

# Sound Walls: What Are They and How to Use Them!

(Two Part Series)

November 30 & December 7, 2022

## DAY ONE of Two

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Learning Facilitator/Reading Specialist  
ERLC



We acknowledge that we are on traditional  
Treaty Lands,  
home of Métis, Inuit and other diverse  
Indigenous Peoples  
whose ancestors have marked their territory  
since time immemorial;  
a place that has welcomed many peoples  
from around the world to make their home  
here.



# Hello, I'm Kelly Gibbs

- **Teacher**
- **Consultant**
- **Reading Specialist, MEd.**
- **Learning Facilitator, ERLC**
- **Sessional Instructor, U of A**
- **Lover of Stories**
- **Teller of Stories**
- **Mother of Chris & fur babies**

# Whatcha thinkin' in the zoom room?

What are your **BIG** questions  
about  
Sound Walls?

....Put your questions in the  
JAMBOARD...

<http://bit.ly/3gLJEMP>





P

Is for

**Pterodactyl**\*

\*THE WORST ALPHABET BOOK EVER\*\*

\*\*All the letters that misbehave and make words nearly impossible to pronounce.

RAJ HALDAR & CHRIS CARPENTER

PICTURES BY MARIA TINA BEDDIA





# Learning Objectives For Our Series

## *SOUND Walls...It's a Shift*



Curriculum Connections to support the use of **SOUND WALLS**



Know that SOUND WALLS require a **shift** in approaching decoding and reading



Develop understanding of the **PURPOSE** of a SOUND WALL



**Implementing** a SOUND WALL that works for you and your classroom



Begin to see how a **Scope & Sequence** supports reading instruction



Discussion of **assessment** to drive instruction

# Structured Literacy Requires:



**PHONOLOGICAL  
AWARENESS**



**PHONICS AND WORD  
RECOGNITION**



**FLUENCY**



**VOCABULARY**



**LISTENING AND  
READING  
COMPREHENSION**



**WRITTEN  
EXPRESSION**



# Phonological Awareness



Necessary to building strong reading skills



Phonemic awareness is key!



PA is the ability to separate and manipulate spoken sounds



Includes manipulation of words in sentences

# Phonological Awareness

The ability to hear and manipulate the spoken parts of words and sentences.

Word Awareness

Rhyme

Syllable

Onset - Rime

# Phonemic Awareness

The ability to work with the individual sound or phoneme in spoken words.

Phoneme Blending

Phoneme Substitution

Phoneme Manipulation

Phoneme Segmentation

Phonological awareness is an umbrella term

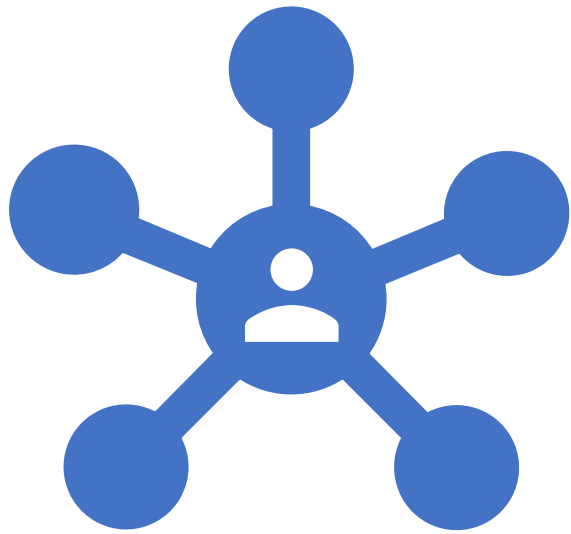


In her own words (Moats)

Letters vs Phonemes

# Count the number of phonemes

- ice
- choose
- sing
- thorn
- quake
- pitched
- boy
- fox



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Curriculum Connections:

Phonological Awareness

**ORGANIZING IDEA-K-2: Phonological awareness: foundational literacy is supported by the ability to identify and manipulate sounds in oral language**

<b>GUIDING QUESTIONS</b>	<b>LEARNING OUTCOMES</b>
KINDERGARTEN: How are sound and oral language connected?	KINDERGARTEN – Children experiment with sounds in words.
GRADE ONE: How does the manipulation of sound in oral language support phonological awareness?	GRADE ONE: Students manipulate sounds in words in oral language. (Words & Compound words can be segmented into syllables/sounds; segmented into beginning/middle/end sounds; sounds can be added & deleted)
GRADE TWO: How does sound contribute to understanding in oral language?	GRADE TWO: Students apply understandings of how sounds create meaning in oral language. (Consonant blends can be segmented into sounds anywhere in a word; sound can be added/deleted/substituted at the beginning/middle/end)
GRADES THREE to SIX: No Curriculum Phonological Awareness OI's at these grade levels	n/a

Phonological awareness: KUSPs (kindergarten/grade one)

<b>KNOWLEDGE</b>	<b>SKILLS &amp; PROCEDURES</b>
<p>KINDERGARTEN: Sounds can be identified at the beginning, middle, or ending of words, rhyming words, Sounds can be identified at the beginning/ending of words, words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, 2+ syllables can be blended to form a new word. sounds (phonemes) can be blended to form words. One of the words in a compound word, syllables, sounds (phonemes) can be removed.</p>	<p>KINDERGARTEN – Identify sounds at the beginning, middle, end of spoken words-Identify one-syllable rhyming words, sort words based on their initial &amp; final sounds, count words in a spoken sentence of 3-4 words, separate compound words, Identify the syllables in 1-3 syllable words, separate words into onsets &amp; rhymes, blend sounds, onsets, rimes, syllables (words), two words (compound words) Delete from above list.</p>
<p>GRADE ONE: Words or phrases that begin with the same sound can be combined for humorous effect (alliteration) twisters) multisyllabic rhyming words; words can be blended (<i>combining sounds or word parts</i>) or separated (segmented) into words; syllables or sounds (phonemes) Sounds in words can be added, deleted, or substituted (manipulated) in the beginning, middle or ending of words.</p>	<p>GRADE ONE: Generate alliterative words &amp; phrases; Generate rhyming words that have up to three syllables; Recall simple songs or poems that rhyme; Identify &amp; blend individual words in compound words; Identify &amp; blend syllables in words that have three or more syllables; Blend &amp; segment the sounds of words containing up to five phonemes; Recognize the position of letters in words. Add &amp; delete sounds to the beginning, middle, or ending of words; Substitute one sound for another in one-syllable words.</p>

Phonological awareness: KUSPs (Grades two/three)

<b>KNOWLEDGE</b>	<b>SKILLS &amp; PROCEDURES</b>
<p>GRADE TWO: Consonant blends (<i>appear together in a word and represent sounds that are combined smoothly</i>) can be separated into their individual sounds &amp; located anywhere; Individual sounds and consonant blends can be blended into a sequence to form words; Sounds can be manipulated by adding, deleting, or substituting different sounds at the beginning, middle or ending of words.</p>	<p>GRADE TWO: Segment sounds in words that have five or more phonemes; Identify phonemes in words that have three or more syllables; Segment sounds in words that have consonant blends; Blend sounds in words that have up to six phonemes; Blend sounds in words that have consonant blends; Manipulate phonemes in a variety of one-syllable or multisyllabic words; Delete &amp; substitute phonemes in a consonant blend to form a new word; Substitute a sound anywhere in a word to form a new word.</p>
<p>GRADES THREE to SIX: No Curriculum Phonological Awareness OI's at these grade levels</p>	<p>n/a</p>



# Phonics and Word Recognition

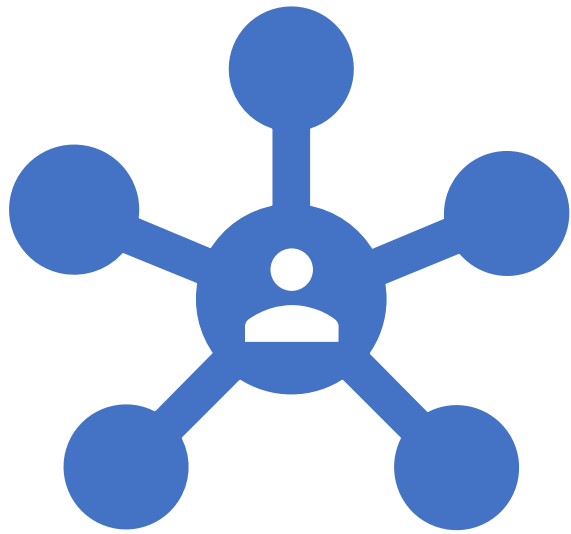


Decoding and spelling are taught explicitly

- letter/sound
- morphology
- how to decode unfamiliar words



The use of decodable text is important in supporting sound/symbol instruction



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Curriculum Connections:

Phonics & Word Recognition

Organizing idea: K-3-PHONICS: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.

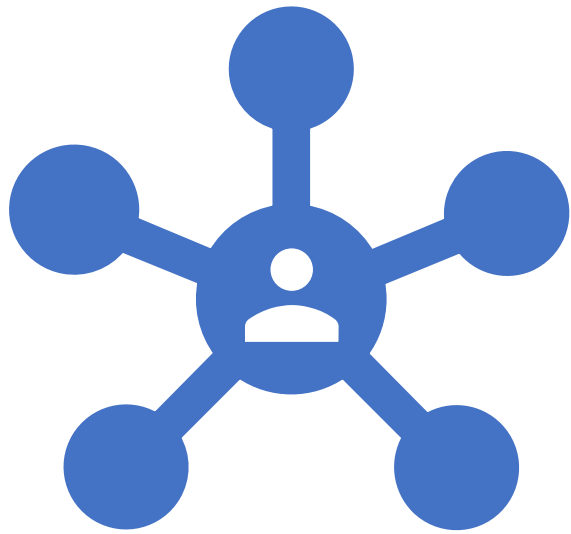
<b>GUIDING QUESTIONS</b>	<b>LEARNING OUTCOMES</b>
KINDERGARTEN: How do letters and sounds work together to make words?	KINDERGARTEN: Children make connections between letters and sounds in words.
GRADE ONE: How can understanding relationships between sounds and letters (phonics) increase knowledge of words?	GRADE ONE: Students recognize and analyze letters and sounds in words.
GRADE TWO: How can understanding the relationship between sounds and letters (phonics) enhance decoding and encoding?	GRADE TWO: Students apply understandings of letter combinations and sounds in words.
GRADE THREE: How does phonics support foundational literacy development?	GRADE THREE: Students investigate how phonics connects to word formation and supports the process of reading and writing.

