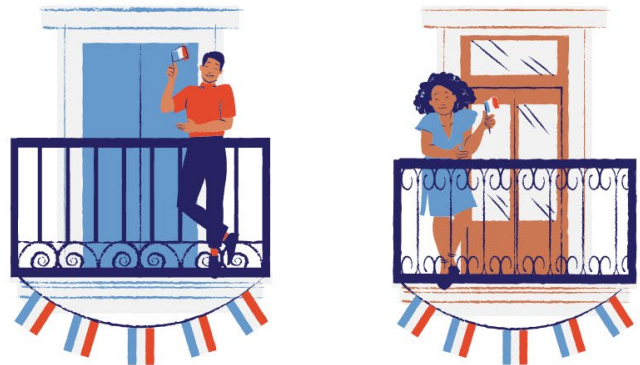
Additional ways to spell /k/ and /g/ come to English from French. Some words spell /k/ with the pattern que like in antique, unique, and plague. Similarly, some words spell /g/ with the pattern gue like in vague, fatigue, and rogue.

que: /k/

antique	plaque	unique
picturesque	technique	mosque
opaque	torque	clique
physique	baroque	boutique

gue: /g/

fatigue	vague	league
colleague	intrigue	plague
vogue	synagogue	morgue
rogue	Prague	brogue



a with w or qu

Most of the time the sound /ŏ/ (94% of the time) is spelled with just the letter o. But the w has a bewitching effect on vowels, often changing their sounds. After w or qu, the sound /ŏ/ is spelled with a letter a (5% of the time).

wa

swat

wasp

swap

wand

swab

want

swamp

was

wad

wanton

wigwam

wallop

warrant

wallet

walrus

qua

quad

squad

squat

squab

quarrel

quadrant

quantum

squadron

squash

quality



Additional Sound of ou

ou spells /ŭ/

touch

young

double

trouble

couple

cousin

country

courage

encourage

rough

tough

enough

southern

**ou spells /ŭ/
18% of the time**



augh Words

augh spells /aw/

caught

daughter

distraught

fraught

naughty

taught

slaughter

haughty

ough Words

ough spells /aw/

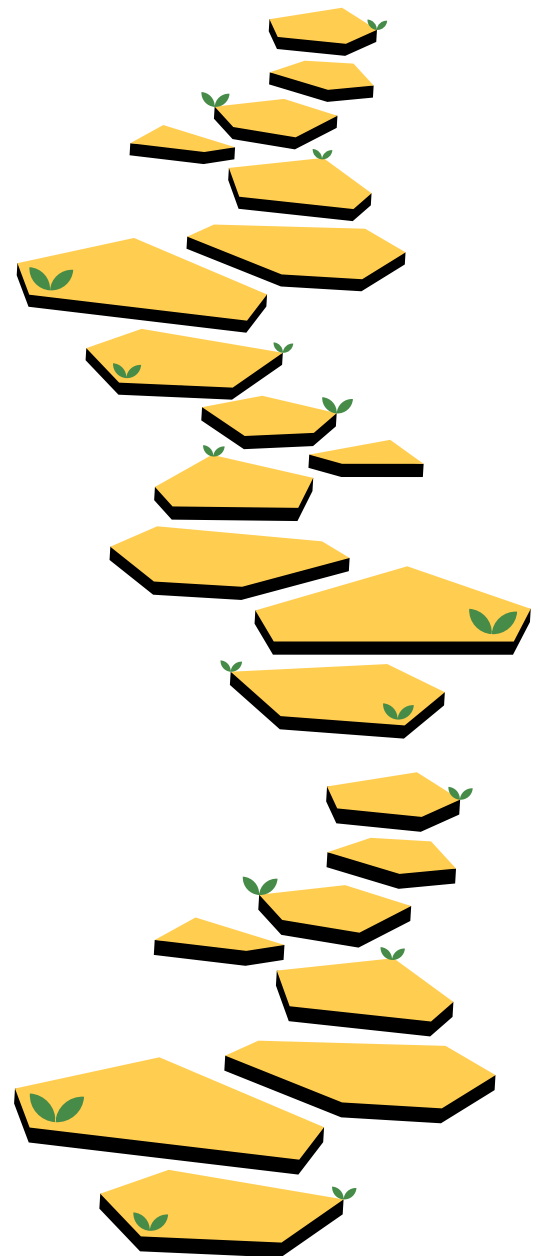
bought

fought

brought

thought

sought



Special r-Controlled Syllables

war- /w/+ /or/ (more common)

