

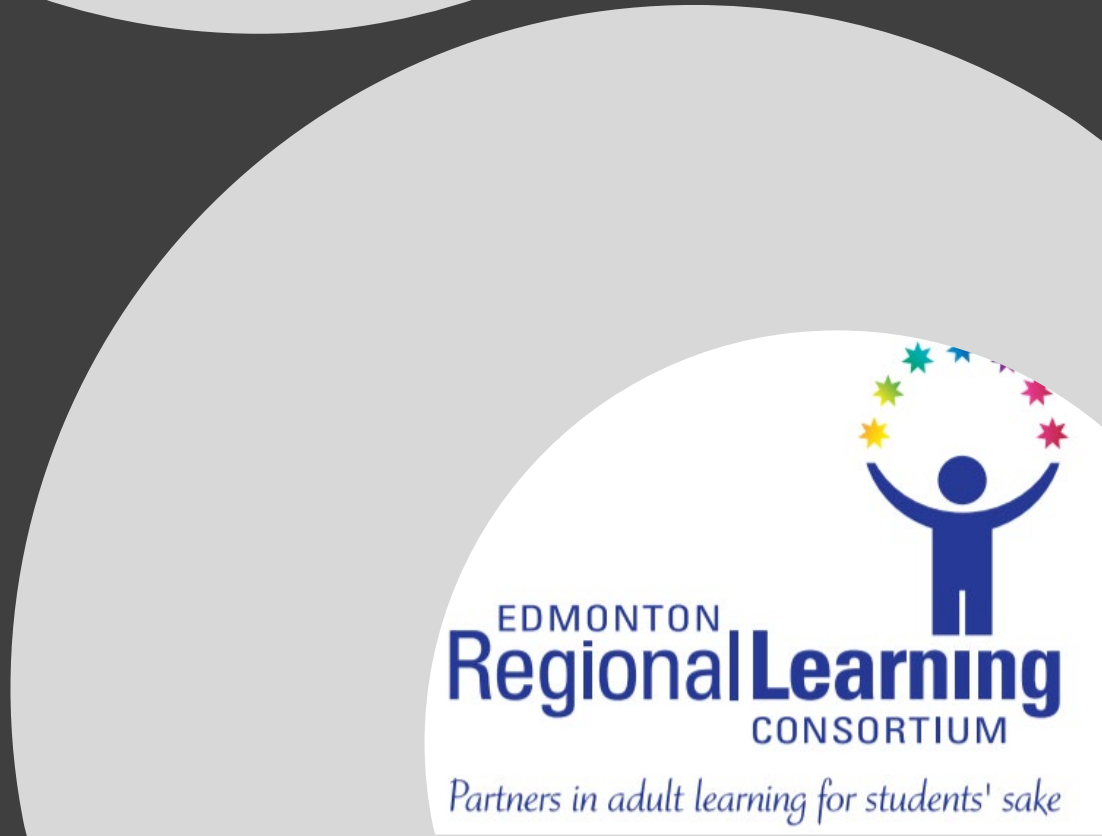
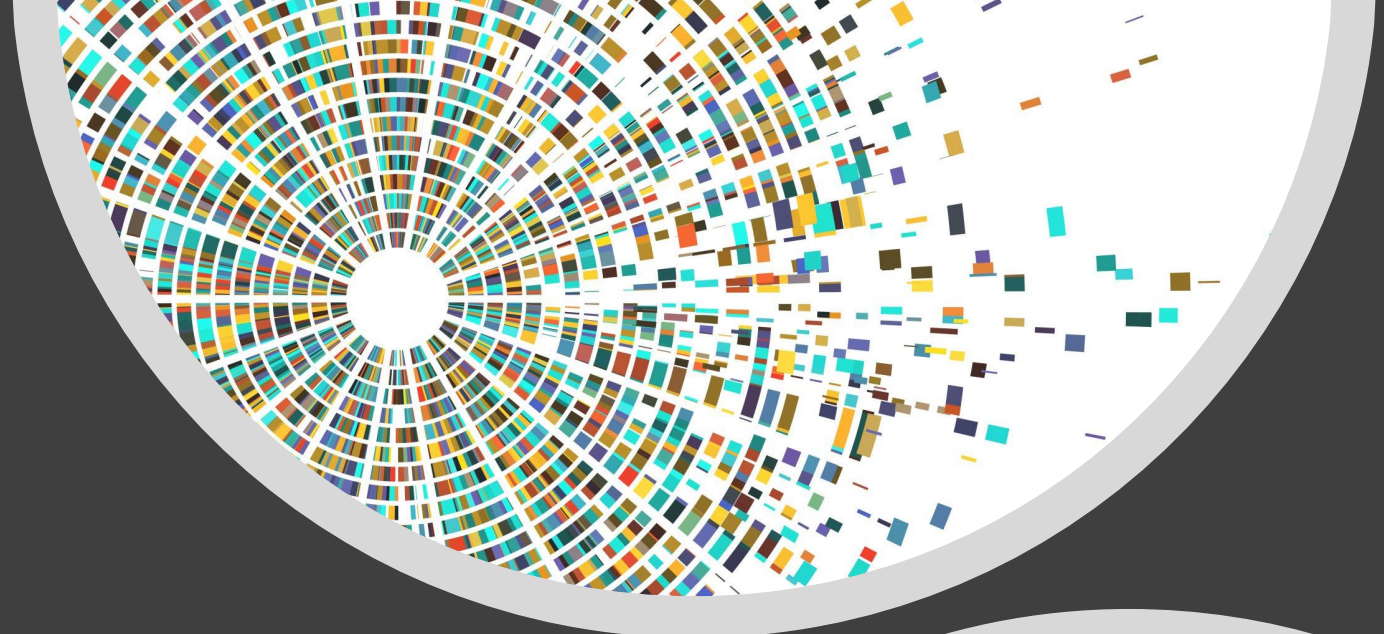
# Sound Walls: What Are They and How to Use Them!

(Two Part Series)

November 30 & December 7, 2022

Day TWO of TWO

Kelly Gibbs, MEd  
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.

# Learning Objectives For Our Series



WORD Walls and SOUND Walls...It's a Shift



Develop understanding of the PURPOSE of a SOUND Wall



Find a way to implement a Sound Walls that could work for you and your classroom



Identify a Scope & Sequence to support your implementation of a Sound Wall



Discussion of assessment



Taking time to create YOUR plan & sharing

# This Week...

## Review & Research

## Practice sounds / articulation / gestures

- Sound “groups”
- Voice / Unvoiced sounds

## Scope and Sequence (suggested)

## Implementation & Assessments

## Whole class

## Small group

- Differentiation
- Intervention



A quick review of our  
last session...