## PHONICS:K-1 - KUSPs

KNOWLEDGE	SKILLS & PROCEDURES
<p>KINDERGARTEN: The English alphabet consists of a set of 26 letters;Letters have distinguishable characteristics, including, height, shape, straight lines, curved lines;Letters can be uppercase or lowercase; Letters represent sounds in words;There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p>	<p>KINDERGARTEN:Identify letters by characteristics;Recognize most uppercase and lowercase letters by name;Make connections between letters and sounds in words; Recognize the first, middle, or ending letter or sound in words.</p>
<p>GRADE ONE: The English alphabet consists of a set of 26 letters that represent sounds; Two or more letters can represent a single sound;Letters in words can be silent;Some letters have variable pronunciations;A vowel that is followed by &lt;r&gt; can make a new sound (e.g., ti-ger, turn, and bird).</p>	<p>GRADE ONE: Recognize both uppercase and lowercase letters of the alphabet fluently;Distinguish between letters that are consonants and letters that are vowels;Make connections between letters and sounds in words;Associate sounds to letters and letter sequences;Experiment with letters, sounds, and words to create new words;Read one- to two-syllable words that include the 60 most frequent letter-sound correspondences;Recognize and use long and short vowel sounds in words;Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them;Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words;Identify short vowel sounds in words and identify the letters that represent them; Identify long vowel sounds in words and identify the letters that represent them;Recognize how the letter &lt;r&gt; can influence the vowel sound.</p>

## PHONICS:2-3 - KUSPs

KNOWLEDGE	SKILLS & PROCEDURES
<p>GRADE TWO: Letter combinations and sounds for reading include: Vowels,blends,digraphs, diphthongs; Blends combine sounds or word parts;A combination of two letters can make a single sound (digraph); Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong); Letters in words can be silent; Some letters have variable pronunciations; A vowel that is followed by &lt;r&gt; can make a new sound (e.g., ti-ger).</p>	<p>GRADE TWO: Make connections between a full range of letter combinations and sounds;Apply knowledge of silent letters when learning new words;Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words;Recognize and use letter combinations that represent long vowel sounds;Recognize how the letter &lt;r&gt; can influence the vowel sound; Read words that include the 120 most frequent letter-sound correspondences.</p>
<p>GRADE THREE: Consonant clusters blend two or three consonant sounds &amp; appear at the beginning and ending of words; Consonant digraphs are two consonant letters that appear together and represent a single sound (e.g., sh);Some consonant letters represent no sound (e.g., know, write);Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p>	<p>GRADE THREE: Recognize consonant clusters at the beginning and ending of a word;Recognize and apply less frequent consonant digraphs &amp; consonant letters that represent no sounds; Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words;Use phonetic strategies to decode complex words in continuous text.</p>



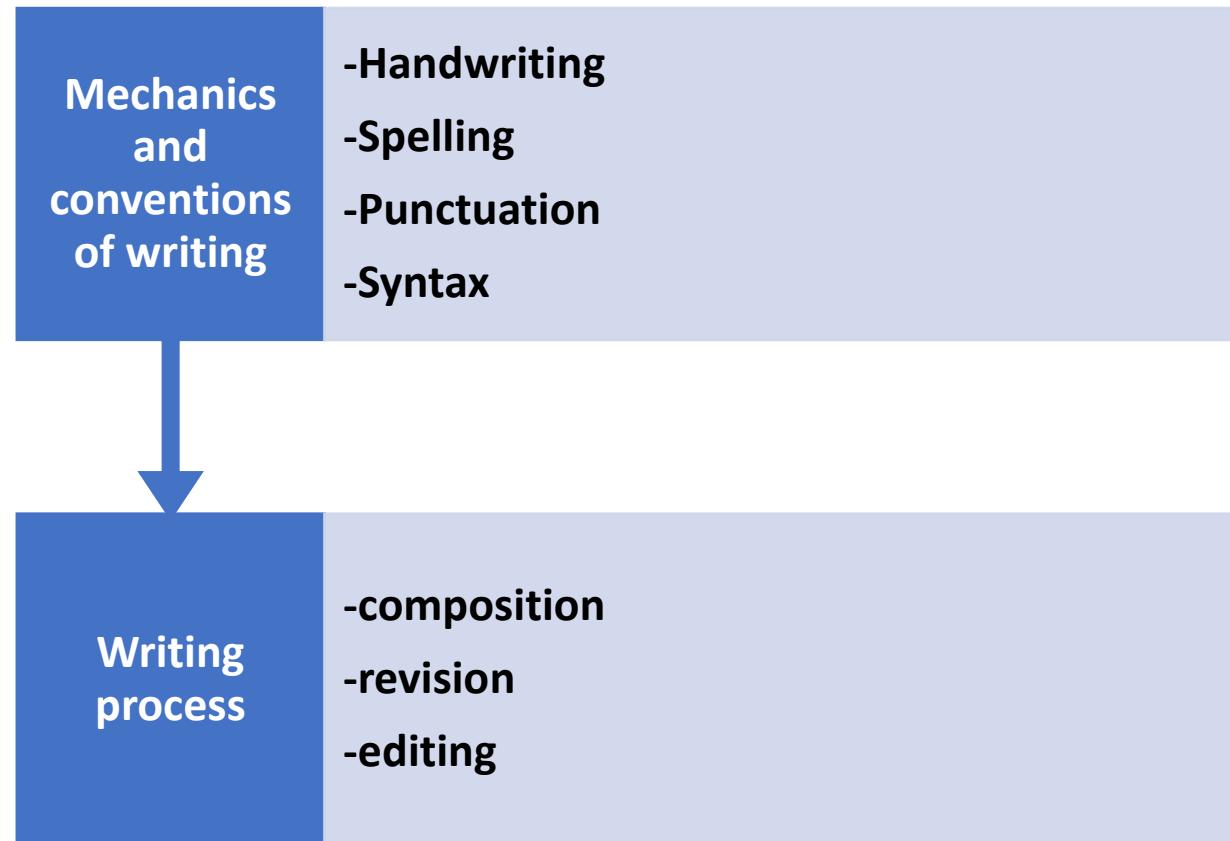
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Curriculum Connections:

Conventions-Spelling



# Written Expression



## Lousia Cook Moats on Spelling Skills



**OI (K-6): Conventions:** Understanding grammar, **spelling**, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

GUIDING QUESTIONS	LEARNING OUTCOMES & KUSPs (adapted)
<b>KINDERGARTEN:</b> How do conventions support literacy development?	KINDERGARTEN: Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages. (Knowledge: Sentence types are telling/asking; Names/Sentences begin with capital letters/usually end in periods; Spelling of words can be remembered; high frequency words in speech/writing and may not have one to one letters/sound relationship (the
<b>GRADE ONE:</b> How do the functions of conventions support literacy development?	GRADE ONE: Students use and develop grammar, spelling, and punctuation in oral and written language. (Knowledge: Use of capitals for name, sentence, place, people, days, months; use of periods, question/exclamation marks; Sentence types, nouns/verbs; Spelling patterns can look the same or sound the same (word families); can include VC, CVC, VCe; Plurals (+ s/es); Short/Long vowels in one syllable words; high frequency words not spelled in predictable ways (e.g., walk).

**OI (K-6): Conventions:** Understanding grammar, **spelling**, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

GUIDING QUESTIONS	LEARNING OUTCOMES & KUSPs (adapted)
<b>Grade Two:</b> How do conventions foster the development of effective communication?	GRADE TWO: Students examine and apply grammar, spelling, and punctuation in a variety of contexts to build effective communication. (Knowledge: capitalization, nouns, verbs, adjectives, sentence types; end punctuation and apostrophes; spelling patterns (e.g., VC, CVC, VCe, CVCe, VCC, VVC, other plural forms; suffixes-ing/ed, etc.; spelling patterns in 1-syllable words-short/long; high frequency words not spelled in predictable ways like friend; contractions)
<b>Grade Three:</b> How does the appropriate use of conventions support clear written communication?	GRADE THREE: Students investigate and demonstrate how conventions support written communication. (Knowledge: capitalization, nouns, verbs, adjectives, sentence types; various punctuation (.!?,", '); spelling patterns (e.g., VC,CVC, VCe, CVCe, VVC, VCC, y to i/es, f to ves, other plural forms; contractions; possessives; apostrophes, prefixes, suffixes, etc.).

**OI (K-6): Conventions:** Understanding grammar, **spelling**, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

GUIDING QUESTIONS	LEARNING OUTCOMES & KUSPs (adapted)
<b>GQ: Grade Four:</b> How does the knowledge and application of conventions enhance written communication?	<b>GRADE FOUR-Learning Outcome:</b> Students examine and apply conventions to develop effective written communication. spelling patterns (e.g., VC, CVC, VCe, CVCe, VCC, VVC, other plural forms; suffixes-ing/ed, etc.; spelling patterns in 1-syllable words-short/long; high frequency words not spelled in predictable ways like friend; contractions)
<b>GQ: Grade Five:</b> How might an informed use of conventions support effective communication?	<b>GRADE FIVE-Learning Outcome:</b> Student apply and experiment with conventions to enhance precision and artistry of communication. spelling patterns (e.g., VC,CVC, VCe, CVCe, VVC, VCC, y to i/es, f to ves, other plural forms; contractions; possessives; apostrophes, prefixes, suffixes, etc.).

**OI (K-6): Conventions:** Understanding grammar, **spelling**, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

GUIDING QUESTIONS	LEARNING OUTCOMES & KUSPs (adapted)
<p><b>Grade Six:</b> How does the understanding and application of conventions enhance proficient communication?</p>	<p>GRADE SIX-Learning Outcome: Student apply and analyze conventions that support accuracy or enhance creative expression. Spelling patterns include: VVCC, VVCe, VCCe, VCCC, VVCCe, VVCCC Homophones are words that have the same pronunciation but different spellings and meanings (e.g., hear–here); digital or non-digital reference tools can be used to confirm the spelling of words; Suffixes include &lt;er&gt;, &lt;es&gt;, &lt;r&gt;, &lt;ly&gt;, &lt;ing&gt;, &lt;ily&gt;, &lt;able&gt;, &lt;ible&gt;, &lt;ar&gt;, &lt;less&gt;.</p>



# Vocabulary



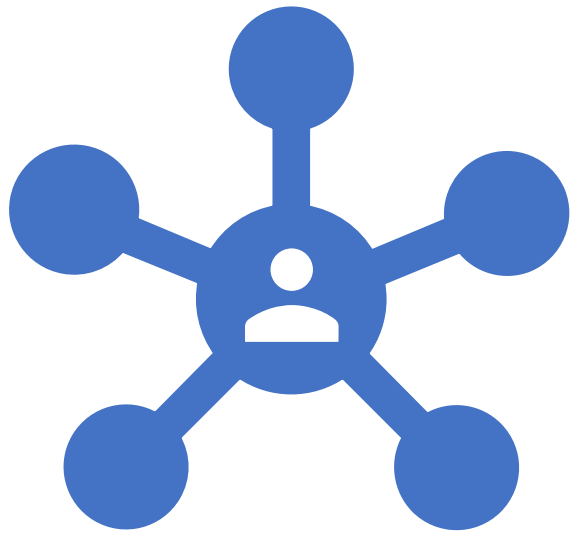
Vocabulary knowledge is very important



Have a language rich classroom



Vocabulary instruction is about meaning, morphology, etc.



