

Interventions

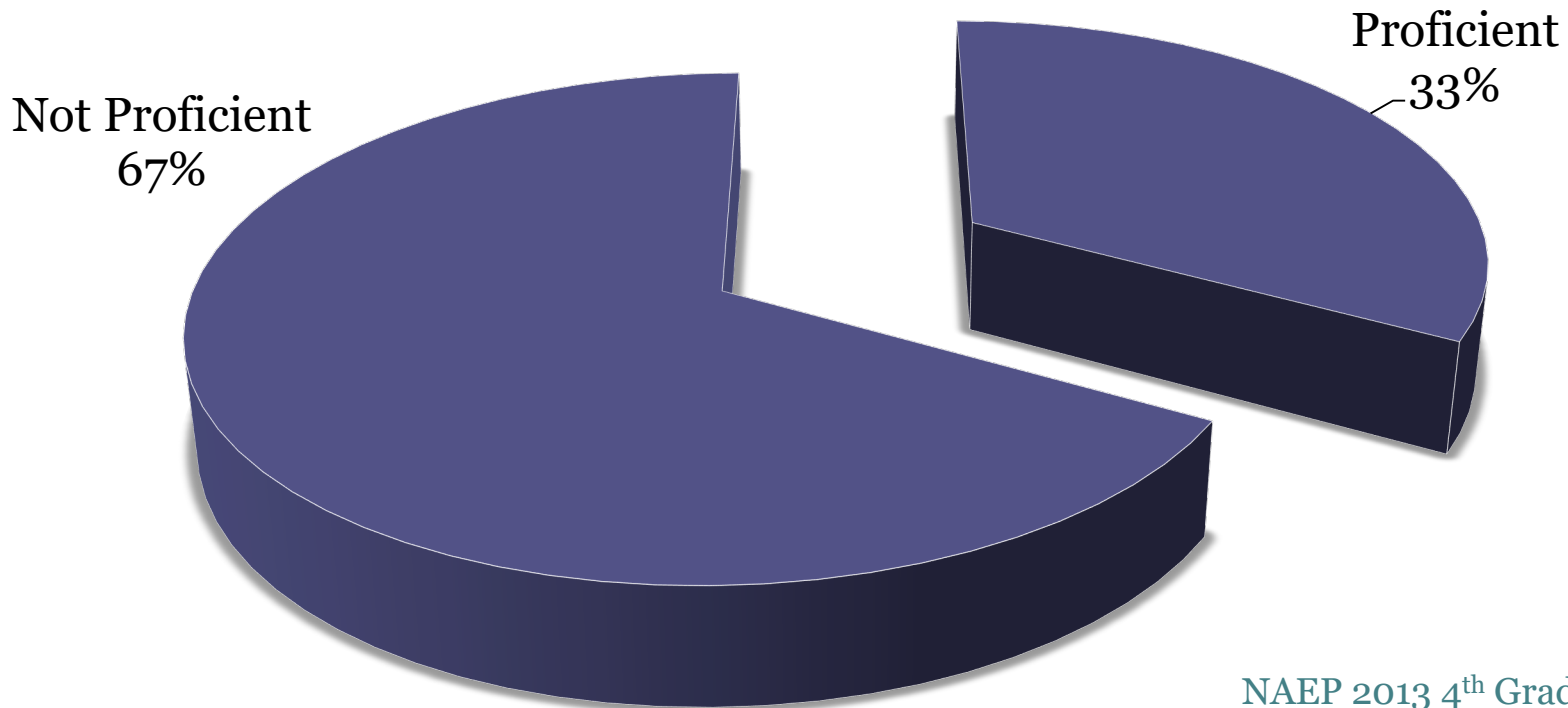
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