# Phonological Awareness

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

Word Awareness

Syllable

Onset - Rime

Rhyme

# Phonemic Awareness

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

Phoneme Blending

Phoneme Manipulation

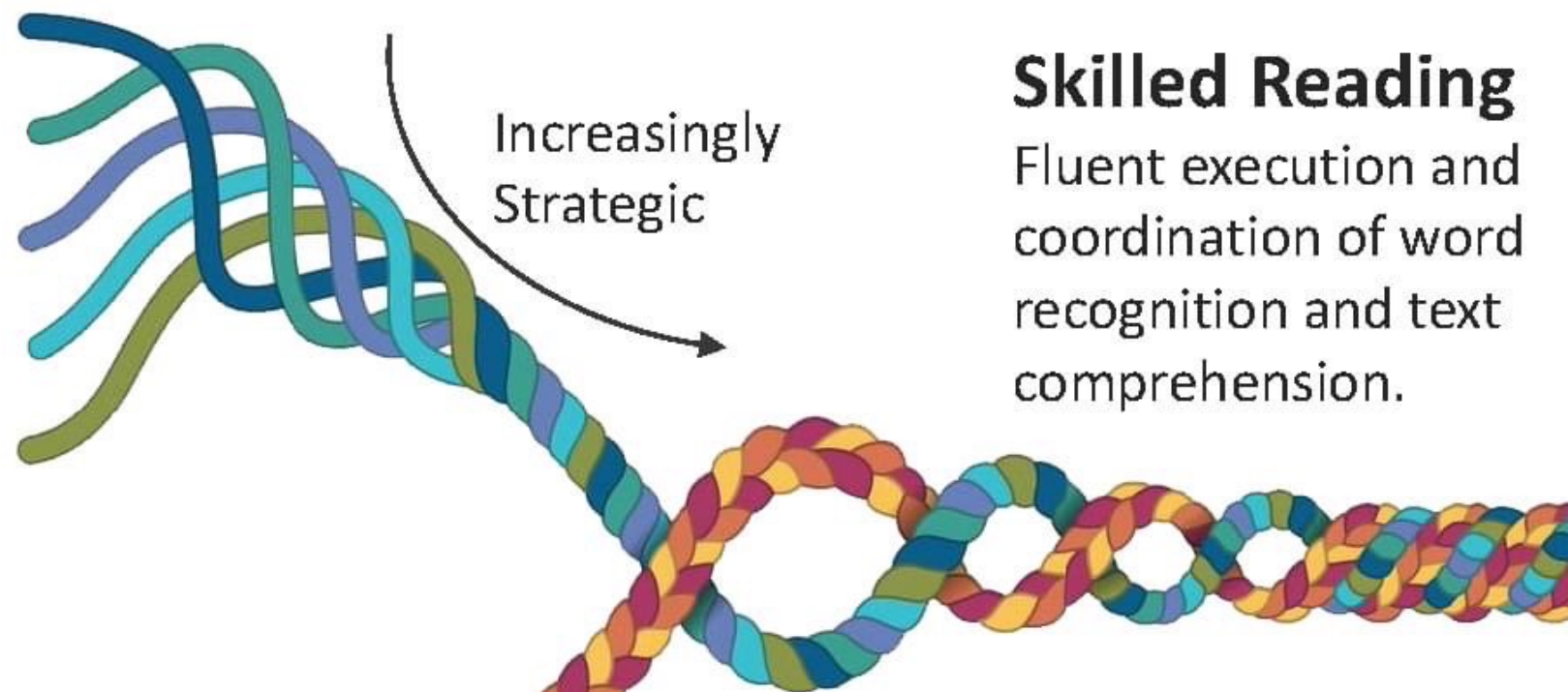
Phoneme Substitution

Phoneme Segmentation

Phonological awareness is an umbrella term

## Language Comprehension

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



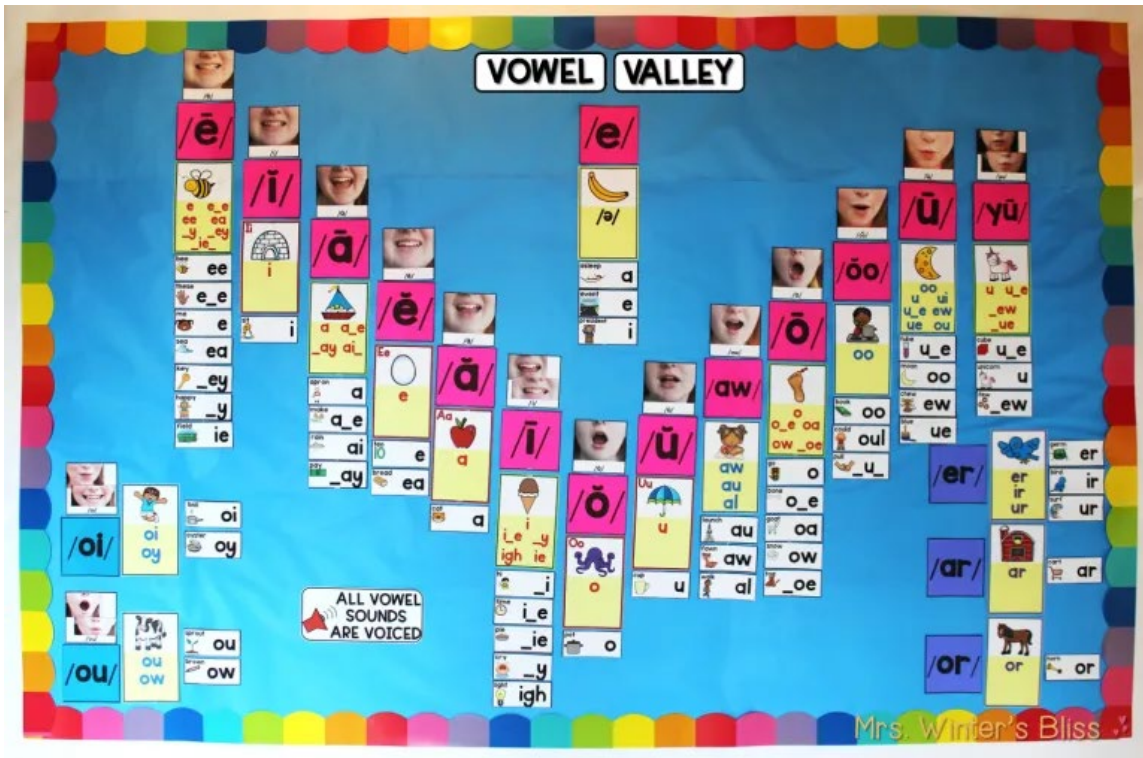
## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

## Word Recognition

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





“Sound Walls for Reading In the Classroom”



The Research...