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Curriculum Connections:


Vocabulary

Organizing idea (K-6): Vocabulary

Communication and comprehension are improved by understanding word meaning and structures.

GUIDING QUESTIONS	LEARNING OUTCOMES (Adapted)
<b>Kindergarten:</b> How can word knowledge contribute to building vocabulary?	Children develop vocabulary through a variety of literacy experiences.
<b>GQ-Grade One:</b> How can vocabulary and morphological awareness work together to increase knowledge of words?	Students analyze word formation and meaning. (use of Tier 2 & Tier 3 words; synonyms, antonyms)

GUIDING QUESTIONS	LEARNING OUTCOMES (Adapted)
<b>Grade Two:</b> In what ways can understanding words and word structures support communication?	Students expand vocabulary by connecting morphemes and words to their meanings (homophones, homographs, antonyms, alliteration, onomatopoeia, repetition).
<b>Grade Three:</b> How can building vocabulary and understanding morphology support language use and comprehension?	Students analyze new words and morphemes to enhance vocabulary (synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts; Morphemes (bases/affixes) including: Prefixes-<re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, <super>; Suffixes-<ly>, <er>, <or>, <ar>, and <ist>; Syllables-compound words; Word origins.

GUIDING QUESTIONS	LEARNING OUTCOMES
<b>Grade Four:</b> How can building vocabulary and understanding morphology strengthen communication?	Students expand vocabulary and analyze morphemes to communicate in multiple contexts. (Suffixes: change the meaning of words when added to the ending of a base- <y>, <ish>, <able/ible>, <ful>, <ant/ent>; English language is made up of words derived from many origins, including-other languages, technology, place names, trademarked products, social practices)
<b>Grade Five:</b> How does vocabulary support communication?	Students analyze how knowledge of vocabulary supports meaning and use of language. (Affixes-<ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com> and <ex>). 
<b>Grade Six:</b> How does context influence vocabulary and the intentionality of communication?	Students evaluate how vocabulary enhances communication and provides clarity. (Suffixes-<en>, <ize>; Prefixes-<pro>, <com>, <con>, <en>, and <oc>; Study word origins-First Nations, Metis, Inuit, French, Greek, Latin; Study similes, metaphors, analogies, etc.)

Our language system is composed of speech sounds.





a  
are  
and  
arms  
animals  
air  
again  
about  
always  
around

because  
be  
books  
by  
buy  
because  
brown  
busy  
become  
baby

come  
came  
cold  
could  
Cow's  
carry  
cool  
city  
climbed  
clear

do  
down  
day  
don't  
does  
dear  
door  
dry  
done

eat  
every  
eyes  
earth

for  
find  
first  
food  
feet  
from  
fish  
friends  
fly  
feel

go  
good  
give  
get  
grow  
gold  
grew  
gone  
good-bye  
great

he  
here  
have  
help  
home  
hold  
how  
her  
head  
happy

A Traditional Word Wall

answered  
almost  
able

blue  
boy  
building

four  
found  
fooling

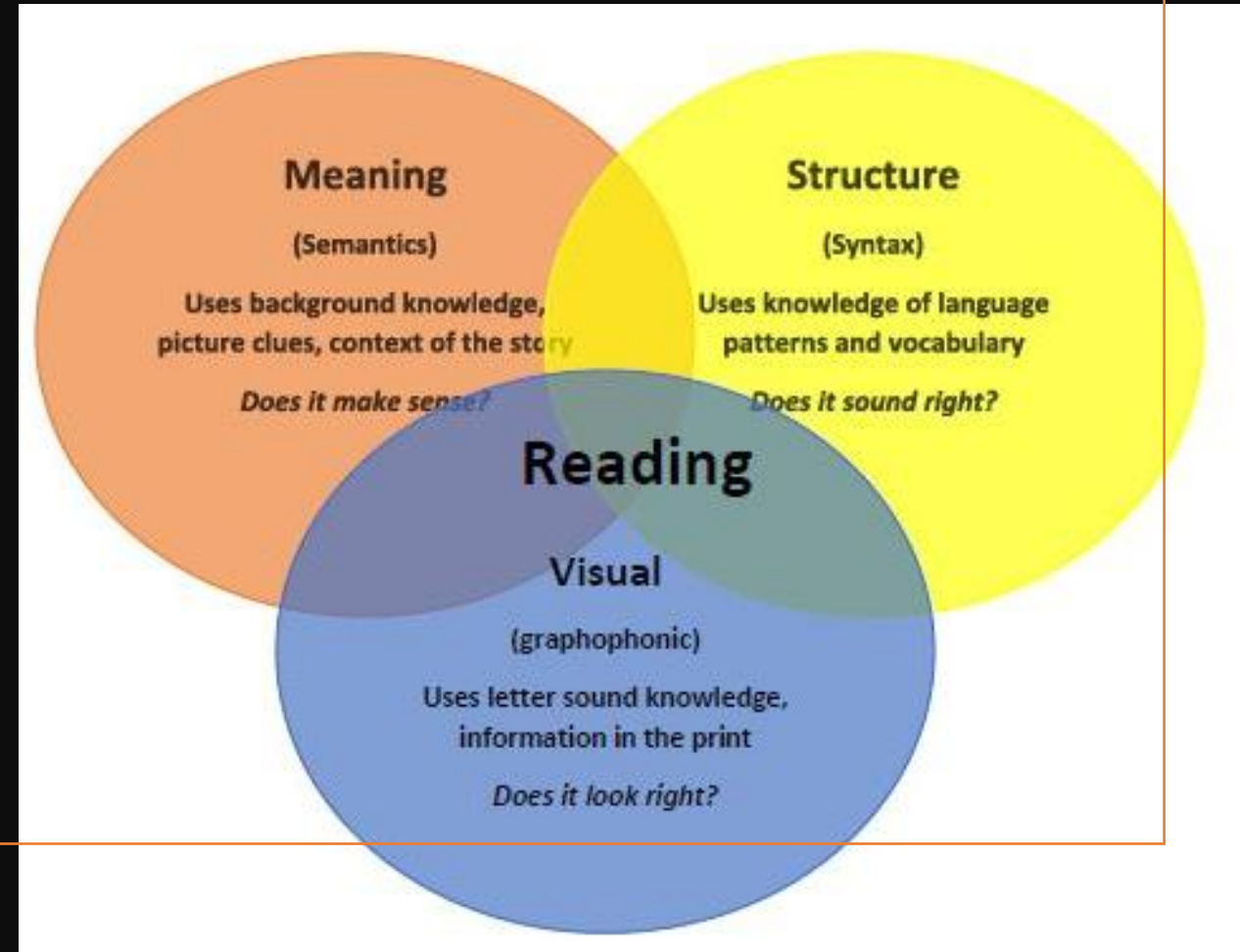
house  
hurry  
holes  
hears

# Word Walls and the 3 Cueing System (Also called MSV-Meaning Structure Visual)

Readers make meaning by utilizing **cueing systems** (meaning, structure, and visual)

- DOES IT LOOK RIGHT?
- DOES IT MAKE SENSE?
- DOES IT SOUND RIGHT?
  
- 3 Cueing System is used in levelled books/during Guided Reading

**...Why isn't it effective?**



# Why Give Up a Word Wall and Use a Sound Wall?

**“The best “cue” to a word  
is the word itself.”**

**Dr. Mark Seidenberg**

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Students need direct and explicit  
instruction on how  
to read,  
to write, and  
to spell.

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A sound wall is a tool that allows for this valuable, explicit phonemic awareness and phonics instruction.

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Sound Walls are based  
on the  
Science of Reading

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“Research finds that readers make the connection between print patterns and phonological information that is already stored in the brain in order to then make meaning of the word they’re reading.”

(Moats; Speech to Print: Language Essentials for Teachers  
(2<sup>nd</sup> edition) 2010)

Explicitly teaching phonemes  
is **necessary**

**before**

you teach  
sound-letter correspondence.

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A sound wall  
categorizes speech  
that connects to sounds,  
so that sounds connect  
to letters,  
so that letters connect  
to words  
which can  
make much more sense to the learner!

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# 5 KEY CONCEPTS in THE SCIENCE OF READING

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# 1. Reading is Not a Natural Process (matching words to print)

-Not an acquired skill

-Instruction is required

-Phonological/Sound awareness is needed to connect sounds to letters/groups of letters

-Lack of abilities can prevent reading improvement



## ▼ 2.

Instruction  
must be  
Sequential &  
Systematic

- No ONE specific phonics program is best
- Phonics program must have letter/sound relationships
- Scope & Sequence: Letter/sound relationships should be introduced sequentially (simple to complex)
- In contrast to embedded phonics instruction
- Phonics should not be taught in isolation (e.g., writing, reading, etc) in order to practice application of skills

# 3. The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

# 4. Phonemic Awareness

- Identification of individual sounds in words (e.g., s-i-t/sh-a-m-e)
- Aural skill
- Necessary skill for reading
- Vowel sound, as well as consonant sound, recognition is important
- Challenging (e.g., chruk)
- Breaking words into phonemes is not natural

# 5. Orthographic Mapping

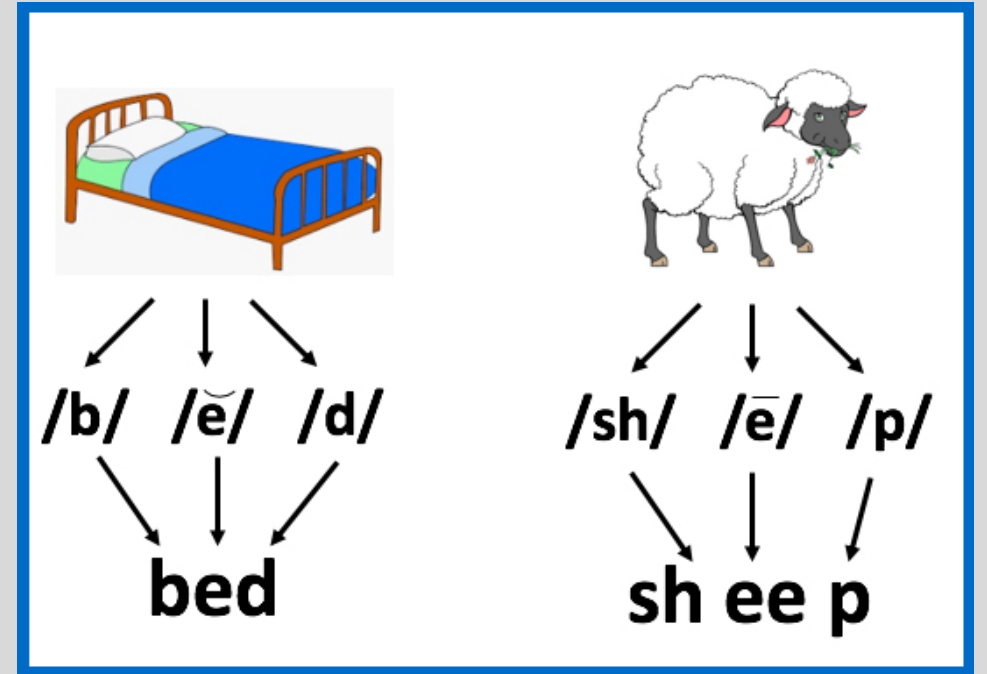
- formation of letter-sound to create spelling
- creating long term memory
- visual and auditory connections for word retrieval
- teaching phonics supports orthographic mapping
- effectiveness of phonics/orthographic mapping does not support the 3-cueing system

# What is Orthographic Mapping and how do Sound Walls help?

Students:

- use the **oral language processing part of their brain**
- to **map** (connect) the sounds of words they already know (the phonemes)
- to the **letters** in a word (the spellings).