war	warm	warn
swarm	ward	warp
wart	dwarf	award

war- /w/ + /er/ (in unstressed syllable)

coward	outward	bulwark
--------	---------	---------

wor- /w/ + /er/ (more common)

word	worm	world
work	worse	worth
worry		

wor- /w/ +/or/ (exceptions)

worn		
------	--	--





Accent: Stress or emphasis on one syllable in word or one or more words in a phrase or sentence. The accented part is spoken louder, longer, and/or in a higher tone. The speaker's mouth opens wider while saying the accented syllable.

Alliteration: The occurrence of the same sound at the beginning of adjacent or closely connected words.

Advanced phonics: Typically occurs in grade 2 and beyond. Students learn about advanced concepts such as vowel teams, vowel-r, consonant -le and begin reading multisyllable words containing prefixes and suffixes.

Affix: A morpheme or meaningful part of a word, includes prefixes, roots, suffixes

Affricate: Consonant phoneme articulated as a stop before a fricative, such as /ch/ or /j/

Allophones: A predictable phonetic variant of a phoneme, such as nasalized vowels.

Allophonic Variation: Systematic variability in the production of phonemes; the same phonemes can sound different slightly depending on where they occur in a word.

Alphabetic principle: The idea that letters and letter patterns represent the sounds of spoken language.

Alveolar: Consonant spoken with the tip of the tongue on the ridge behind the upper teeth, such as /t/.

Articulation: The formation of clear and distinct sounds in speech.

Articulators: Any of the vocal organs above the larynx, including the tongue, lips, teeth, and hard palate that we use to create sounds.

Aspiration: A puff of breath that accompanies voiceless stop consonants in the initial position.

Automaticity: Typically used in regard to fluency. The ability to read letters or words automatically without having to think about it.

Base word: Base words can stand alone. They are free morphemes, usually of Anglo-Saxon origin, to which affixes can be added.

Bilabial: Consonant formed with the lips together, such as /b/.

Blend: See Consonant Blend

Blending: The process of combining phonemes to create words.

Chameleon Prefix: A prefix changed from its abstract form so that it matches the initial sound of the root which it is attached, such as attach (ad + tach= attach).

Closed Syllable: A syllable with a short vowel followed by one or more consonants. Unaccented closed syllables typically have the schwa vowel sound.

Coarticulation: When saying a word, the phonemes seem to overlap or are influenced by the adjacent sound, for example, in the word ham.

Cognates: Words in different languages that have the same morphemes i.e. geography in English, geografia in Spanish.

Connected Phonation: The method of blending phonemes without breaking the speech stream (“mmmmmaaaaann”). CVC words with initial continuant sounds are able to be stretched and connected in this way.

Connected Text: A group of sentences that relate to one another.

Consonant: A phoneme that is not a vowel and is formed with obstruction of the flow of air with the teeth, lips, or tongue.

Consonant Blend: A consonant sequence before or after a vowel within a syllable, such as cl, br, or st. In blends with two graphemes, each grapheme represents a sound.

Consonant-le Syllable: A syllable found at the end of a multisyllabic word formed by a consonant followed by le. Examples the final syllable in bubble or rifle.

Consonant digraph- When two written consonants represent one sound i.e. sh, ph, th.

Continuant Sounds- A speech sound that can be spoken until the speaker runs out of breath, such as /m/ or /f/.

Decoding- When students decode a word, they translate how a word is spelled into the represented speech sounds. Decoding involves reading.

Decodable Text: Text that is written using words that utilize phonic/decoding skills that students have been taught. Students can read all the words because the words contain known sounds and heart words have been taught. Each text typically focuses on a phonic pattern that is clearly identifiable and repeated.