## National Reading Panel (2000)

pages 2-92 to 2-98

- Some phonics programs in the database taught spelling patterns and the use of an analogy strategy to read words.
- *“...it may be important for phonics programs to include systematic instruction in reading fluency and automaticity when phonics is taught to older students”*
- A few of the programs in the database included exercises to promote fluency
- *“Very likely, phonics programs that emphasize decoding exclusively and ignore the other processes involved in learning to read will not succeed in making every child a skilled reader”*

# The Torgesen Study (1999):

(as cited in the NRP  
Metanalysis)

## “Preventing Reading Failure in Young Children With Phonological Processing Disabilities: Group and Individual Responses to Instruction”

- Two different forms of phonics instruction were compared:
  - **one** which provided very explicit and intensive instruction in PA and phonemic decoding called *PASP*  
(phonological awareness + synthetic phonics)
    - *phonemic awareness instruction with articulatory gestures associated with each phoneme by analyzing their own mouth movements as they produced speech.*
  - **the other**, called *EP* (embedded phonics) provided systematic but less explicit instruction in phonemic decoding in the context of more instruction and practice in text comprehension
    - *recognizing whole words; instruction in letter-sounds occurred in the context of learning to read words from memory (by sight)*

#1

“Does systematic phonics instruction help children learn to read more effectively than unsystematic phonics instruction or instruction teaching no phonics?”

(page 2-132, NRP)

- *“Children’s reading was measured at the end of training*
- *The mean overall effect size produced by phonics instruction was significant and moderate in size ( $d = 0.44$ ).”*
- *“Findings provided solid support for the conclusion that systematic phonics instruction makes a more significant contribution to children’s growth in reading than do alternative programs providing unsystematic or no phonics instruction. “*

#11

“Is enough known about systematic phonics instruction to make recommendations for classroom implementation? If so, what cautions should be kept in mind by teachers implementing phonics instruction?”

(page 2-135, NRP)

- *“Phonics teaching is a means to an end.*
- *To be able to make use of letter-sound information, children need phonemic awareness.*
- *That is, they need to be able to blend sounds together to decode words, and they need to break spoken words into their constituent sounds to write words.*
- *Programs that focus too much on the teaching of letter-sounds relations and not enough on putting them to use are unlikely to be very effective.”*

# Overall, the NRP found that:

“To become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner
- The ability to apply comprehension strategies consciously and deliberately as they read”

# Evidence-Based Practices for Teaching Phonological and Phonemic Awareness Regional Educational Laboratory — Appalachia

The importance of phonological and phonemic awareness .....	4
Teaching and supporting phonological and phonemic awareness .....	5
Recognizing and manipulating segments of sound .....	6
Segmenting Syllables: Instructional Activities and Models .....	7
Identifying Onset and Rime: Instructional Activities and Models .....	8
Identifying letter-sound relations .....	8
Identifying Letter-Sound Relations: Instructional Activities and Models.....	9
Linking letter-sound relationships with phonemic awareness.....	10
Word-Building: Instructional Activities and Models.....	10
Helping students who struggle .....	11

# Video 12: Syllables – YouTube (example)



# What Works Clearinghouse (WWC)



## EDUCATOR'S PRACTICE GUIDE

A set of recommendations to address challenges in classrooms and schools

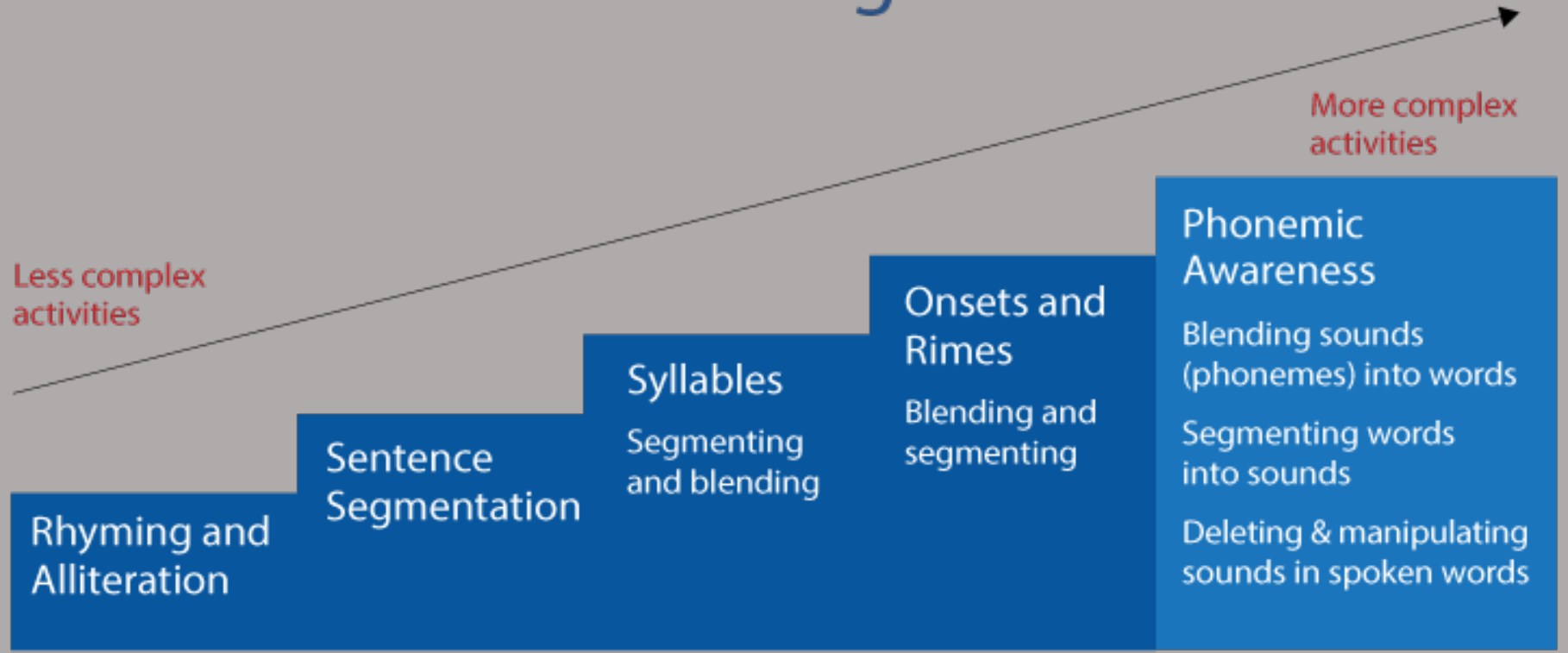
WHAT WORKS CLEARINGHOUSE™

# Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



# Regional Educational Laboratory At Florida State University:

## 5 Levels of Phonological Awareness



Videos 10-19  
focus  
the 5 levels  
(click on  
this link)