*Orthographic Mapping* is the process that all successful readers use to become fluent readers.



# What to read in the Science of Reading:

**THE MANY STRINGS THAT ARE BOUND INTO SKILLED READING**

**THE SIMPLE VIEW OF READING**

Word Recognition x Language Comprehension = Reading Comprehension

**Sold a Story**

**Right To Read Initiative Podcast**

**MELISSA & LORI LOVE LITERACY**

**Science of Reading: The Podcast**

**Literacy Talks**

**The Ladder of Reading & Writing**

**White Paper**

**SCIENCE OF READING**

**Teaching Reading in Rocket Science, 2023**

**SCIENCE OF READING**

**VIRTUAL PATTAN LITERACY SYMPOSIUM**

**READING IN THE BRAIN**

**THE NEW SCIENCE OF HOW WE READ**

**SPEECH TO PRINT**

**Know Better, Do Better**

**The Knowledge GAP**

**Equipped for Reading Success**

**Art & Science Teaching Primary Reading**

**SHIFTING THE BALANCE**

**UNCOVERING THE LOGIC OF ENGLISH**

**READING FOR LIFE**

The science of reading is the body of research

**Science of Reading-What I Should Have Learned in College**

**The Science of Reading**

**THE READING LEAGUE**

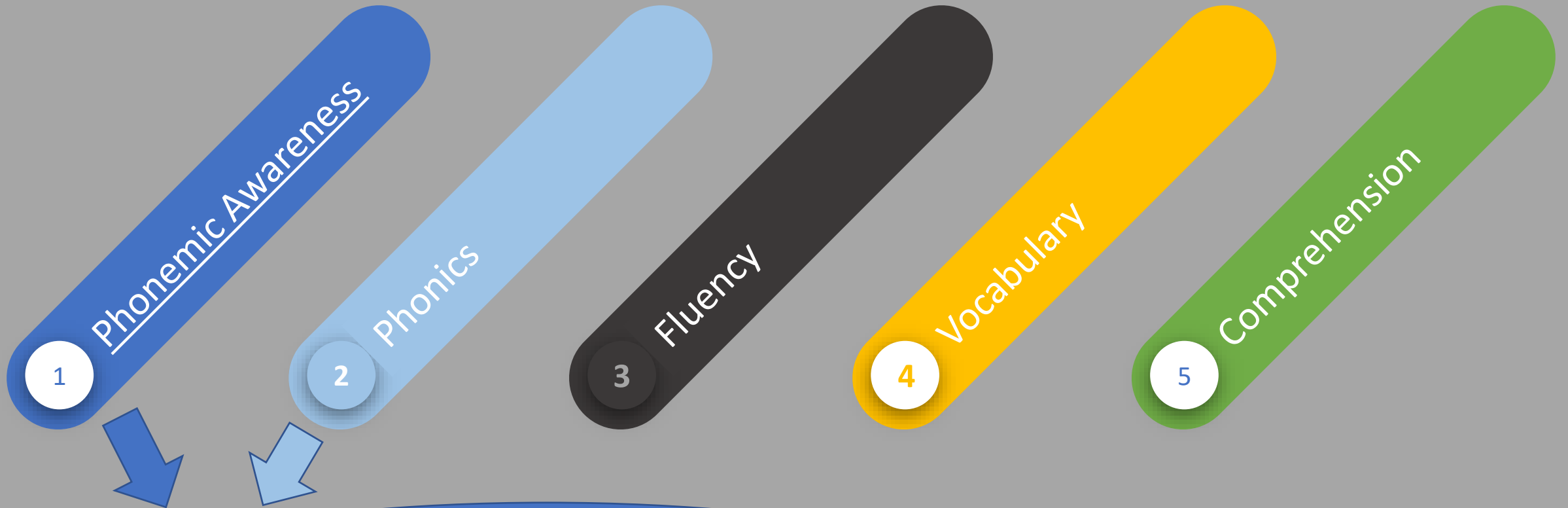
**txreads'**

**Some of my top Science of Reading Resources**

By: Melanie Brethour

# The Five Pillars of Literacy

National Reading Panel (2000)



**These are the elements under Phonological Awareness in the Structured Literacy Framework!**

# Phonemic Awareness (Alphabetics-Part 1) NRP (2000)

1. Phoneme isolation, which requires recognizing individual sounds in words  
(e.g., “Tell me the first sound in paste.” (/p/))

2. Phoneme identity, which requires recognizing the common sound in different words  
(e.g., “Tell me the sound that is the same in bike, boy, and bell.” (/b/))

3. Phoneme categorization, which requires recognizing the word with the odd sound in a sequence of three or four words  
(e.g., “Which word does not belong? bus, bun, rug.” (rug))

4. Phoneme blending, which requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word  
(e.g., “What word is /s/ /k/ /u/ /l/?” (school))

5. Phoneme segmentation, which requires breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound.  
(e.g., “How many phonemes are there in ship? ” (three: /sh/ /i/ /p/))

6. Phoneme deletion, which requires recognizing what word remains when a specified phoneme is removed  
(e.g., “What is smile without the /s/?” (mile))

# Phonics (Alphabetics-Part 2) NRP (2000)

**Six types of outcomes assessing growth in reading or spelling were distinguished:**

**Decoding of real words chosen to contain regular spelling-to-sound relationships**

**Reading nonsense words or pseudowords chosen to represent regular spelling-to-sound relationships**

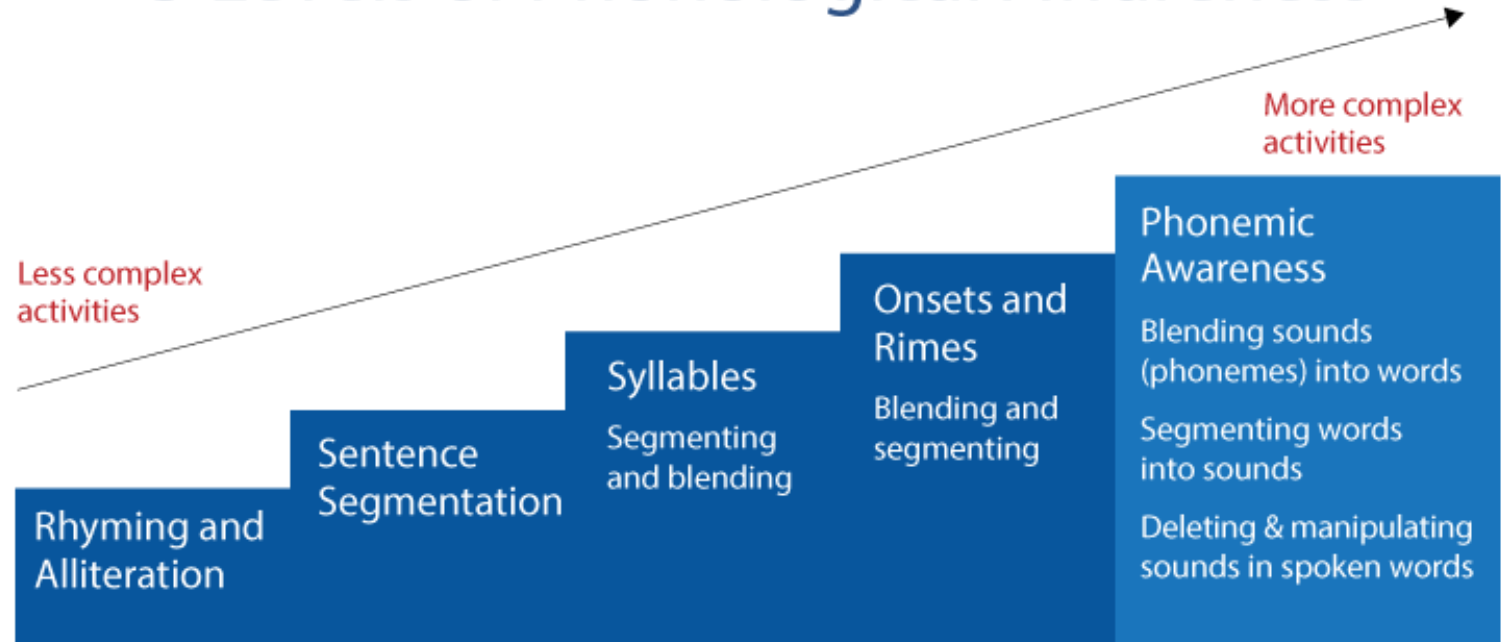
**Word identification (in some cases, words were chosen to represent irregular spelling-to-sound relationships)**

**Spelling, assessed using either developmental stages for younger children (Bear et al., 2000) or number of words correct**

**Comprehension of material read silently or orally**

**Oral reading of connected text (accuracy).**

# 5 Levels of Phonological Awareness



Progression of Phonological and Phonemic Awareness

# Scarborough's Reading Rope



# Scarborough's Reading Rope

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly  
Strategic

## Skilled Reading

Fluent execution and  
coordination of word  
recognition and text  
comprehension.

