

Phonics and Word Work

Introduction This guide explores how explicit and systematic phonics and word work instruction is included in the ReadyGEN™ program. It looks at the resources that are part of the Phonics Kit for Grades K–3 and the Word Analysis Kit for Grades 4–5. It also discusses the program features that support lessons for whole group, small group, and independent activities.

Foundational Skills The Common Core Standards include a strong emphasis on the foundational skills of reading across the elementary grades. Students must master these high-priority and necessary skills in order to access meaningful text through print.

The foundational skills in ReadyGEN™ were created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling. The instruction includes modeling and support for all learners.

What is phonics? One important element of the foundational skills of reading is the alphabetic principle. To read, students need to “break the code” of print by learning the sounds for each letter. Phonics is instruction in the relationships between letters and sounds.

Scope and Sequence The National Reading Panel endorses systematic phonics instruction. A “systematic” approach to phonics means instruction is developmentally sequenced. The Panel suggests teaching phonics elements in a carefully sequenced order from easiest to most difficult.

The ReadyGEN™ foundational skills scope and sequence follows this systematic approach and is widely validated in independent efficacy studies. Every unit and grade level in ReadyGEN™ focuses on phonics or word analysis skills each week.

Scope and Sequence PHONICS KIT GRADE 1	
Unit	Phonics Skills
1	Consonants <i>m/m/</i> ; <i>s, ss/s/</i> ; <i>t/t/</i> ; Short <i>a</i>
1	Consonants <i>c/k/</i> , <i>p/p/</i> , <i>n/n/</i> ; Short <i>a</i>
1	Consonants <i>f, fff/</i> ; <i>b/b/</i> ; <i>g/g/</i> ; Short <i>i</i>
1	Consonants <i>d/d/</i> ; <i>l, ll/l/</i> ; <i>h/h/</i> ; Short <i>o</i>

Scope and Sequence WORD ANALYSIS KIT GRADE 4	
Unit	Phonics Skills
1	Endings <i>-ed</i> and <i>-ing</i>
1	Base Words, Endings <i>-er</i> and <i>-est</i>
1	Suffixes <i>-or</i> and <i>-er</i>
1	Compound Words

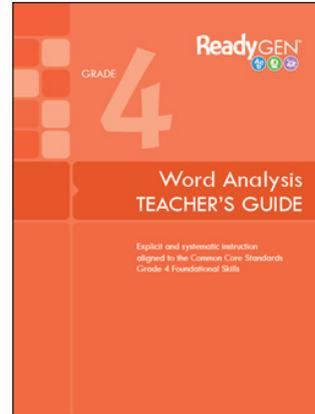
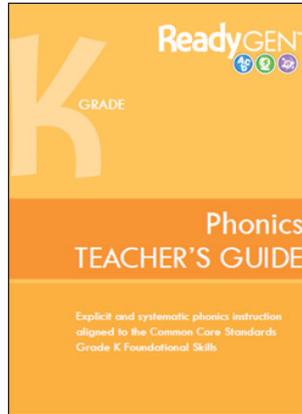
For example, in Grade 1, students are taught various phonics skills in Unit 1, including consonant sounds and short vowel sounds. In Grade 4, students are taught various word study skills in Unit 1 including endings, base words, compound words, and suffixes.

ReadyGEN™ Kits

The ReadyGEN™ program has two different elementary kits. The Phonics Kit is for Grades K–3 and the Word Analysis Kit is for Grades 4–5. These kits integrate foundational skills into instructional routines and activities. The routines and activities foster student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Both ReadyGEN™ kits provide sequential, cumulative instruction and practice opportunities.

Teacher's Guide

Each kit includes a Teacher's Guide containing explicit and systematic instruction that is aligned to the Common Core Standards.



Group and individual practice, as well as word building activities, guide students through the full range of foundational skills. The Teacher's Guide includes lessons for whole group, small group, and independent activities. With each lesson, decodable text and writing opportunities give students practice in applying phonics skills and show them the usefulness of what they are learning.

Foundational Skills Instruction takes place in addition to your daily ninety-minute ReadyGEN™ lesson. The authorship team recommends between twenty and thirty minutes of Foundational Skills Instruction every day. During this allotted time, you will introduce and reinforce critical skills in whole group or small group settings.