# *“Mastering Reading and writing to build a foundation for learning” (Alberta Education, March 2021)*

- Gain foundational skills necessary for personal excellence
- Coaching students to constantly improve their literacy skills



Image from: Signet Education

*“Reading and writing will be taught with explicit instruction in sounding out words (phonics) and how to use proper grammar...Literacy is woven throughout every subject and grade in the new K-6 curriculum”*

# Advancing literacy practice for all



**All students should have  
access to teachers of reading**



**All teachers should have  
access to learning about  
reading**

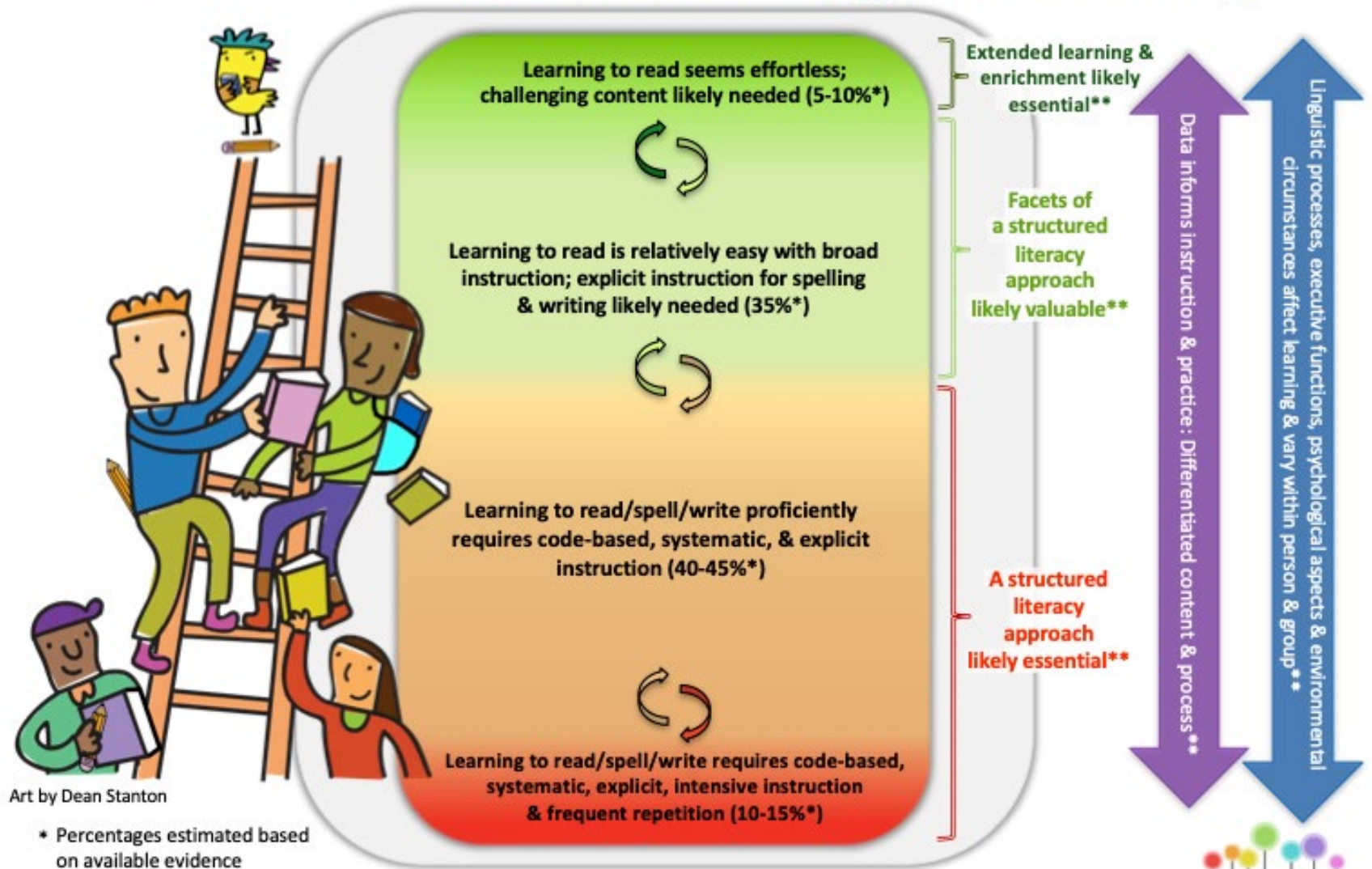


**All students and teachers  
should benefit from  
instructional practice to  
support teaching and learning**

Nancy Young

(2021)

# The Ladder of Reading & Writing



Art by Dean Stanton

\* Percentages estimated based on available evidence  
\*\* Terms defined and references at [www.nancyyoung.ca](http://www.nancyyoung.ca)

**Word Recognition is  
NOT Based on  
Visual Memory**



# PRINCIPLES OF EFFECTIVE TEACHING OF READING, SPELLING, AND WRITING

Seven Recommended  
Principles and Practices of  
Instruction

(Moats; Speech to Print 2020)



# 1.

- **Explicit teaching of:**
  - phonological skills
  - sound–symbol correspondence (phonics)
  - fluent word recognition and text reading
  - Vocabulary
  - text comprehension
  - literature appreciation

...is necessary from when children begin school until they become proficient readers and writers.

**(Basically...Scarborough's Reading Rope)**

2.

**Phoneme awareness instruction,**

when linked to systematic decoding and spelling instruction,

*it is key*

to preventing reading failure in children who do not have these prerequisite skills.

Note: NRP stated: “Children who were taught to manipulate phonemes with letters benefited more in their spelling than children whose manipulations were limited to speech.”

# 3.

- It is better to teach the code of written English **systematically and explicitly** than it is to teach it randomly, indirectly, or incidentally.
- The **units for instruction** (sound, syllable, morpheme, word) should vary according to students' reading and spelling skill.

# 4.

- **The most effective programs** include daily exposure to a variety of texts and incentives for children to read independently and with others.
- Short exercises that build reading fluency may include speed drills on component skills, repeated readings of text, alternate reading with a partner, simultaneous oral reading of easy material, and daily independent reading

# 5.

- **Vocabulary** is best taught with a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning.
- Close reading of text for topic specific content is the most important activity for building comprehension.

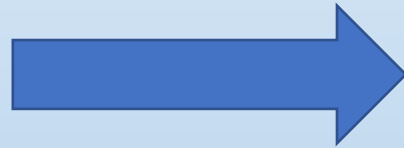
6.