Derivational Suffix: Added to roots or bases to form new words that change the meaning or the form of the word. Examples: joyful, treatment.

Digraph: See Consonant Digraph

Diphthong: When two vowels blend together and a slide or shift occurs during the production of the syllable, i.e. the /ow/ and /oi/ sounds in cow and boy.

Encoding: When students translate the sounds of a word into the corresponding sequence of letters. Encoding is another term for spelling.

Explicit Instruction: Instruction that involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. The teacher's language is concise, specific, and related to the objective, and guided practice is provided.

Final-e Syllable: See Silent-e Syllable

Five Components of Reading: Identified by the National Reading Panel report in 2000: phonemic awareness, phonics, fluency, vocabulary, comprehension.

Floss Rule: Used when there is one syllable, a short vowel and ends with /f/, /l/ /s/ or /z/ double the ending letter.

Fluency: Reading words at an adequate rate, high accuracy, and with prosody. Fluency is measured in Word Count Per Minute (WCPM).

Free morpheme: A morpheme that can stand alone.

Fricatives: A class of speech sounds articulated with a hiss or friction, such as /v/ or /sh/.

Generalization: A pattern in the spelling system that generalizes to a substantial group of words. Commonly referred to as spelling rules.

Glide: A consonant phoneme that glides immediately into a vowel.

Gradual Release of Responsibility: A teaching methodology that includes "I do" where the teacher models, "We do" where the class works with the teacher or with each other, and "You do" where students work independently.

Grammar: The set of rules in a language that governs the forms of words used in context (morphology) and how words can be combined in sentences (syntax).

Grapheme: A grapheme is a written letter or letters that represents a single speech sound.

Heart Word: Heart words are irregular words that are taught to students using the Heart Word Routine. They do not follow a rule for at least one grapheme that is present in the word. Typically the irregularity is in the spelling of one phoneme, which is usually the vowel phoneme. Heart words can also include regular patterns that the student has not yet learned.

High Frequency Word: High frequency words (HFW) are the most common words used in the English language. HFW can be decodable or irregular (heart words).

Immediate Corrective Feedback: Locating and correcting students' errors and explaining specifically what each error is and how it can be corrected.

Inflectional Suffix: A bound morpheme that combines with a base word to indicate tense, number, mood, person, or gender (peachess, walkingg).

Interdental: Consonant sounds spoken with the tongue between the teeth.

Intonation: Pitch level of the voice.

Kinesthetic: Relating to a person's awareness of the position and movement of the parts of the body. Kinesthetic learning involves movement and is one part of multisensory instruction.

Labiodental: Consonant sound articulated with the lower lip and upper teeth, such as /f/ and /v/.

Language Comprehension Skills- One variable in the Simple View of Reading leading to reading comprehension which includes the subskills of vocabulary and text comprehension skills.

Leveled Reader: Identified by readability rate which is determined by count of words in sentences and length of words. Focused on meaning and high frequency words, tend towards high-interest subjects or stories and have strong support from pictures. May repeat words. For beginning readers, we want to use decodable text rather than leveled text.

Liquid: Speech sound in which air is obstructed but not enough to cause friction, like in /l/ and /r/.

Long vowel: A vowel that is spoken with tension in the vocal cords and that is often pronounced with relatively longer duration than lax or short vowels. We sometimes tell students that long vowels say their names. Long vowels are marked with a macron.

Magic-e Syllable: See *Silent-e Syllable*

Metacognition: The process of considering and regulating one's own learning. While reading, readers think critically about their own understanding as they read. It can be described as "thinking about thinking."

Morpheme: A morpheme is the smallest unit of meaning.

Morphology: Morphology is the study of word formation patterns.

Morphophonemic: The writing system in English utilizes both morphemes (units of meaning) and phonemes (sounds), making it morphophonemic.

Multisensory Instruction: Instruction that utilizes multiple senses at once— visual, auditory, kinesthetic, and tactile (VAKT).

Multisyllabic: Having more than one syllable.

Nasal: Spoken with the air stream directed through the nasal cavity.