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly  
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

# The Difference Between Phonemes and Graphemes and Digraphs and...and...and.....



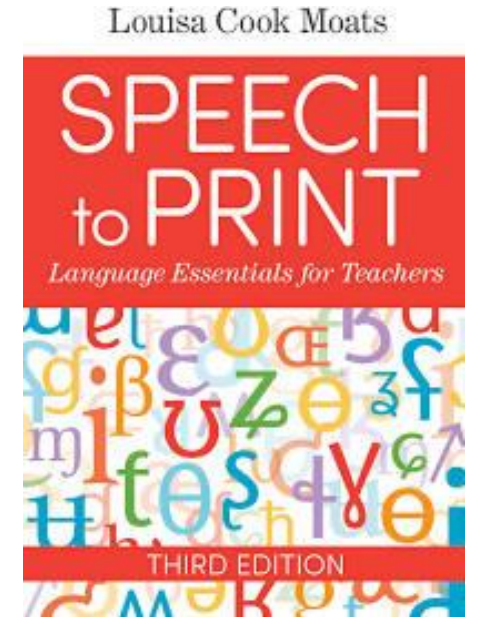
• [Reading Rockets – Glossary](#) (2020)

- **Phoneme** – smallest part of spoken language; most words have more than 1 phoneme (e.g., ‘if’ has two phonemes /i/f/-; ‘check’ has 3 phonemes-/ch/e/k)
- **Grapheme** – written letter/group of letters representing one speech sound; can be 1 letter (‘b’) or several (‘ch’, ‘igh’)
- **Digraph** – two letters that represent ONE speech sound (e.g., Vowel Digraph: ‘ai’ or ‘ow’; Consonant Digraph: ‘th’)
- **Morpheme** - smallest meaningful unit of language (e.g., the word cat is a morpheme)
- **Phonemic Awareness** – ability to heard, identify and manipulate sounds (the phonemes)
- **Phonological Awareness** – phonemic awareness...AND rhymes, words, syllables, onsets/rimes
- **Phonics** - relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).
- **Onset and Rime** – parts of words...e.g., name (n-onset/ame-rime)
- **Schwa** – ‘ə’ - vowel sound most often *sounds like* /uh/ (like cup) (e.g.,: balloon, family, bottom)

# Understanding Speech to Print in Reading

Can you answer these  
questions?

- What is the difference between a **phoneme** and **grapheme**?
- What is the difference between **consonants** and **vowels**?
- What is the second **sound** in the word 'quick'?
- What two **sounds** are represented by the letter 'x'?
- What is the voiced pair to the **sound** /t/?
- Why do we use / / with a letter?

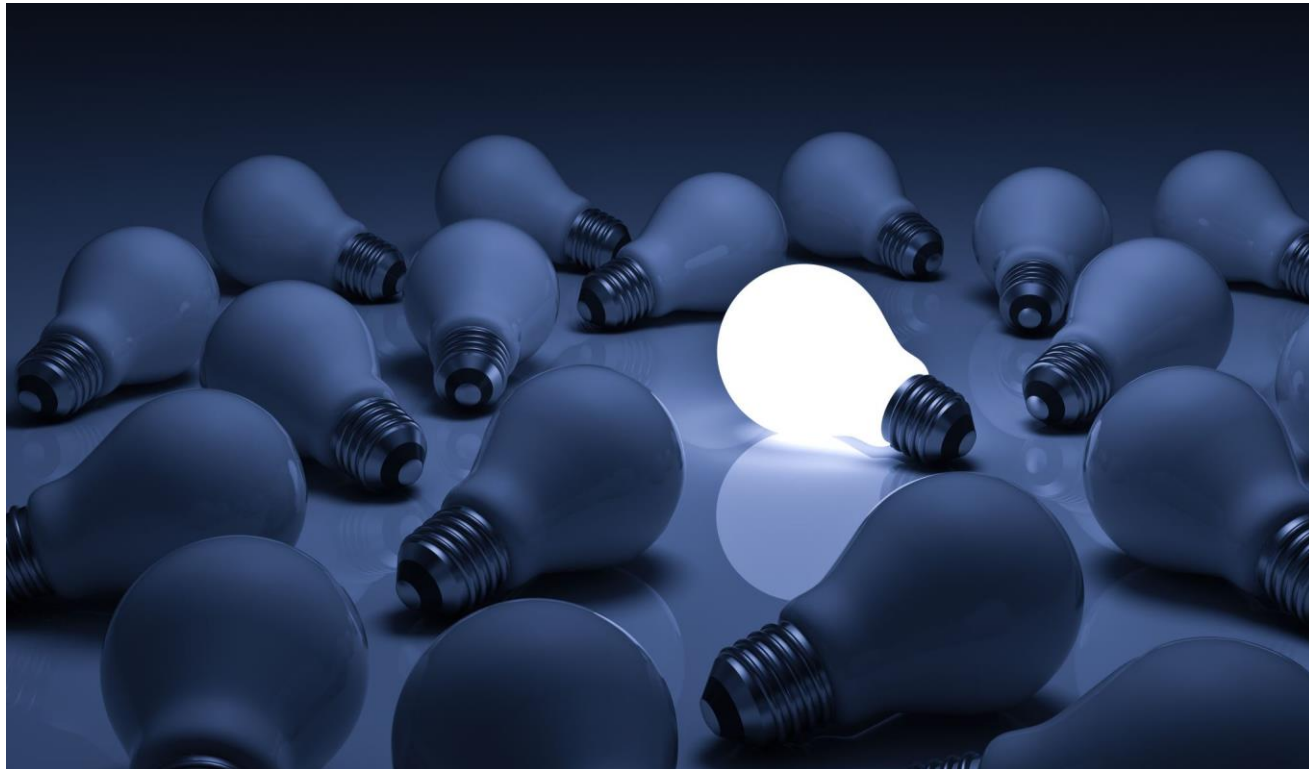


# Dr. Louisa Cook Moats

- a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation
- earned a doctorate in Reading and Human Development from the Harvard Graduate School of Education
  - **LETRS** Professional Development (Voyager Sopris)
  - **LANGUAGE! Live** blended literacy intervention (Voyager Sopris)
  - **Speech to Print: Language Essentials for Teachers** (Brookes Publishing)
  - As well as a series of articles and books for the International Dyslexia Association (IDA)



The power of  
direct,  
explicit  
instruction



Instruction needs language  
insights and instruction should  
follow a systematic progression  
(Moats, 2020)

# Using **Sound Walls** to Support Learners

## Remember:

Vowels and Consonants are  
SOUNDS *not* letters

Letters *represent* sounds,  
letters don't make sounds

Phonemes are *units* of  
sounds

Graphemes are letters that  
*represent* sounds

Sounds can be *1, 2, 3, 4*  
*letters* (graphemes)

---

We have to  
think  
differently...

---

**Student learn from SPEECH  
to PRINT...we are supporting  
their move to  
ORTHOGRAPHIC MAPPING  
(when it's time)**

---

How much time are you now spending on directly teaching or reviewing:

THINK ABOUT:

---

- Phonological awareness?
- Phonics?
- Spelling?
- Fluency?
- Comprehension?

# You Have to PLAN INSTRUCTION

**Include a clear sequence of phonological awareness instruction...**

**And**

**Phonics and spelling instruction**

- 26 letters in the alphabet
- 44 speech sounds in English
- 25 consonant sounds
- 19 vowel sounds
- over 240 combinations
- early reading instruction should draw attention to speech sounds
- Rethink your approach to SIGHT WORDS

Building a Sound Wall...you  
don't just put up the cards!

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Sound walls

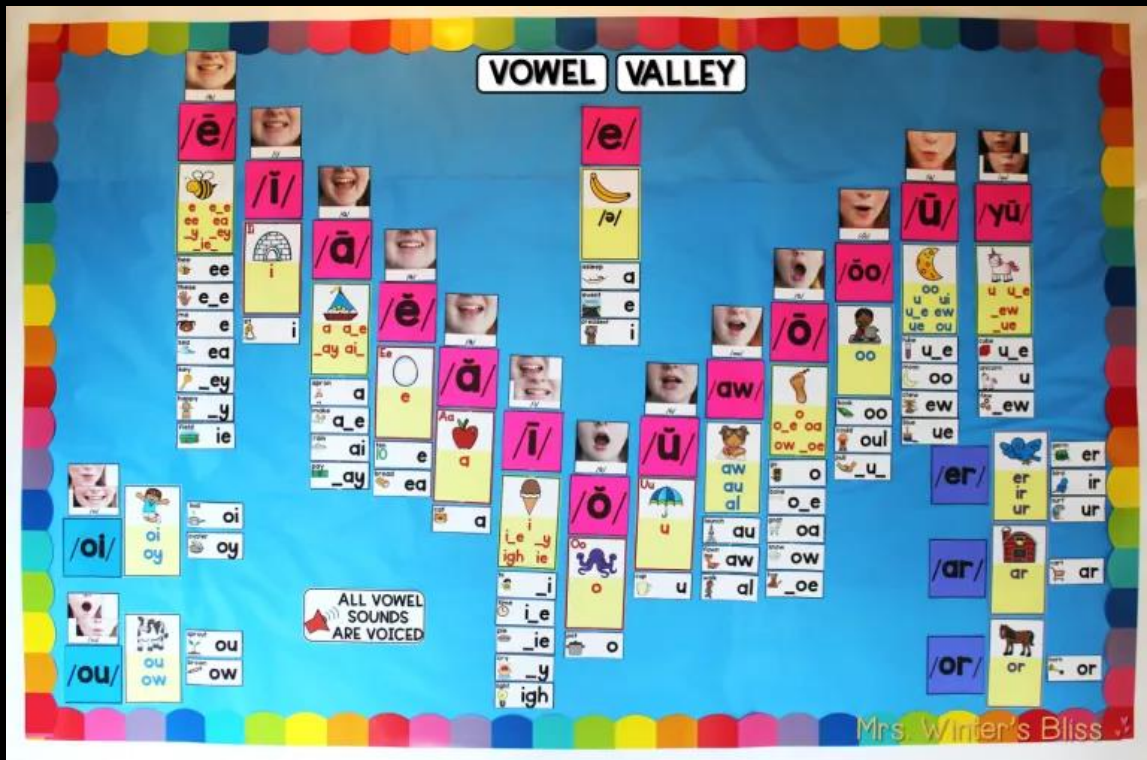
*accompany*

*instruction of sounds,*

which is planned and  
sequential

---





Sound Walls – What Lousia Cook Moats has to say...