- **Valuable comprehension strategies include:**
  - summarizing
  - clarifying
  - questioning
  - using graphic organizers
  - visualizing
- **Strategy instruction should be embedded in reading lessons focused on learning curricular content.**
- **Strategies such as formulating questions before, during, and after reading can be modeled explicitly by the teacher and practiced overtly during the purposeful reading of worthwhile literature.**

7.

**Effective teachers encourage frequent prose writing to enable deeper understanding of what is read.**

We learn to read from speech to print



## Sound Walls support all learners...

Very approachable

Used daily

Build words (and non-words) right away

Support a focus on sounds rather than letters

Build kinesthetic understanding (lips, tongue, teeth)

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



Sound walls  
*accompany*  
*instruction of sounds,*  
which is planned and  
sequential

# You Have to PLAN INSTRUCTION

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

**And**

**Phonics and spelling instruction**

(Rethink your approach to SIGHT WORDS)

- 26 letters in the alphabet
- 44 speech sounds in English
- 25 consonant sounds
- 19 vowel sounds
- over 240 combinations
- **early reading Or intervention instruction** should draw attention to speech sounds



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

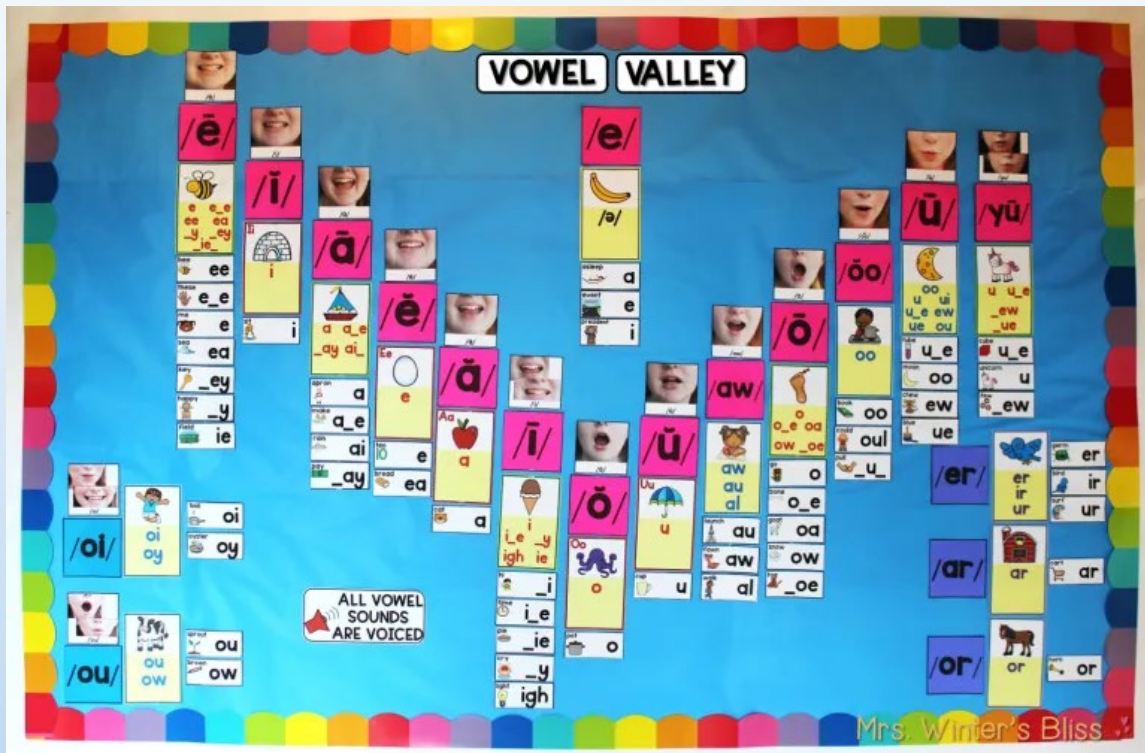


In the book, *Speech To Print: Language Essentials for Teachers*, there is a Scope & Sequence (pages 285-291)