Onset: The initial written or spoken single consonant or consonant cluster before the first vowel in a single syllable. I.e. str-ip, b-ack

Open Syllable: A syllable that ends in a single vowel that is typically a long vowel sound. Unaccented open syllables typically have the schwa vowel sound.

Orthographic Mapping: (OM) involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory. It explains how children learn to read words by sight, to spell words from memory, and to acquire vocabulary words from print.

Orthography: The writing system of a language. Correct or standardized spelling according to established usage.

PAST: The Phonological Awareness Screening Test; www.thepasttest.com

Phoneme: A single speech sound; words are formed by combining phonemes.

Phoneme Addition: An advanced phoneme awareness task in which students create a new word by adding a phoneme to a word. Example: What new word would we create if we added /s/ to the beginning of the word lip?

Phoneme Blending: A basic phoneme awareness task in which students combine a sequence of separately spoken phonemes to create a word. Example: What is the word /m/.../a/.../p/?

Phoneme Categorizing: A basic phoneme awareness task in which students recognize the word in a set of words that is the odd one out. Example: Which word does not belong: pop, pick, bet, pep?

Phoneme Deletion: An advanced phoneme awareness task in which students remove a phoneme from a word to create a new word. Example: The word is slip. If we delete the /s/ sound, what do we have left?

Phoneme-Grapheme Mapping: An activity that helps associating phonemes with the graphemes that represent them.

Phoneme Identification: A basic phoneme awareness task in which students recognize the same phonemes in different words. Example: What sound is the same in cat, cot, and kept?

Phoneme Isolation: A basic phoneme awareness task in which students recognize individual phonemes in a word. Example: What is the first sound in pot?

Phoneme Manipulation: Another term for Advanced Phonemic Awareness tasks. These tasks can be remembered by the acronym ROAST: reversals, omissions (deletion), addition, substitution, and transposition (switching).

Phoneme Omission: See Phoneme Deletion

Phoneme Segmentation: A basic phoneme awareness task in which students segment a word into separate phonemes, saying each phoneme as it is counted, tapped, or signaled in some way. Example: How many sounds are in the word tap? Say each sound.

Phoneme Substitution: An advanced phoneme awareness task in which students substitute one phoneme for another to make a new word. Example: The word is tick. Change the /t/ to /p/, what is the new word?

Phoneme Switching: An advanced phoneme awareness task in which students switch the order of phonemes to make a new word. The word is tap. Switch the first and the last sounds, what is the new word?

Phoneme Transposition: See Phoneme Switching

Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of speech sound that can differentiate meaning.

Phonics: A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate speech sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

Phonological Awareness: Awareness of the sound structure of spoken words at three levels: (1) rhyming to onset and rime; (2) segmenting and blending; and (3) manipulating individual phonemes.

Phonological Representation: The spoken form of a word.

Phonology: The study of speech sounds in a language.

Progress Monitoring: An assessment used to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted.

Prosody: Oral reading expression, includes pitch, tone, volume, emphasis, and rhythm in oral reading.

R-Controlled Syllable- A syllable where r follows the vowel. When this happens, the r influences the vowel, and the vowel makes an unexpected sound. Examples: car, bird

Reading Comprehension: The end goal of reading; reading comprehension is the ability to read the words on the page and to understand and comprehend what has been read. This is demonstrated through The Simple View of Reading.

Rhyme: In rhyming words, the words have the same ending sounds, or rime pattern. Different onsets are paired with an existing rime to create rhyming words. Examples: cat and bat, bite and sight

Rime: The vowel plus all the letters after it (rime) in a single syllable. I.e. str-ip, b-ack

Schwa: An unaccented vowel whose pronunciation is close to the short /u/ sound and on occasion a short /i/ sound.

Scientifically Based: The instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties.

Screener: see *Screening Assessment*

Screening Assessment: An assessment that provides a quick sample of critical reading skills that will inform the teacher if the student is on track for grade level reading competency by the end of the school year. A screening assessment is a first alert that a student may need extra help to make adequate progress in reading during the year.

Segmenting: Separating a word into smaller units, such as syllables, onsets, rimes, or individual phonemes.