Phonics Lessons

The phonics lessons in the Grades K–3 kit follow a basic format. Below is an example of a Grade 1 phonics lesson.

LESSON 1

Phonemic Awareness
Distinguish /a/

Short a

PRESENT
Hold up the Show Card again. What do you see? Say it. The sound I hear at the beginning and ends is /a/. The sound I hear in the middle is /a/. The sound I hear at the end is /a/. The /a/ sound starts in /a/. I am going to say a word. If you hear the /a/ sound at the beginning of the word, raise your hands.

an egg add all odd one all ape in

INTERVENTION
If children make an error, then... model by segmenting the word and having children repeat the segmenting and blending of the word with you.

COMMON CORE STATE STANDARDS
L.1.1-1.2

Phonics
Teach Sound/Spelling

Short a

PRESENT
Write the letter a. Have children name the letter and tell if it is a consonant or a vowel. Remove three that they already know many letters and their sounds. Explain that today they will learn how to read and spell words with the /a/ sound spelled a.

PRACTICE SOUND-SPELLING CARDS
Display the Teaching Card 1. Read to the letter a sounds for the short a sound. /a/. Ask the children to say /a/ several times as you point to it.

PRACTICE BLENDING
Write on 1a. In this sound, the letter a sounds for the sound /a/. Segment and blend out and let them listen to hear the sound /a/.

APPLY
Write the following words on the board: bag, cat, odd, top, and jet. Ask the children to say the words. Then have children blend with you. Repeat this procedure to model read words.

COMMON CORE STATE STANDARDS
L.1.1-1.2

Phonics
Decode Words

Short a

REVIEW SOUND-DRILLING
Review the short a sound using Covering Spelling Card 1 for an example. Have children listen for the beginning /a/ sound.

APPLY BLENDING
Display these words. Have the class blend and read the words. Then point to the words in random order and ask children to decode them quickly.

cat page ran map hat top cab bad rat fan

APPLY DECODING IN CONTEXT
Display these sentences. Have the class read the sentences. Then have pairs take turns reading the sentences silently. I can put the roof out. That was a cap. Jan had a hat and a bat.

HIGH-FREQUENCY WORDS
with a for the

1 Say and Spell
Some words we have to learn by remembering the letters rather than saying the sounds. Write the high-frequency words on the board. Discuss the word with the letters in with are w-i-t-h. with. Have children say and spell each word. Ask them to write with.

2 Identify Familiar Letter-Sounds
Point to the letter in with. This letter stands for its own sound. What is the letter and what is the sound? Identify the /a/ sound. Continue with the other letters in the word with.

3 Question-and-Answer
Ask one a sentence using the word with. Ask for several sentences. Continue the routine with the other words on the high-frequency word list.

COMMON CORE STATE STANDARDS
L.1.1-1.2

The Phonemic Awareness activity is a “warm up” for the phonics lesson. Activities in phonemic discrimination, oral blending, and segmentation allow students to become aware of the sounds they will focus on in the day’s phonics lesson.

You will introduce sound spelling in isolation, using Sound Spelling Cards and key words. The lesson provides explicit modeling, teaching, and practice in the blending together of already introduced sound spellings to form words. Blending strategies include sound-by-sound, onset-rime, and whole-word blending. Students build, manipulate, and sort words to reinforce sound spelling patterns.

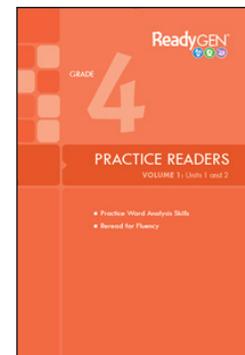
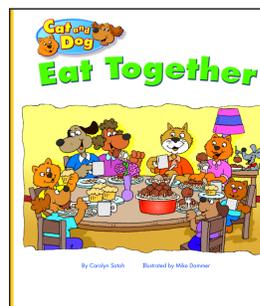
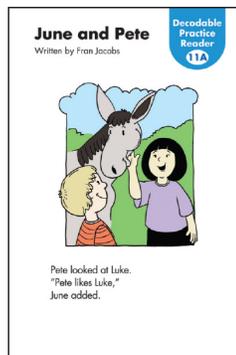
Word Analysis Lessons

The word analysis lessons in the Grades 4–5 kit follow a basic format as well. Below is an example from Grade 4.