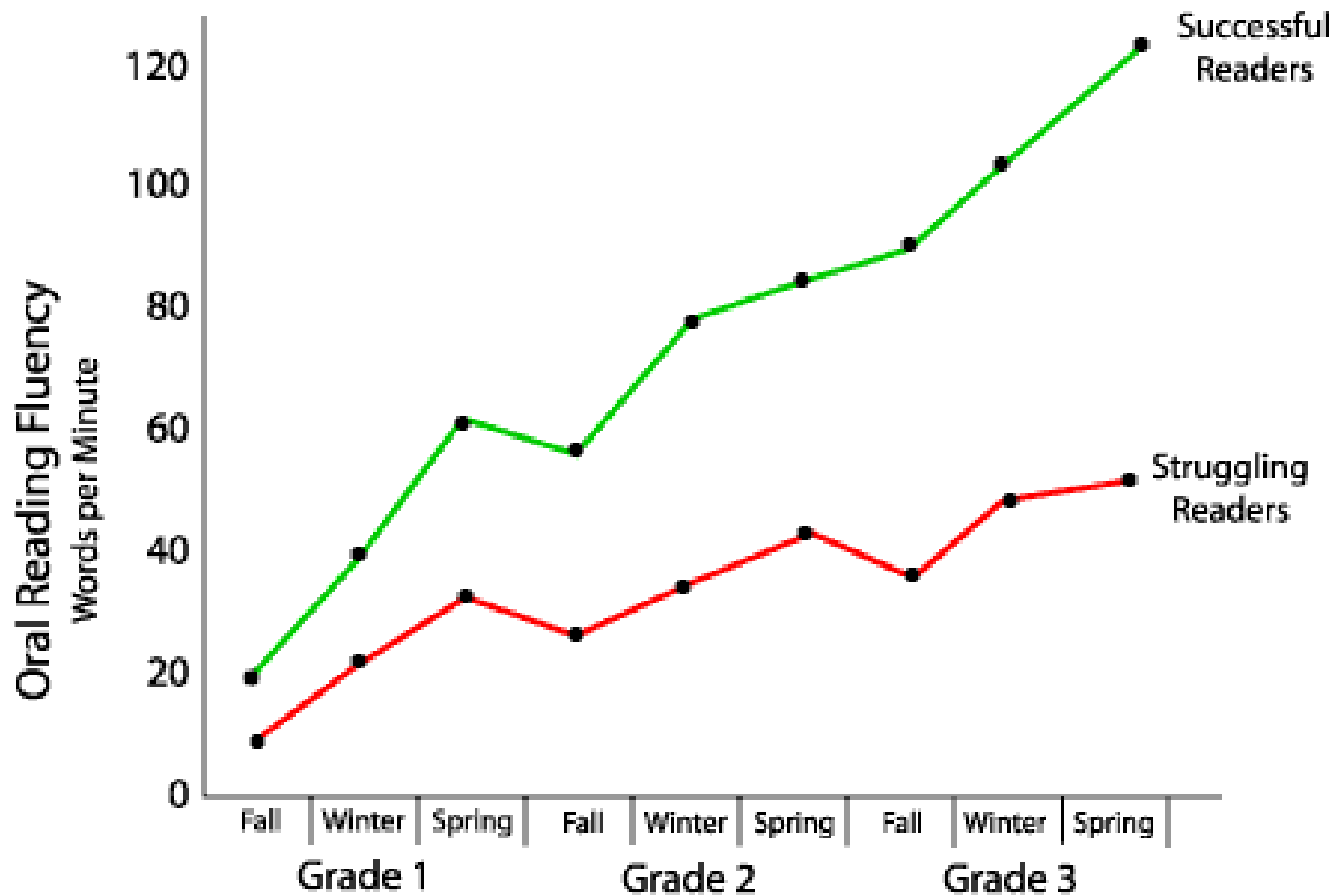
Decoding and the Emerging Reader