Segmentation: See Segmenting

Short Vowel: A vowel that usually occurs in a closed syllable and is marked with a breve.

Sight word: Any known or familiar, instantly recognizable word, regardless of whether it is phonically regular or irregular, or whether it is a common or uncommon word.

Sight Recognition: The ability to immediately and automatically recognize words that have been stored in one's long-term memory.

Silent-e Syllable- A syllable with a silent e at the end that makes the initial vowel long. Examples: bike, made, cube

Simple View of Reading: Developed by Gough and Tunmer in 1986, this model determines that the product of decoding and language comprehension equals reading comprehension. Without both variables reading comprehension fails.

Stop Sounds: A consonant that is produced with a complete obstruction of airflow which is then released in a quick burst: /p/, /b/, /t/, /d/, /k/, /g/.

Structural Analysis: A reading strategy that focuses on recognition of morphemes: prefixes, roots, suffixes. Successful readers apply both word analysis and structural analysis to decode multisyllabic words.

Syllabication: See Syllable Division

Syllable: A word or word part that contains a vowel sound.

Syllable Division: The process of breaking multisyllabic words into separate syllables using a reliable pattern to aid pronunciation.

Syllable Division Patterns: Patterns for dividing words into syllables. There are four major syllable division patterns in English: VCCV, VCV, VCCCV, VV.

Syllable Types: There are six syllable types in the English language represented by the acronym CLOVER: Closed, Consonant-le, Open, Vowel Team, Silent-E, and R-Controlled (Vowel-R)

Systematic Instruction: A carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it effectively.

Tactile: Relating to the sense of touch.

Unaccented: A syllable that does not contain the primary or secondary accent in a word. The vowel sound is often reduced to the schwa vowel sound.

Unstressed: See Unaccented

VAKT (Visual, Auditory, Kinesthetic, Tactile): See Multisensory instruction

Velar: Sounds produced when the tongue and the roof of the mouth contact near the soft palate or velum.

Voiced: Consonant sounds articulated with vocal vibration, such as /z/, /v/, /g/

Voiceless: Consonant sounds articulated with no vocal vibration, such as /s/, /t/, /k/

Vowel: A class of open speech sounds produced by the easy passage of air through a relatively open vocal tract. Written vowels in English are a, e, i, o, u, and sometimes y.

Vowel-R Syllable: See R-Controlled Syllable

Vowel Team: When two or more adjacent vowels say one sound i.e. **toad**, **meet**, **head**. Some vowel teams also include consonants to represent the vowel sound i.e. **plow**, **though**, **caught**.

Vowel Team Syllable: A syllable that contains a vowel team grapheme.

Word Analysis: A reading strategy that focuses on syllables and applying syllable division principles. Successful readers apply both word analysis and structural analysis to decode multisyllabic words.

Word Awareness: Having the ability to separate words in a spoken sentence; can be developed in your children before they start school.

Word Recognition Skills: The application of decoding skills; Successful word recognition is the ability to read written words accurately and effortlessly.

Word Study: Word study allows students to learn about predictable patterns in the language and read any new word by applying word analysis skills and structural analysis skills.

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Lesson Plan #1

<p>1. Phonemic Awareness Warmup (10 min)</p> <p>Introduction and get to know student</p>	
<p>2. Flashcard Activities—Phoneme/Grapheme Fluency, Blending Activity (10 min)</p>	
<p>3. Review of Past Learning (5 min)</p>	
<p>4. Lesson of the Day-- Introduction of New Concept (10 min)</p> <p>Pick the Right Trail -- use the PAST, letter name and sounds screener, and phonics screener assessments to determine the student’s skill level and where to start.</p>	
<p>5. Practice with New Concept (5 min)</p>	
<p>6. What Spells? (5 min)</p>	
<p>7. Spelling Activities (5 min)</p>	
<p>8. Reading Aloud (10-20 min)</p> <p>Pick out a book to read together. This will initially be a book that the instructor will read until the student has the decoding skills to read independently.</p>	