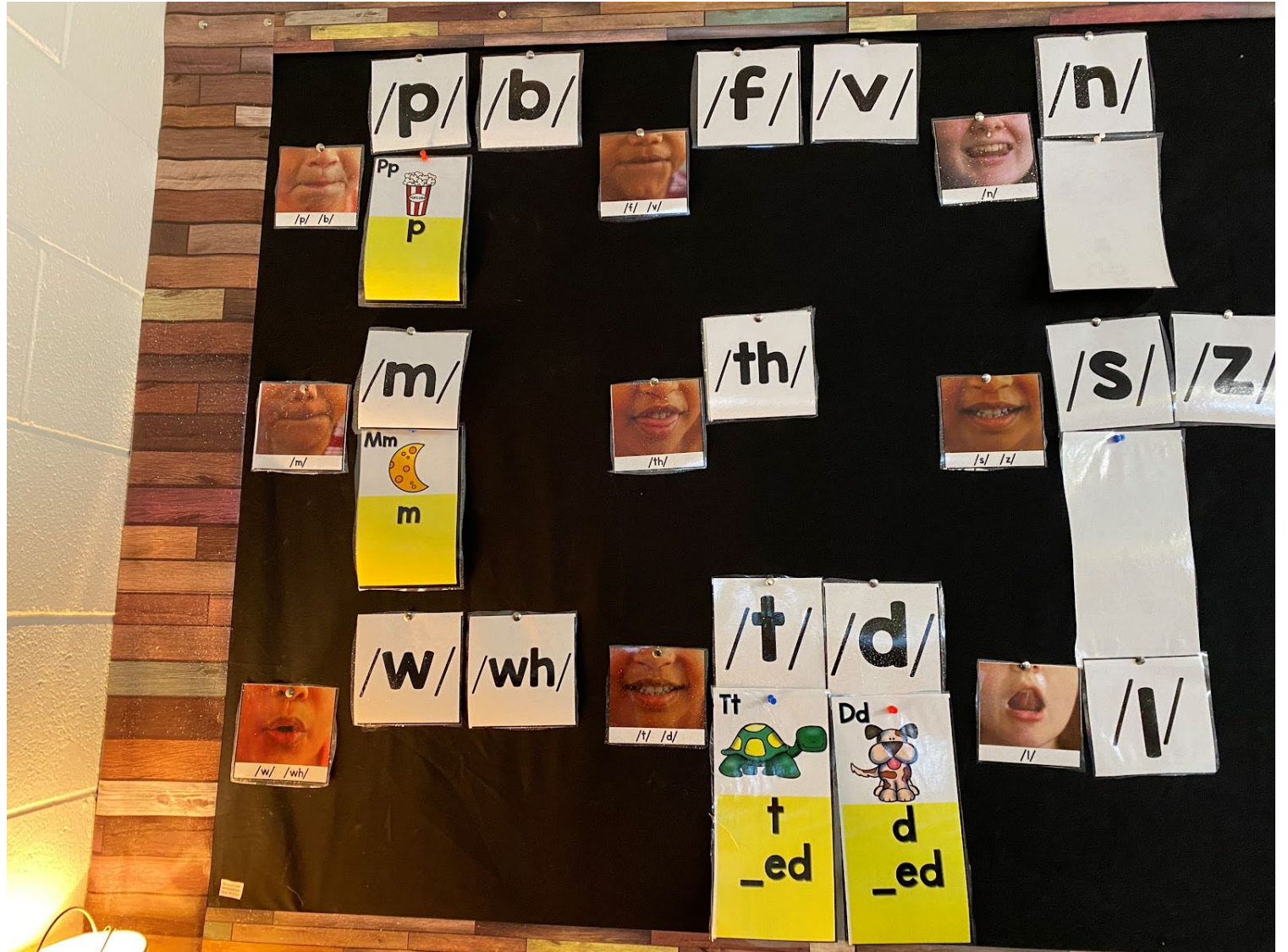


[Keys to Literacy:](#)  
[A suggested](#)  
[Scope & Sequence](#)

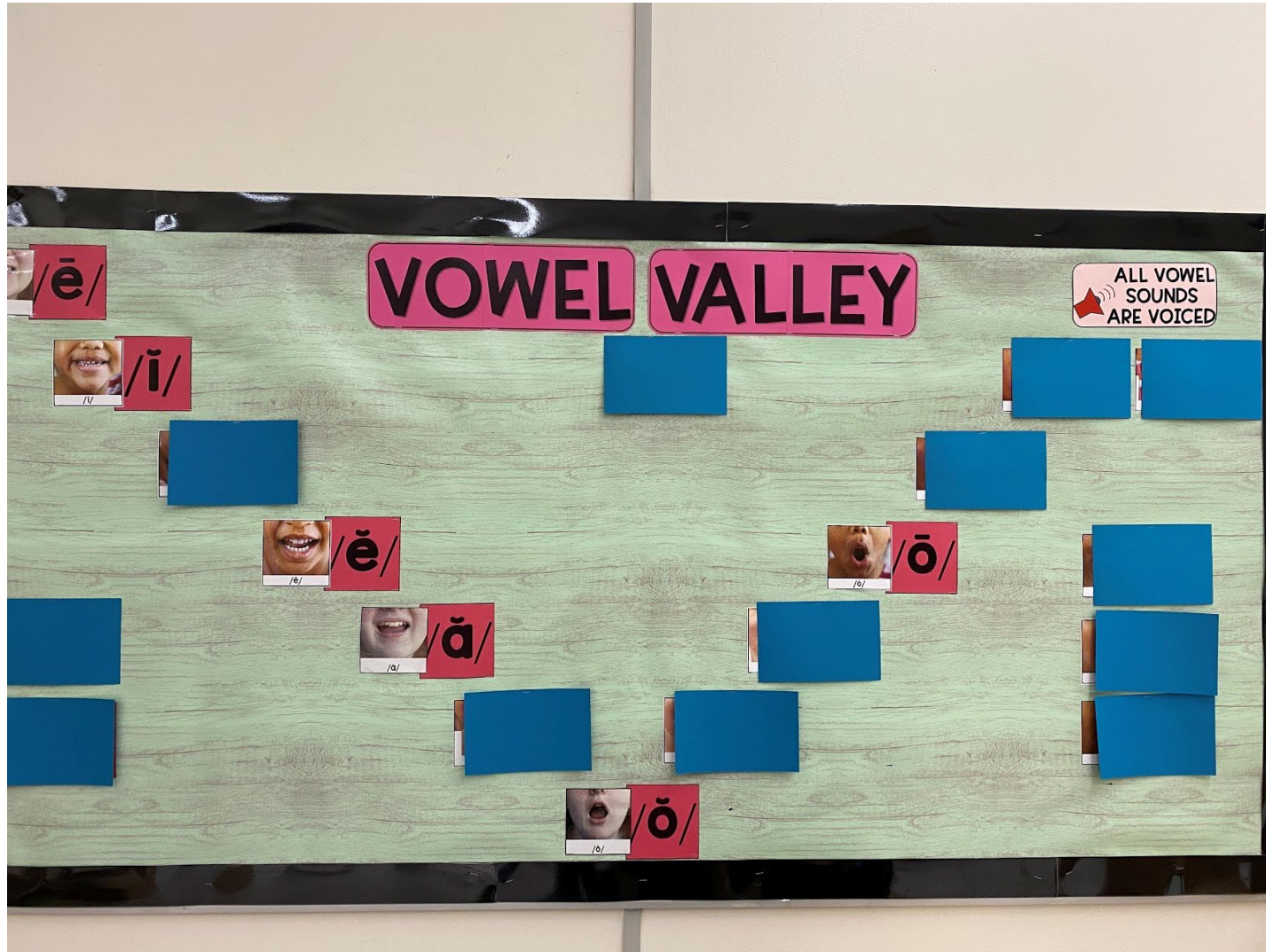
A  
Scope & Sequence  
is used  
to cover  
content



Sound Walls  
(what they can look like)



Courtesy of Madonna Elementary, Sherwood Park



Courtesy of Madonna Elementary, Sherwood Park

THE ENGLISH SOUND/SYMBOL SYSTEM  
AND KEY WORDS

CONSONANTS

Consonant Sound		Key Word	Quiet/Noisy	Stop/Continuant
/p/	LIP	pat	quiet	stop
/b/	PUFFERS	bat	noisy	stop
/t/	TONGUE	tin	quiet	stop
/d/	TAPPERS	din	noisy	stop
/k/	TONGUE	kale	quiet	stop
/g/	SCRAPERS	gale	noisy	stop
/f/	LIP	fat	quiet	continuant
/v/	BITERS	vat	noisy	continuant
/th/	TONGUE	breath	quiet	continuant
/th/	BITERS	breathe	noisy	continuant
/s/	SKINNY	sap	quiet	continuant
/z/	AIR	zap	noisy	continuant
/sh/	FAT	bash	quiet	continuant
/zh/	AIR	beige	noisy	continuant
/ch/	FAT	chug	quiet	stop
/j/	PUSHED AIR	jug	noisy	stop
/m/	FRONT NOSE	ram	noisy	continuant
/n/	MIDDLE NOSE	ran	noisy	continuant
/ng/	BACK NOSE	rang	noisy	continuant
/w/	NOISY WINDY	we	noisy	stop
/h/	QUIET WINDY	he	quiet	stop
/l/	FRONT LIFTER	lot	noisy	continuant
/r/	BACK LIFTER	rot	noisy	continuant