# 1.

Awareness of speech is the foundation for learning print



**Sounds are represented by letters.**

**Letters are NOT represented by sounds.**



**Learning print awareness is *awareness of speech***

# 2.

Blending Speech sounds (vowels & consonants) is challenging and students need explicit teaching to become aware of them

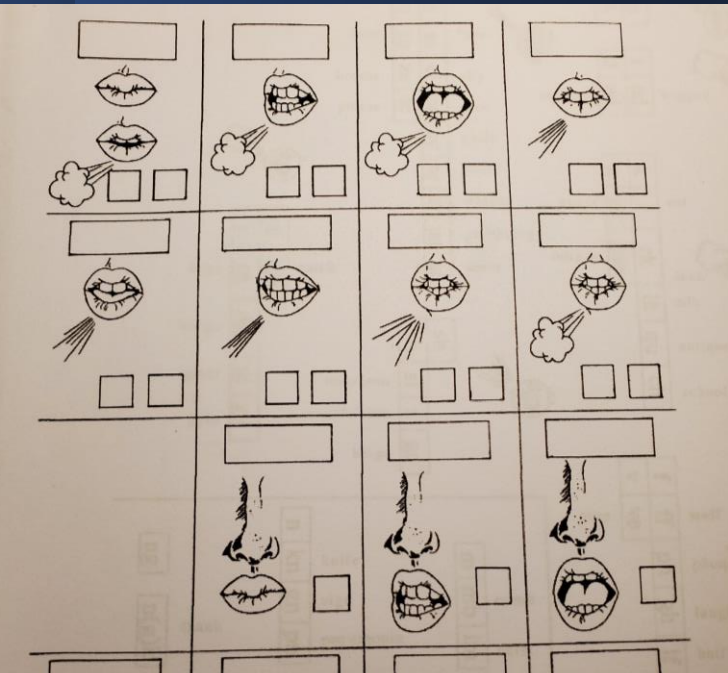
Teach the sound before teaching the letter symbol



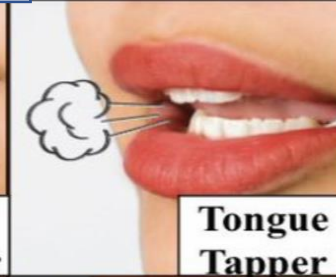
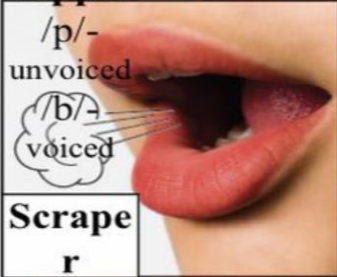

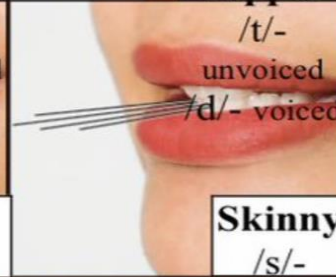
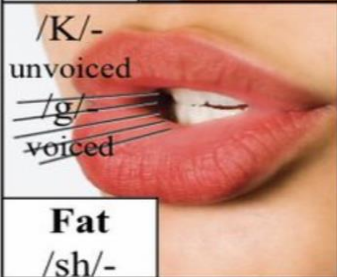
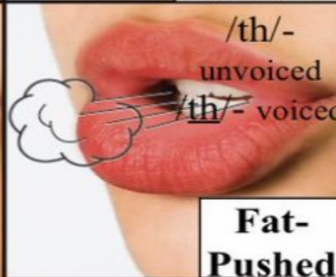
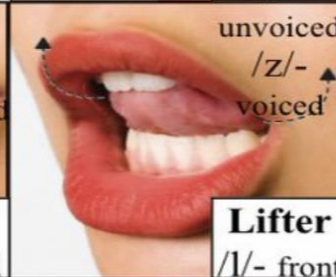
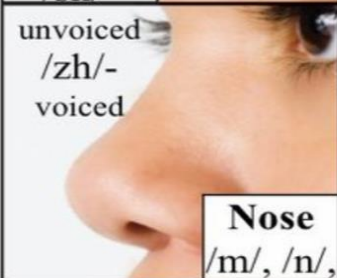

Articulation...Use mouth form pictures

Slow and steady!

Repetition is important

Partner Sounds (consonants)  
(voiced/unvoiced)



		
<b>Lip Popper</b>	<b>Lip Cooler</b>	<b>Tongue Tapper</b>
/p/- unvoiced	/f/- unvoiced	/t/- unvoiced
/b/- voiced	/v/- voiced	/d/- voiced
		
<b>Scrape r</b>	<b>Tongue Cooler</b>	<b>Skinny</b>
/K/- unvoiced	/th/- unvoiced	unvoiced
/g/- voiced	/th/- voiced	/z/- voiced
		
<b>Fat</b>	<b>Fat-Pushed</b>	<b>Lifter</b>
/sh/-		/l/- front
unvoiced		/r/- back
/zh/- voiced	<b>Wind</b>	
	/w, /wh/, /h/	/ch/- unvoiced
		/j/- voiced
<b>Nose</b>		
/m/, /n/, /ng/		

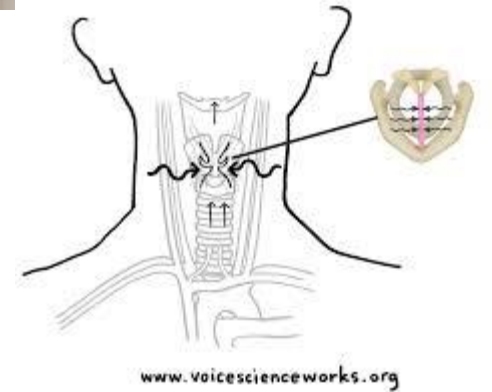
(Lindamood and Lindamood, 2011)

# Voiced Sounds/Unvoiced Sounds

Use the mirror

Feel the Voice Box

Vibrations!





Follow a scope and sequence that teaches wide contrasts first (e.g., note 'm' & 'n' or 'g' & 'j')



Teach a few consonants with a vowel to blend into words



In the book, *Speech To Print: Language Essentials for Teachers*, there is a Scope & Sequence (pages 285-291)

[\(A link to a different scope and sequence can be found here\)](#)

# 3. Follow a scope & sequence to cover all content

How do  
you  
introduce a  
sound wall?

**Start Slowly!**

Begin with a Phonemic Awareness scope and sequence

**The sound wall should be empty (or covered) at the start**

**You'll slowly grow it...one phoneme at a time.**

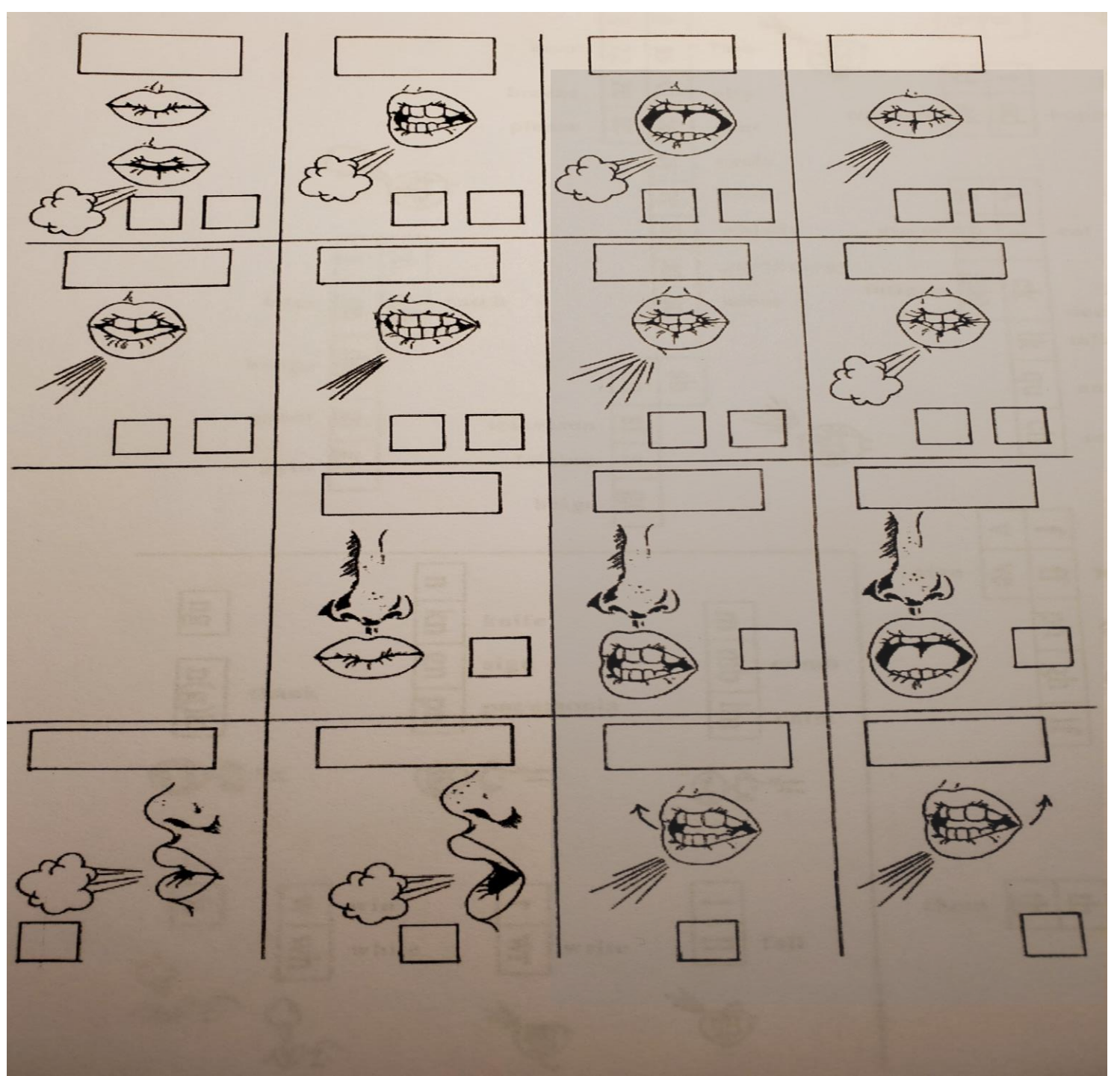
**When you introduce a new phoneme ask your students what their lips, teeth, tongue and voice are doing and how the air is flowing through their mouth...use a mirror!**

# 4. Begin to Build Your Sound Wall...a bit at a time



# BROTHERS (consonants)

...Voiced and  
Unvoiced



# Vowel Chart

Moats: Speech to Print, 2020

Add in  
some  
vowels!

