



at Marshall University's
June Harless Center

WEST VIRGINIA PHONICS AND WORD RECOGNITION STANDARDS COMPANION

Educator Guide





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WEST VIRGINIA PHONICS AND WORD RECOGNITION STANDARDS COMPANION EDUCATORS GUIDE

The purpose of the companion is to support educators in providing high-quality phonics instruction. Reading is dependent upon a mapping process called orthographic mapping. Orthographic mapping involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory (Ehri, 2014). To best support readers in this process, an explicit and systematic approach that follows a research-based scope and sequence is most effective.

The companion is designed to supplement phonics instruction in a way that meets the needs of individual learners through the orthographic mapping process. This is not intended to be a curriculum, but rather a supplemental tool for educators to use at their discretion. Educators should explore the resources embedded in the companion to support the mastery of West Virginia's College- and Career- Readiness Standards Phonics and Word Recognition Cluster. In this cluster, students learn to connect their understanding of oral language to written text and to examine simple letter-sound correspondences to more complex spelling patterns following a specific scope and sequence. Accurate word recognition and decoding yield fluent readers with better comprehension. The companion is a working document and will be updated periodically as feedback from stakeholders is received.

Research

Birsh and Carreker (2018) explain that the alphabetic principle is the idea that letters and combinations of letters are used to represent the speech sounds of the English language that is based on systematic and predictable relationships between written symbols and spoken words. The brain is hardwired to acquire spoken language naturally through speaking and listening. However, learning the written symbols and letter-sound relationships does not come naturally and requires explicit and systematic instruction to help students build the orthographic mapping area of their brains, one connection at a time.

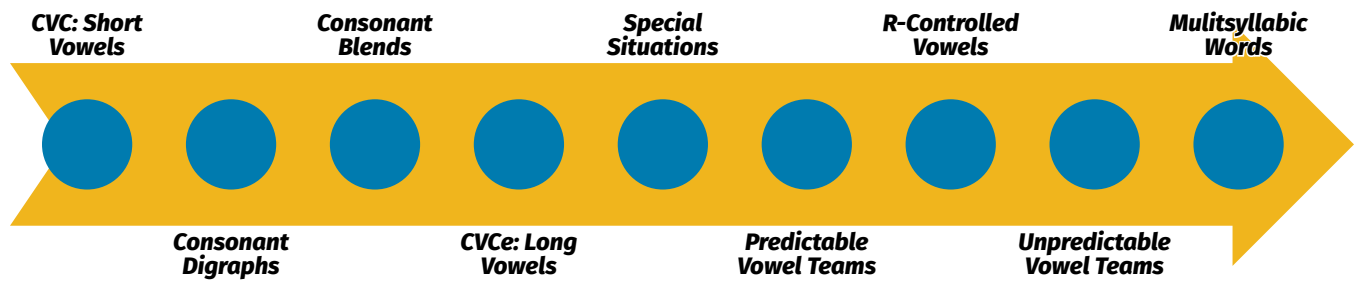
WVDE Policy 2520. IA

ELA Foundational Standard II- Phonics and Word Recognition Cluster

Cluster	Phonics and Word Recognition
ELA.PK.II	<ul style="list-style-type: none">» Know the sounds associated with several letters.» Recognize their own name and words associated with environmental print.
ELA.K.II	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">» Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.» Associate common spellings with the five major short vowel sounds.» Read common high-frequency words by sight.» Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELA.1.II	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">» Know the spelling-sound correspondences for common consonant digraphs.» Decode regularly spelled one-syllable words.» Know final -e and common vowel team conventions for representing long vowel sounds.» Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.» Decode two-syllable words following basic patterns by breaking the words into syllables.» Read words with inflectional endings.» Recognize and read grade-appropriate irregularly spelled words.
ELA.2.II	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">» Distinguish long and short vowels when reading regularly spelled one-syllable words.» Know spelling-sound correspondences for additional common vowel teams.» Decode regularly spelled two-syllable words with long vowels.» Decode words with common prefixes and suffixes.» Identify words with inconsistent but common spelling-sound correspondences.» Recognize and read grade-appropriate irregularly spelled words.
ELA.3.II	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">» Identify and know the meaning of the most common prefixes and derivational suffixes.» Decode words with common Latin suffixes.» Decode multi-syllable words.» Read grade-appropriate irregularly spelled words.
ELA.4.II ELA.5.II	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">» Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

West Virginia Phonics Lessons Scope & Sequence

This scope and sequence is a guide for educators to use based on students' needs. It was developed with the understanding that, depending on need, the educator will not necessarily begin with the first skill and move through the continuum, but will start where there is a gap in student mastery based on assessment results. The scope and sequence was developed using the progression of the West Virginia College- and Career-Readiness Standards as well as research from *Multisensory Teaching of Basic Language Skills* (2018).