Sylvia  
Hannah  
Sinclair,  
*Why Your  
Child Can't  
Read & Spell  
and What  
You Can Do  
About It,*  
2007

THE ENGLISH SOUND/SYMBOL SYSTEM  
AND KEY WORDS

**VOWELS**

<b>Vowel Sound</b>	<b>Key Word</b>	<b>Quiet/Noisy</b>	<b>Stop/Continuant</b>
/ee/	eek	noisy	continuant
/i/	if	noisy	continuant
/e/	ebb	noisy	continuant
/ae/	ape	noisy	continuant
/a/	am	noisy	continuant
/u/	us	noisy	continuant
/o/	on	noisy	continuant
/oe/	foe	noisy	continuant
/oo/	book	noisy	continuant
/oo/	hoot	noisy	continuant
/ie/	pie	noisy	continuant
/ue/	hue	noisy	continuant
/ow/	how	noisy	continuant
/oy/	toy	noisy	continuant
/er/	per	noisy	continuant
/or/	nor	noisy	continuant
/ar/	far	noisy	continuant

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# THE ENGLISH SOUND/SYMBOL SYSTEM AND KEY WORDS

## BORROWERS

Letter	Sound	Key Word	Quiet/Noisy	Stop/Continuant
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x	/z/ /ks/ /gz/	xylophone mix example	noisy quiet noisy	continuant stop/continuant stop/continuant
qu	/kw/ /k/	quiet antique	quiet, noisy quiet	stop/stop stop
y	/ee/ /ee/ or /ie/  /ie/ /i/ or /ie/	yell happy, (after “f”) satisfy try gym, rhyme	noisy noisy  noisy noisy	continuant continuant  continuant continuant

**IMPORTANT NOTE ONE:** Sounds are included within slashes, e.g., /f/, /ee/.

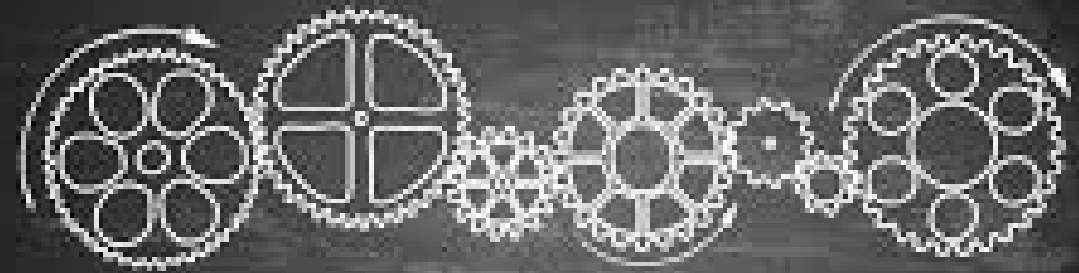
**IMPORTANT NOTE TWO:** There are forty distinguishable sounds.

**IMPORTANT NOTE THREE:** The /zh/ exists as a sound in English but it is never spelled as “zh”. It is represented by several different spellings, e.g., “si”, “s”, “ge”, “z”.

**SOURCE:** Why Your Child Can’t Read And Spell And What YOU Can Do About It

Sylvia Sinclair, 2007

Sylvia Hannah  
Sinclair, *Why Your  
Child Can’t Read &  
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2007



**IMPLEMENTATION**





Let's Practice!

THE ENGLISH SOUND/SYMBOL SYSTEM  
AND KEY WORDS

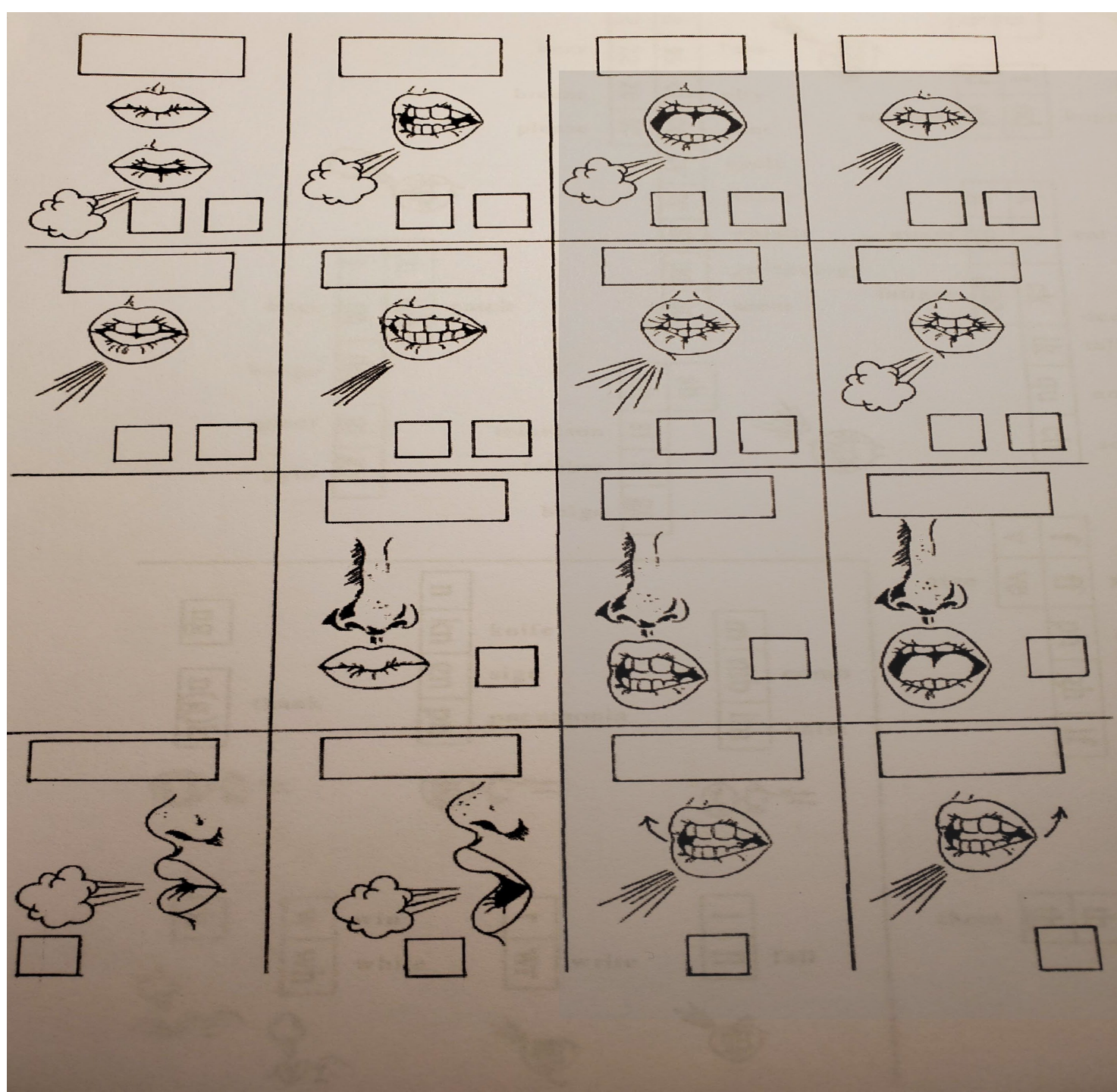
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/z/	AIR	zap	noisy	continuant
/sh/	FAT	bash	quiet	continuant
/zh/	AIR	beige	noisy	continuant
/ch/	FAT	chug	quiet	stop
/j/	PUSHED AIR	jug	noisy	stop
/m/	FRONT NOSE	ram	noisy	continuant
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/w/	NOISY WINDY	we	noisy	stop
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