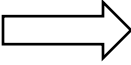
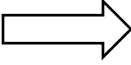
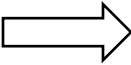
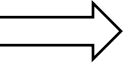
Next Session: Lesson Plan #2

Lesson #1

Date: _____

Lesson Plan #2

Assessment/Notes

	<p>1. Phonemic Awareness Warmup (10 min)</p> <p>At level of student based on PAST results</p>	
	<p>Flashcard Activities—Phoneme/Grapheme Fluency, Blending Activity (10 min)</p> <p>Go through group 1 flashcards and talk about the letters & their sounds.</p>	
	<p>3. Review of Past Learning (5 min)</p>	
	<p>4. Lesson of the Day-- Introduction of New Concept (10 min)</p> <p>Introduce concepts of consonants, vowels, syllable</p>	
	<p>5. Practice with New Concept (5 min)</p> <p>Identify consonants and vowels in words- relate to the concept of a syllable</p>	
	<p>6. What spells? (5 min)</p>	
	<p>7. Spelling Activities (5 min)</p>	
	<p>8. Reading Aloud (10-20 min)</p> <p>Read book to student. Stop and ask questions and talk about book together.</p>	

Next Session: Syllable

Lesson #2

Date: _____

Lesson Plan #3

Assessment/Notes

<p>1. Phonemic Awareness Warmup (5-10 min)</p> <p>At level of student based on PAST results</p>	
<p>2. Flashcard Activities—Phoneme/Grapheme Fluency, Blending Activities (10 min)</p> <p>Group 1 Cards (NOT BLENDING YET)</p>	
<p>3. Review of Past Learning (5 min)</p> <p>Review concept of a syllable</p>	
<p>4. Lesson of the Day-- Introduction of New Concept (10 min)</p> <p>Teach concept of a closed syllable</p>	
<p>5. Practice with New Concept (5 min)</p> <p>Read decodable focusing on CVC words</p>	
<p>6. What spells? (5 min)</p> <p>Talk about how to do the What spells? Activity and practice with short vowels</p>	
<p>7. Spelling Activities (5 min)</p> <p>(Next time)</p>	
<p>8. Reading Aloud (10-20 min)</p> <p>Continue reading your book or have student read decodable book.</p>	

Next Session: c-/k-

Date: _____

Lesson Plan #4

1. Phonemic Awareness Warmup (5-10 min) At level of student based on PAST results	
2. Flashcard Activities—Phoneme/Grapheme Fluency, Blending Activities (10 min) Group 1 Cards	
3. Review of Past Learning (5 min) Review concept of closed syllable	
4. Lesson of the Day-- Introduction of New Concept (10 min) c-/k- generalization	
5. Practice with New Concept (5 min) Introduce phoneme grapheme mapping for CVC words that begin with c and k	
6. What spells? (5 min) /k/: c, k /ă/: a /b/: b /ch/: ch /w/ w, wh /ə/: a, e, i, o, u	
7. Spelling Activities (5 min) cat cot that kid him bet	
8. Reading Aloud (10-20 min) Student reads decodable book.	

Next Session: Consonant Blends

Date: _____

Lesson Plan

Notes/Comments

1. Phonemic Awareness Warmup (5-10 min)	
2. Flashcard Activities—Phoneme/Grapheme Fluency, Blending Activity (10 min)	
3. Review of Past Learning (5 min)	
4. Lesson of the Day-- Introduction of New Concept (10 min)	
5. Practice with New Concept (5 min)	
6. What Spells? (5 min)	
7. Spelling Activities (5 min)	
8. Reading Aloud (10-20 min)	

Student: _____

Date: _____

Lesson # _____

Lesson Plan

Notes/Comments

1. Phonemic Awareness Warmup (5-10 min)	
3. Flashcard Activities—Phoneme/Grapheme Fluency, Blending Activity (10 min)	
3. Review of Past Learning (5 min)	
4. Lesson of the Day-- Introduction of New Concept (10 min)	
5. Practice with New Concept (5 min)	
6. What Spells? (5 min)	
7. Spelling Activities (5 min)	
8. Reading Aloud (10-20 min)	

Student: _____

Date: _____

Lesson # _____