Activities focus on the Grade 4 foundational skills with emphasis on word study and word analysis, such as roots and affixes, words with multiple meanings, and Greek and Latin roots. The lesson provides explicit modeling, teaching, and practice in the blending together of already introduced sound spellings to form words. Then, students review and decode words based on the skill that was taught in the lesson.

Student, Decodable, and Practice Readers

Each ReadyGEN™ kit comes with Student Readers, Decodable Readers, or Practice Readers depending on the grade level. Every ReadyGEN™ bookshelf collection contains six copies of each book.



These readers provide students the opportunity to apply phonics and word analysis skills. At the lower grades, texts have a high potential for accuracy and include previously taught letter-sound relationships.

The Practice Readers are short readers that help students practice and apply skills. Practice in reading decodable text reinforces the letter-sound patterns and helps students develop fluency. Students gradually move towards less controlled texts as their ability and confidence grows.

Vocabulary Cards

Both the Phonics and the Word Study kits have word cards to support your instruction. The High-Frequency Word Cards for Grades K–3 and the Word Analysis Vocabulary Cards for Grades 4–5 are provided for your daily lessons.



Phonics Kit Components (Grades K–3)

The Grades K–3 Phonics Kit allows for many hands-on activities using the various manipulatives.

The Grade K Phonics Songs and Rhymes Flip Chart and Audio CD reinforce phonics and phonological awareness skills through music and songs. The engaging musical recordings provide fluent singing models.



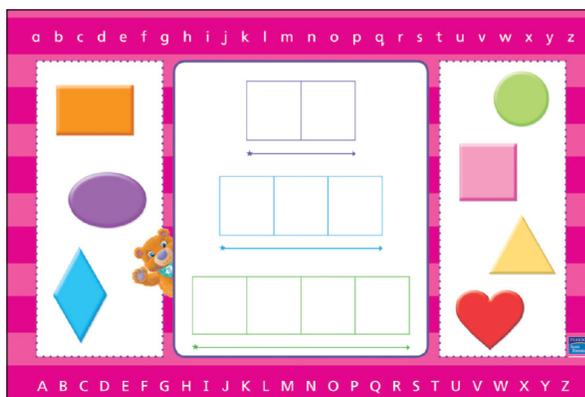
There are Picture Cards and Alphabet Cards for Grades K–3. The Picture Cards show photographs on the front and words on the back. The photographs on the English and Spanish Alphabet Cards enhance your instruction.

The kit for Grades 1–3 also includes Sound Spelling Cards that introduce each sound with a photograph and list of spellings for that sound. You will introduce the sound spelling in isolation, using Sound Spelling Cards and key words.

Phonics Activity Mat

The Phonics Activity Mat, included in the Grades K–3 Phonics Kit, is an interactive mat that helps students build phonological awareness by segmenting words into sounds or syllables. It can be used for word work and letter tile activities.

The mats include Elkonian boxes that students can use to practice blending, segmenting, and counting phonemes and syllables in words. They help students better understand the alphabetic principle in decoding and spelling. The activity mat is used in conjunction with the Letter Tiles.



Word Analysis Kit Components (Grades 4–5)

The Grades 4–5 Word Analysis Kit allows for many hands-on activities using the manipulatives.

The Word Analysis Kit includes a Teacher’s Guide with explicit and systematic instruction for all weeks of instruction. The instruction emphasizes word study and word analysis, such as words with multiple meanings and Greek and Latin roots. The weekly Practice Readers offer application opportunities for students to review what they have learned. The Word Analysis Vocabulary Cards and Letter Tiles support lesson content.



Review

This guide explored how explicit and systematic phonics and word work instruction is included in the ReadyGEN™ program. It looked at the resources that are part of the Phonics Kit for Grades K–3 and the Word Analysis Kit for Grades 4–5. It also discussed the program features that support lessons for whole group, small group, and independent activities.