Decodable Readers

Each set of skills includes decodable readers to provide an opportunity for students to apply their learning to connected text. According to Blevins (2016),

“What is essential to understand is that a variety of texts is needed in early reading instruction, each with a specific purpose. One type of text cannot meet all the reading demands of our early readers. Therefore, it is important to select texts that match your instructional goals. For example, if you have just completed a phonics lesson and want students to practice using their newly taught phonics skills, decodable text is the appropriate choice” (p. 155).

Decodable Readers are texts in which the words are primarily restricted to those with sound/spelling patterns that a child is currently learning or has already mastered. It is important to give emerging and beginning readers multiple opportunities to practice reading phonics patterns, both in isolation AND in connected text, to cement those patterns in a reader’s long-term memory and create automaticity with orthographic mapping.

When reading decodable texts, consider using the following protocol to provide enough repetition for students to develop automaticity with the sound-spelling patterns. This protocol is followed in the skill sets included in this companion.

Read	Suggestion
1st Read	Educator Read Aloud
2nd Read	Echo Read
3rd Read	Choral Read
4th Read	Partner Read
5th Read	Independent Read

Design

Each suggested template provides examples for explicit teaching with educator modeling and guided practice. The structure of the template addresses key components that best support mastery of the standards.

The activities are designed to support the Gradual Release of Responsibility Model by Fisher and Frey (2021). Educators may find it beneficial to provide scaffolded support in a way that meets students' needs and builds confidence by using this model with each activity found in the template.

- » **'I do it'** – the educator shares the purpose of the activity and models his/her thinking.
- » **'We do it'** – the educator scaffolds support to meet an individual student's needs. Supports might include guided questioning, prompts, or cues. The supports are provided to set the student up for success.
- » **'You do it together'** – students are grouped in a way that supports independent learning. Students engage in collaborative conversations to process and solidify their own understanding before working independently.
- » **'You do it alone'** – Students apply their knowledge through an independent learning task.

Each skill set is designed to be approximately 30 minutes in length. However, the activities within each skill set can be modified to best meet the needs of the students. For instance, the activity components can be chunked to split the instructional time, and more time can be spent on one component, etc. Educators should consider the *why* behind each component of the template to determine how to best use the activities to support students.

Section	The Why
Phonemic Awareness	Research shows that phonemic awareness is one of the best predictors of early reading success. Phonemic awareness is the understanding that words are made up of individual sounds (phonemes). There are a range of skills taught to develop phonemic awareness. Oral blending and segmenting have the largest impact on reading and writing development in kindergarten and first grade. Phonemic manipulation tasks play a crucial role up to third grade. (Blevins, 2019)
Articulation	Students need practice and explicit instruction on how to pronounce phonemes precisely and accurately.
Letter-Sound Correspondence	Knowing the letter names allows for students to engage in shared conversation about letters and what they do. Students can engage in conversations about how letters may look differently in different text (font, size, etc.) and that the letter sound is represented by the symbol of the letter. Continued practice of these concepts helps to cement this knowledge in the brain and begins to build word awareness.
Decoding and Encoding	Explicit instruction in decoding and encoding using a focus skill gives students the opportunity to increase and apply their knowledge of letter-sound relationships in word application. Decoding involves translating printed words to sounds or reading, and encoding is just the opposite: using individual sounds to build and write words (Terry, 2023).
High Frequency Words	High-frequency words are words that appear the most often in our written language, and knowledge of high-frequency words is necessary for fluent reading. Some high-frequency words follow regular spelling patterns but not all words use the most common phoneme-grapheme correspondences. These are called irregular words. In most common irregular words, only one or two sound-spelling patterns don't follow the expected phoneme-grapheme correspondences. Students need to use their phonics knowledge to decode the parts of the word they know and should only memorize the few parts that don't follow a regular spelling pattern.
Text Application	Making connections to meaningful texts allows students to apply their learning in an authentic way. Providing the opportunity for students to improve their decoding skills through repeated reading will increase their ability to become fluent readers.
Writing Application	Writing application is key to student success. Students need opportunities to apply the skills they learn through dictation, shared writing, and independent writing experiences.

Materials and Resources

Supporting materials such as picture cards and word lists have been included at the end of each skill set. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.

References

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of Basic language skills*. Paul H. Brookes Publishing Co.

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Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading*, 18(1), 5-21.

Fisher, D., & Frey, N. (2021). *Better Learning through structured teaching: A framework for the gradual release of responsibility*. Association for Supervision & Curriculum Development.

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