- An alarming number of children — about 67% nationwide — are not proficient readers by 4th Grade.

National 4th Grade Readers



Reading Trajectories From Grade 1 to Grade 3



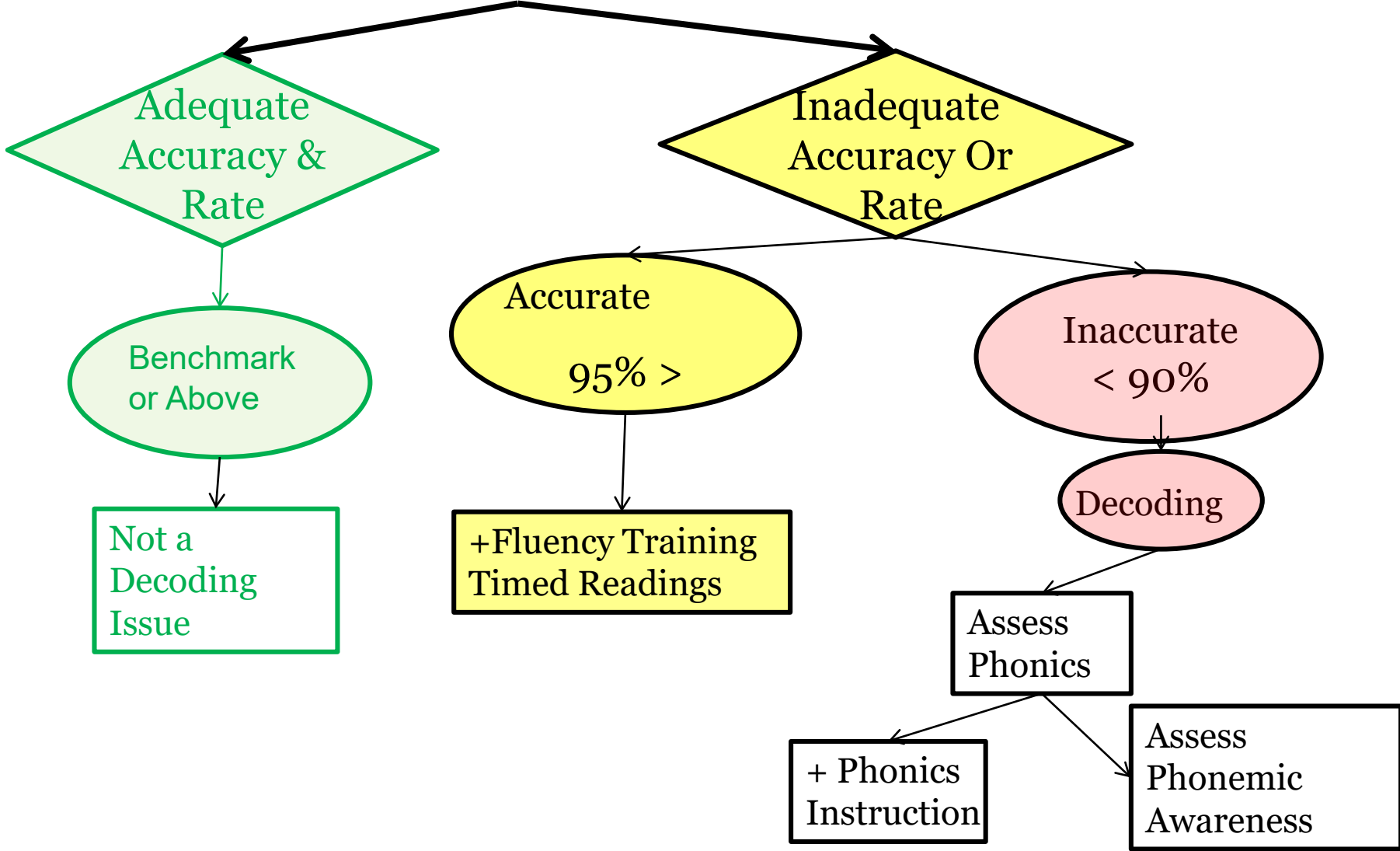
Research about Phonemic Awareness

“Among poor readers, 70-80% have trouble with accurate and fluent word recognition that originates with weaknesses in phonological processing...

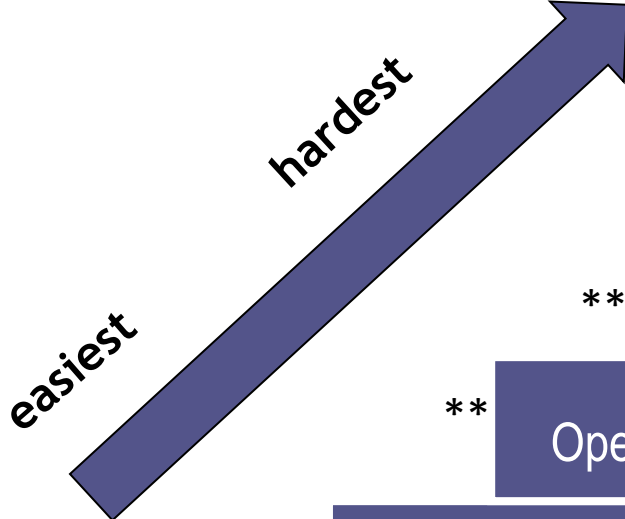
These students have obvious trouble learning sound-symbol correspondence...”

Fletcher.J., Lyon, G.R> Fuchs L., * Barnes, M.A. (2007). Learning Disabilities: From identification to interveniton. New York: Guilford Press.