Here's  
one  
example:

Front, smiley

**e** see  
these  
me  
eat  
key  
happy  
chief  
either

**i** sit  
gym

**a** make  
rain  
play  
baby  
eight  
vein  
great  
they

**ɛ** pet  
head

**ă** cat

**ɪ** time  
pie  
right  
rifle  
by  
buy  
heist

**ə** about  
lesson  
elect  
definition  
circus

**ō** fox  
father  
palm

**ū** cup  
cover  
flood  
tough  
among

**aw** saw  
pause  
call  
water  
daughter  
thought

**ō** vote  
doe  
boat  
snow  
open  
old  
go  
though

**oo** took  
put  
could

**oo** moo  
tube  
blue  
chew  
ruby  
suit

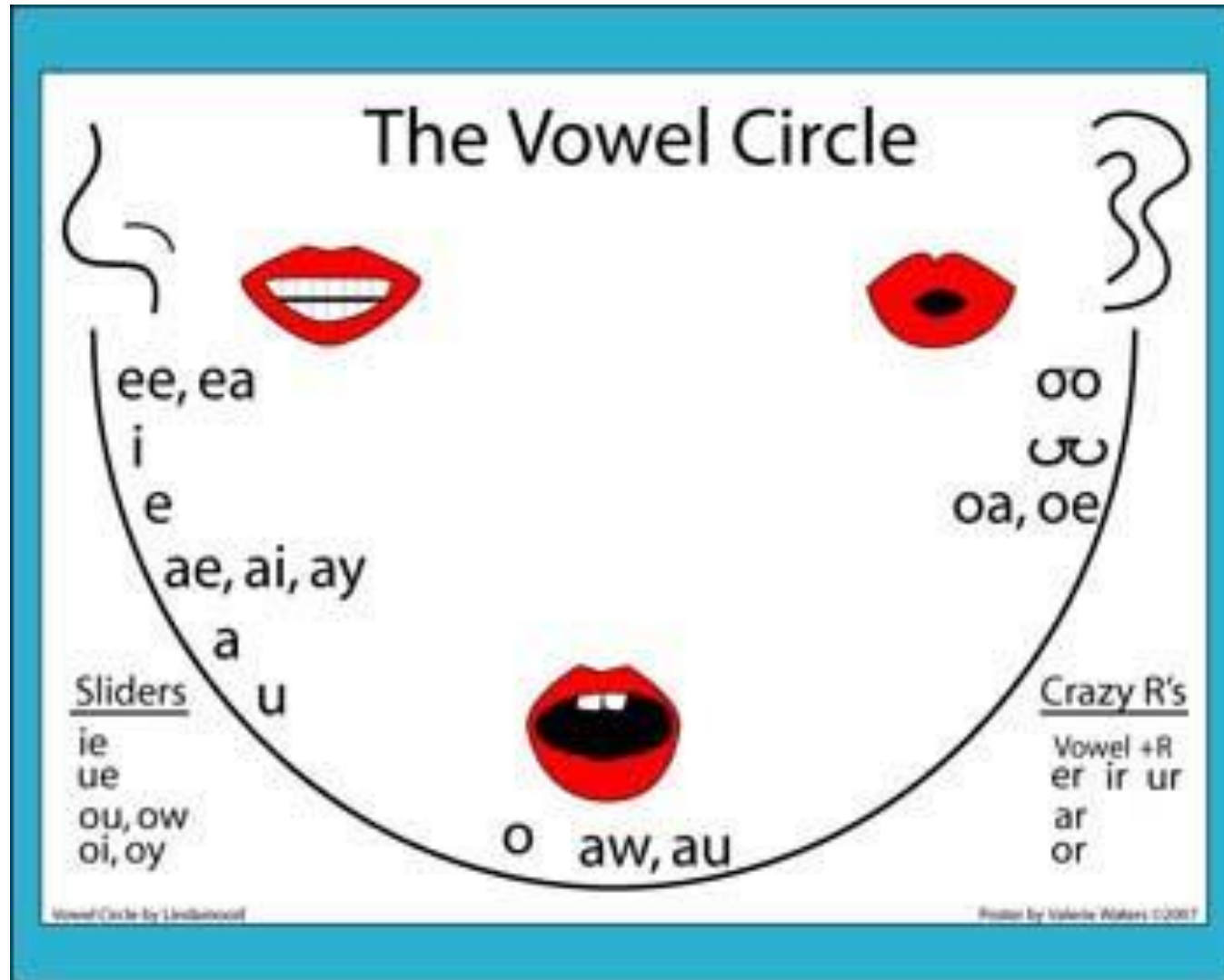
Back, rounded

**oi/oy** boy, oil  
**ou/ow** cow, out, bough

**ir** sir  
**er** her  
**ur** fur  
**ar** car  
**or** pour, or

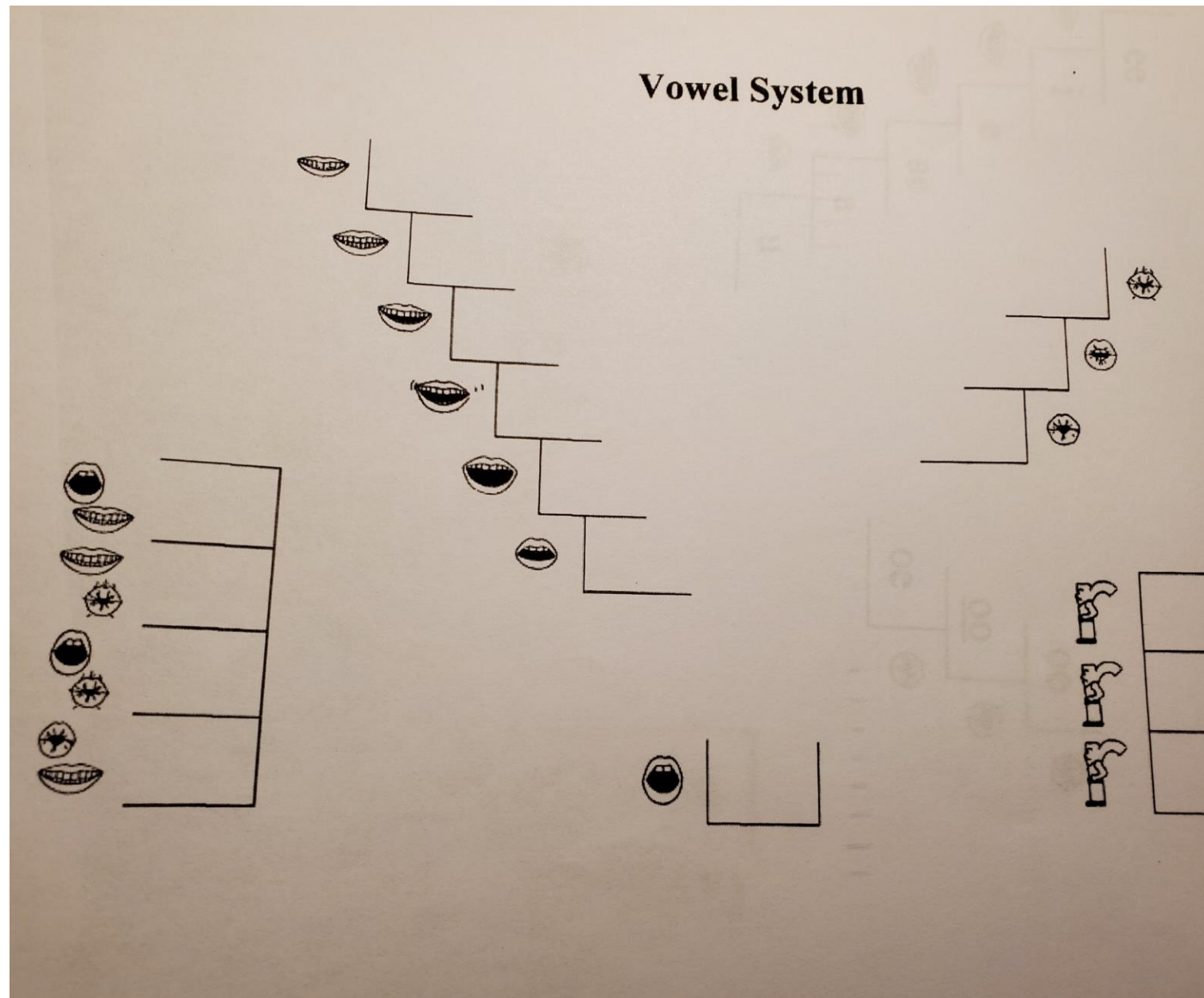
Low, open

# Lindamood LiPS Vowel Circle-another example

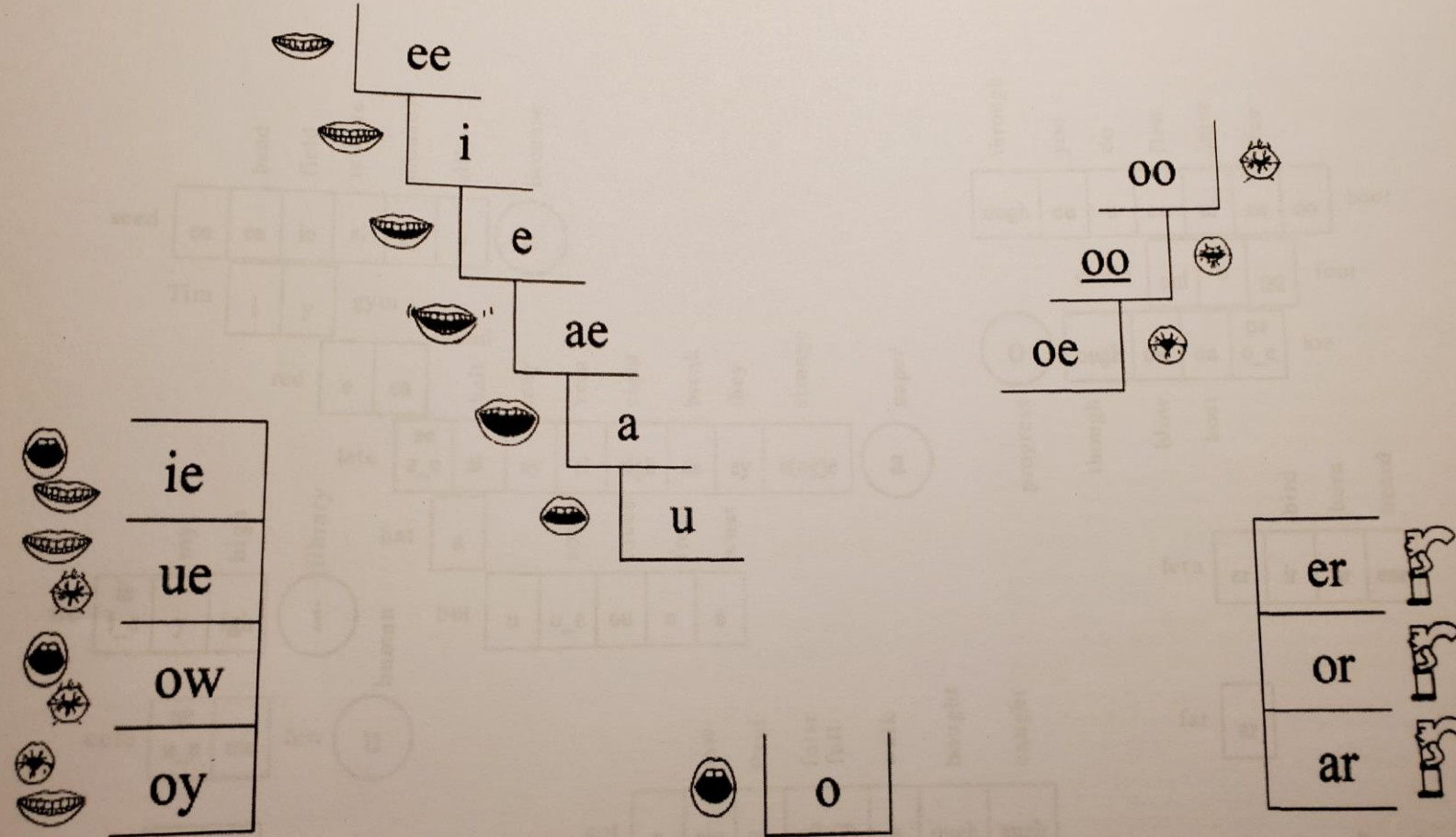


# Vowel Circle (Mouth Forms)

LiPS: Lindamood Bell



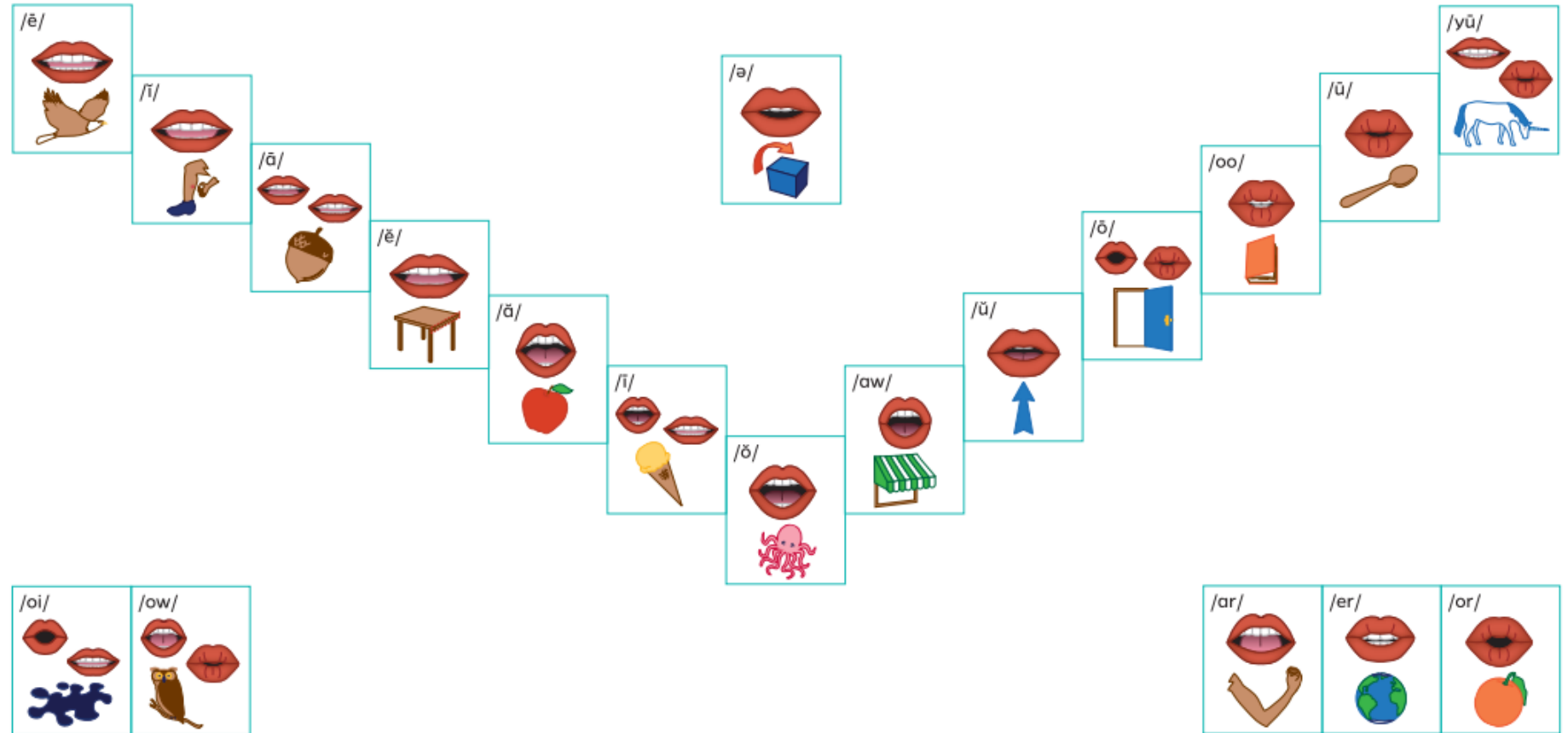
# Vowel System



Vowel Circle  
(with  
letter/sounds)



























# Vowels

## UFLI



# UFLI














































## Consonants

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue Behind Top Teeth	Lips Rounded, Tongue Back	Back of Tongue Lifted	Back of Throat
Stop	/p/  /b/ 			/t/  /d/ 		/k/  /g/ 	
Nose	/m/ 			/n/ 		/ŋ/ 	
Fricative		/f/  /v/ 	/θ/  /ð/ 	/s/  /z/ 	/ʃ/  /ʒ/ 		/h/ 
Affricate					/tʃ/  /dʒ/ 		
Glide					/j/  /w/ 	/wh/  /w/ 	
Liquid				/l/ 	/r/ 		

# UFLI

## Sound Wall Picture Card Key

This key is for teacher reference only, not for use with students.

 <i>/ä/</i> apple	 <i>/ĕ/</i> edge	 <i>/ĭ/</i> itch	 <i>/ō/</i> octopus	 <i>/ŭ/</i> up	 <i>/ā/</i> acorn	 <i>/ē/</i> eagle	 <i>/ī/</i> ice cream
 <i>/ō/</i> open	 <i>/yū/</i> unicorn	 <i>/aw/</i> awning	 <i>/oo/</i> book	 <i>/ū/</i> spoon	 <i>/ə/</i> above	 <i>/ar/</i> arm	 <i>/er/</i> earth
 <i>/or/</i> orange	 <i>/oi/</i> oil	 <i>/ow/</i> owl	 <i>/h/</i> hat	 <i>/p/</i> pig	 <i>/b/</i> bee	 <i>/m/</i> mouse	 <i>/f/</i> fish
 <i>/v/</i> volcano	 <i>/th/</i> thumb	 <i>/th/</i> this	 <i>/t/</i> tiger	 <i>/d/</i> dog	 <i>/n/</i> nose	 <i>/s/</i> sun	 <i>/z/</i> zip
 <i>/l/</i> leaf	 <i>/sh/</i> sheep	 <i>/zh/</i> treasure	 <i>/ch/</i> chicken	 <i>/j/</i> jar	 <i>/y/</i> yellow	 <i>/r/</i> red	 <i>/k/</i> kite
 <i>/g/</i> ghost	 <i>/ŋ/</i> ring	 <i>/wh/</i> whistle	 <i>/w/</i> watermelon	 <i>/ŭ/</i> under			

# 5. Begin to Build Words

- For Example:

Letter/Sounds	Building Words (put on a Word Wall!)
p/b	pib bip bee
t / d	tee
ee	
i	

# 5a Alternative Vowel Spellings

**e**

- seed: ee, ea, ie, ei, ey, y
- bead, field, receive, monkey, silly, because
- Tim: i, y
- gym