Fluency Decision Tree



Continuum of Phonics



Consonants & Vowels
Closed Syllables

Diagraphs

Blends

Two Closed Syllables

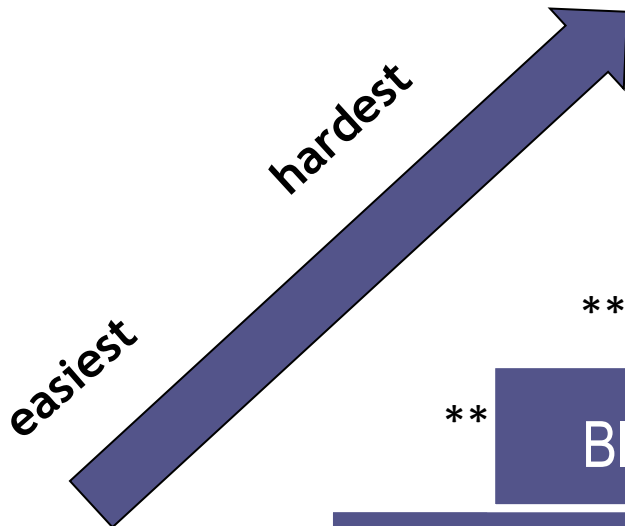
Open Syllables

Vowel Consonant E

Vowel Teams



Continuum of PA



PHONEME LEVEL
begins here →



West Virginia Phonics

- **GOOGLE SEARCH: West Virginia Phonics**
- <https://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons/>
- <https://www.tools4reading.com/west-virginia-ph>

Phonics Skill 2--CVC

Week 1

- Skill2 – Short e
- Skill2 – Short o
- Skill2 – Short a
- Skill2 – Short i
- Skill2 – Short u
- Skill2 – CVC Review

Week 2

- Skill2 – Short e
- Skill2 – Short o
- Skill2 – Short a
- Skill2 – Short i
- Skill2 – Short u
- Skill2 – Short Vowel Combined

Week 3

- Skill2 – Short e
- Skill2 – Short o
- Skill2 – Short a
- Skill2 – Short i
- Skill2 – Short u
- Skill2 – CVC Review

Phonics Skill 3--Consonant Blends

Week 1

- Skill3 – Consonant Blends – L-Blends
- Skill3 – R Blends
- Skill3 – S-Blends

Week 2

- Skill3 – Consonant L Blends
- Skill3 – Consonant R Blends
- Skill3 – S Blends

Week 3

- Skill3 – Consonant L Blends
- Skill3 – Consonant R Blends
- Skill3 – S Blends

Explicit Instruction for Phonics Intervention

Skill: **cvce (all vowels)**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word practice: Give each student list of current sight words or sight word cards. Give students a sentence that prompts a certain sight word – have students read-spell-read the sight word.</p> <p>Word List:</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: student hold up notecard labeled short vowel or long vowel for the vowel sound in the following words. dog, mat, kiss, came, drove, mile, mit, sat, page</p> <p>Articulation: Review with students each of the long vowel sounds: a, e, i, o, and u: Model the pronunciation of each sound, have students echo sounds, monitor and provide corrective feedback.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Review with students that when words have the CVCE pattern, the vowel stands for the long vowel sound. Review a_e; i_e, o_e, u_e. Remind students that there are very few words that have the e_e pattern. Use visual examples. As you hold up each example, have student articulate the sound.</p> <p>Word List: rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p>	2 min.

<p>Word Reading Blending Routines (sound-by-sound or continuous)</p>	<p>Word Reading List: rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p>I Do: Have each word written on large card or piece of paper, visually draw attention to the CVCE-pattern. Use a think aloud to model blending 1 or 2 words.</p> <p>We Do: Use prompting routine your students are familiar with, and practice blending 2-3 words.</p> <p>You Do: Have each student whisper read words from word list. Move around and listen to each student read to provide corrective feedback.</p>	<p>5 min.</p>
<p>Word Work</p>	<p>Word Building Words: rake, pile, note, mule, Jane, fade, mile, code, rode, cube, tape, joke, made</p> <p>I Do: Provide students a_e, i_e, u_e, i_e, o_e cards. Build words on card with letter tiles. Model with the word rake – think aloud “rake- /r/ I need to put the r on the a_e card and the “k” for the /k/ sound. “/r/ /a/ /k/” since we have the a-consonant e pattern the a stands for the long a sound.</p> <p>We Do: Repeat the process with fade with students blending chorally.</p> <p>You Do: Repeat process with other words.</p>	<p>5 min.</p>
<p>Dictation</p>	<p>rake, pile, note, mule</p>	<p>3 min.</p>
<p>Text Application</p>	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	<p>10 min.</p>

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
rake	Jake	Jane	Pete
pile	robe	mile	June
note	size		blaze
mule	stripe		smile
Jane	cute		rose
made	dude		late
mile	trade		tune
code	drive		gave
rode			home
joke			gripe
taped			

Story Number: 1

Jane's Mule

Jane has a brown mule. Jane can ride her mule for a mile. Jane found a note taped on her mule, but it was in code. Can Jane read the note in code? No, but her friend will crack the code. Jane will hold her friend's rake while he cracks the code on the note. The note says to get a rake and help make a pile. Jane's friend made the note as a joke.

Story Number: 2

The Cute Dude in a Robe

Jake is a dude. Jane is not a dude. Jake has a cute robe with a stripe. Is Jake's robe the right size? No, Jake's robe is too big! Jane has a robe with no stripe. Is Jane's robe the right size? No, Jane's robe is too small.

Should Jane and Jake drive a mile to get new robes? No, Jane and Jake could trade robes. Jane gets the robe with a stripe and Jake gets the robe with no stripe. Jane and Jake like their new cute robes!

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	★ Skill Specific New words (10-14 words)
rake	Jake	Jane	Pete
pile	robe	mile	June
note	size		blaze
mule	stripe		smile
Jane	cute		rose
made	dude		late
mile	trade		tune
code	drive		gave
rode			home
joke			gripe
taped			

Story Number: 3

Pete Makes June Smile

Pete and June are friends. Pete made June smile when he gave her a rose. The rose was blaze red. June takes her rose home.

The next day, June smiles when she looks at the rose that Pete gave her. June plans to sing a tune for Pete when he gets home. He was to be home at three but he is late. June will not gripe at Pete because he is late. June goes over the song she will sing until he comes home.



Oklahoma Phonological Awareness

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Phonemic Awareness Instructional Routines

	Kindergarten	First Grade
Words		*
Syllables		*
Rhyme		*
Phoneme Isolation		
Phoneme Blending		
Phoneme Segmenting		

* Use the Kindergarten routine for First Grade

Resources

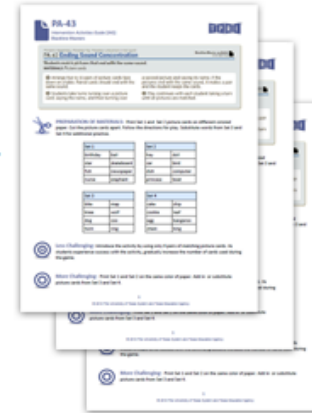
TPRI IAG Blackline Masters - Phonemic Awareness Activities

What is Phonemic Awareness?

Phonemic Awareness is the ability to identify or manipulate the individual sounds (phonemes) in words.

Instructions: Click on the link below to download the activity you wish to view. Each Blackline Master includes instructions and a complete description of the activity.

- [PA-8 Rhyme Concentration](#)
- [PA-17 Alliteration Sort](#)
- [PA-18 Alliteration Concentration](#)
- [PA-26 Count the Syllables](#)
- [PA-27 Segmenting Syllables with Pictures](#)
- [PA-28 Syllable Swap](#)
- [PA-31 Syllable Elision with Pictures](#)
- [PA-35 Initial Sound Picture Sort](#)
- [PA-36 Beginning Sound Bingo](#)
- [PA-37 Beginning Sound Sets](#)
- [PA-38 Beginning Sound Concentration](#)
- [PA-40 Ending Sound Picture Sort](#)
- [PA-41 Ending Sound Sets](#)
- [PA-43 Ending Sound Concentration](#)
- [PA-44 Comparing Middle Long Vowel Sounds](#)
- [PA-45 Comparing Middle Short Vowel Sounds](#)
- [PA-46 Blending Onset-Rime Pictures](#)
- [PA-47 Onset-Rime Sort](#)
- [PA-49 Critter Sitter](#)
- [PA-53 Blending Bee](#)
- [PA-56 Initial Sound Elision with Pictures](#)
- [PA-58 Final Sound Elision with Pictures](#)



<http://www.tpri.org/resources/videos/additional-videos.asp>

<http://www.fcrr.org/Curriculum/studentCenterActivities23.sh>
[tm](http://www.fcrr.org/Curriculum/studentCenterActivities23.sh)

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