- bread: e, ea
- red, bait, may, vein, eight, break, they, strange, paper

**i**

- tie: ie, i\_e, y, igh
- my, high, library, hat, human
- but: u, o\_e, ou, o, a
- some, touch, from, what

**u**

- cute: ue, u\_e, ew
- few
- got: o, aw, au, a(l)(ll), a, ough, augh
- saw, Paul, false, fall, walk, bought, caught

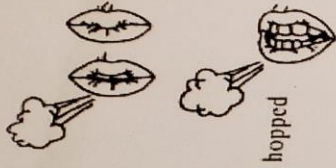
**a**

- late: ae, a\_e, ai, ay, ei, eigh, ea, ey, a(ng)e
- fern: er, ir, ur, ear
- bird, burn, heard

**o**

- through, you, do, flew, juice, blue
- ough, ou, o, ew, ui, ue, oo
- boot
- could, oul, u, oo
- foot
- ough, ow, oa, oe, o\_e
- toe
- progress, though, blow, boat
- far: ar
- sorc, soar, door, four
- for: or, ore, oar, oor, our

# ALTERNATE CONSONANT SPELLINGS CHART



p	t	ed
b	d	ed



k	c	ck	lk	qu	ch
g	gu	gue			



f	ff	ph	gh	lf
v	ve			



th
th



s	ss	ci	ce	cy	se	st	ps	sc
z	zz	ze	se					

buzz breeze please

wagged

fuss city cent cycle house whistle psychology scent



sh	si	s	ge
zh			

television leisure beige



ch	tch	dge	gi	gy
j	ge			

huge hedge giant gym

catch

comb	calm		
m	mb	lm	
knife	sign	pneumonia	
n	kn	gn	pn
		thank	
ng	n(g)k		
		fall	
l	ll		
		write	
r	wr		
		win	white
w	wh		
h			

## Alternative Consonant Spellings

# 6.

Minimize rote instructions of sight/High Frequency words

Keep the “jail word” list short (take a look at this: [Heart Word Magic](#))



Look for patterns in words

Map sounds and symbols

# 7. Emphasize pattern recognition rather than rule memorization

---

KEEP MEMORIZATION  
OF RULES TO A  
MINIMUM

KEEP PATTERN  
RECOGNITION  
UPPER-MOST



# 8. Attend to the meaning of words and sentences while teaching phonics, spelling, and in decodable books

When mapping speech to print, meaning should not be ignored

ELLs may have difficulty with the meaning of even simple words (e.g., lid, van, etc.)

Practice with processing meaning of a word when reading (e.g., “find a word that means...”, or “Which two things goes together?”)

# 9. **Learning:** use practice, application & review



Daily



Time needs to be set aside



Repetition and review are important



Use DECODABLE books

The most common source of reading difficulties is poor phonemic awareness.

- David A. Kilpatrick, Ph.D.

**What else are you thinkin' about  
in the zoom room?**

**What questions do you still  
have about Sound Walls?**

(we will talk about these in  
next week's session)

....Add your questions to  
page 2 of the JAMBOARD...

<http://bit.ly/3gLJEMP>

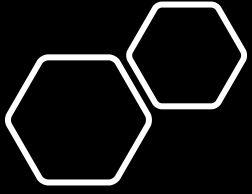


R CONTROLLED  
VOWEL SYLLABLES  

---

"BOSSY R"





ERLC

Check out our website  
to find a number of  
learning opportunities!





WE WILL SEE YOU ON DECEMBER 7

KELLY.GIBBS@ERLC.CA