Sylvia  
Hannah  
Sinclair,  
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# BROTHERS (consonants)

...Voiced and  
Unvoiced



# Consonants

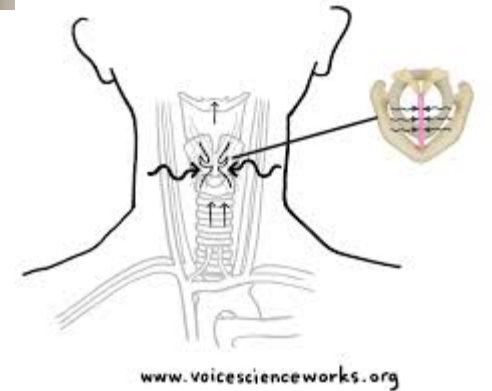
	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue Behind Top Teeth	Lips Rounded, Tongue Back	Back of Tongue Lifted	Back of Throat
Stop	/p/  /b/ 			/t/  /d/ 		/k/  /g/ 	
Nose	/m/ 			/n/ 		/ŋ/ 	
Fricative		/f/  /v/ 	/θ/  /ð/ 	/s/  /z/ 	/ʃ/  /ʒ/ 		/h/ 
Affricate					/tʃ/  /dʒ/ 		
Glide					/j/  /w/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

# Voiced Sounds/Unvoiced Sounds

Use the mirror

Feel the Voice Box

Vibrations!





## Lip Puffers

---

**p**

**b**



## Tongue Tappers

t  
d



## Tongue Scrapers

k

g



## Lip Biters

f

v



Tongue Biters

th

th



Skinny Air

S

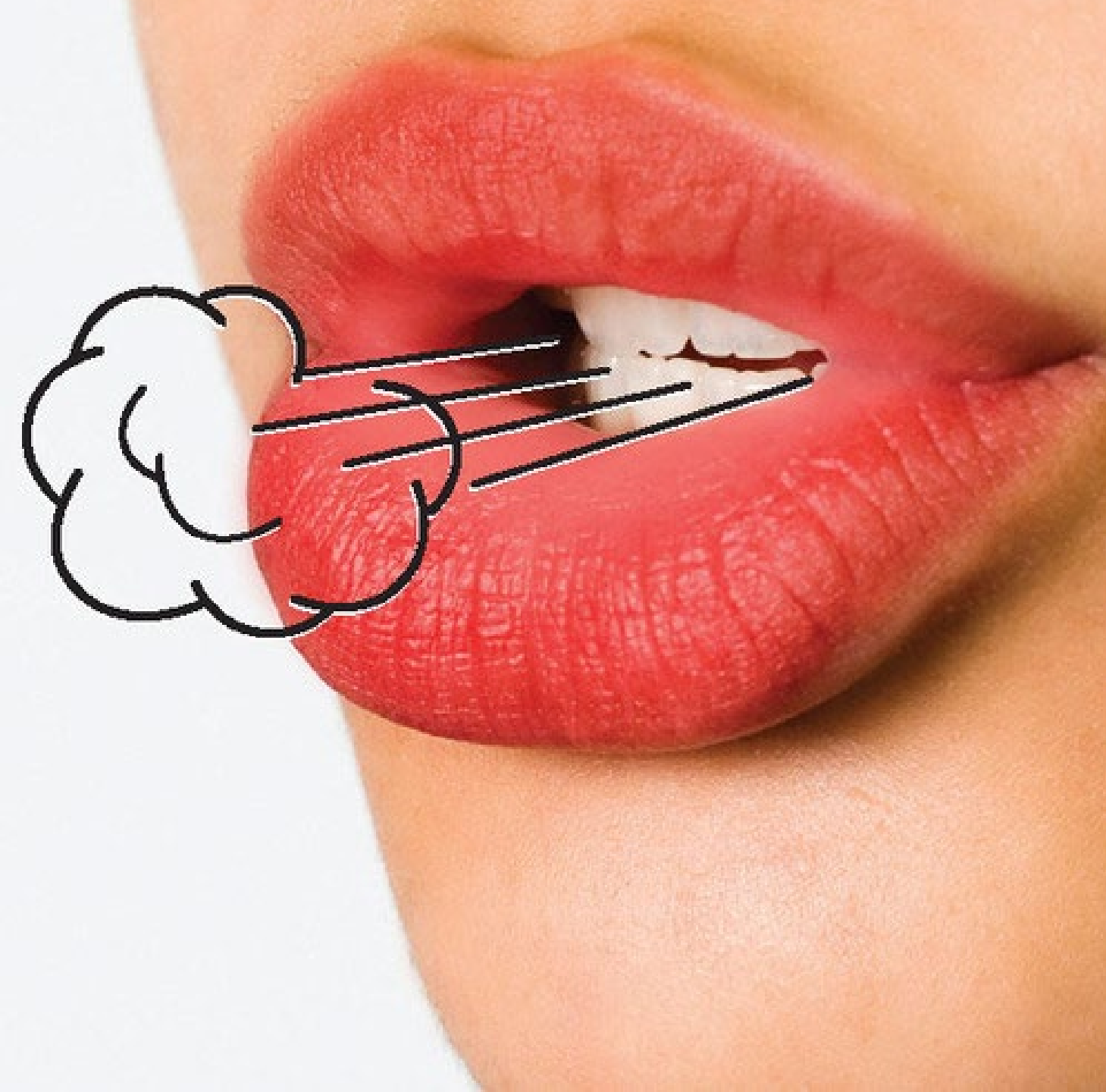
Z



Fat Air

sh

zh



Fat Pushed Air

ch

j



## Nosey Sounds

m

n

ng

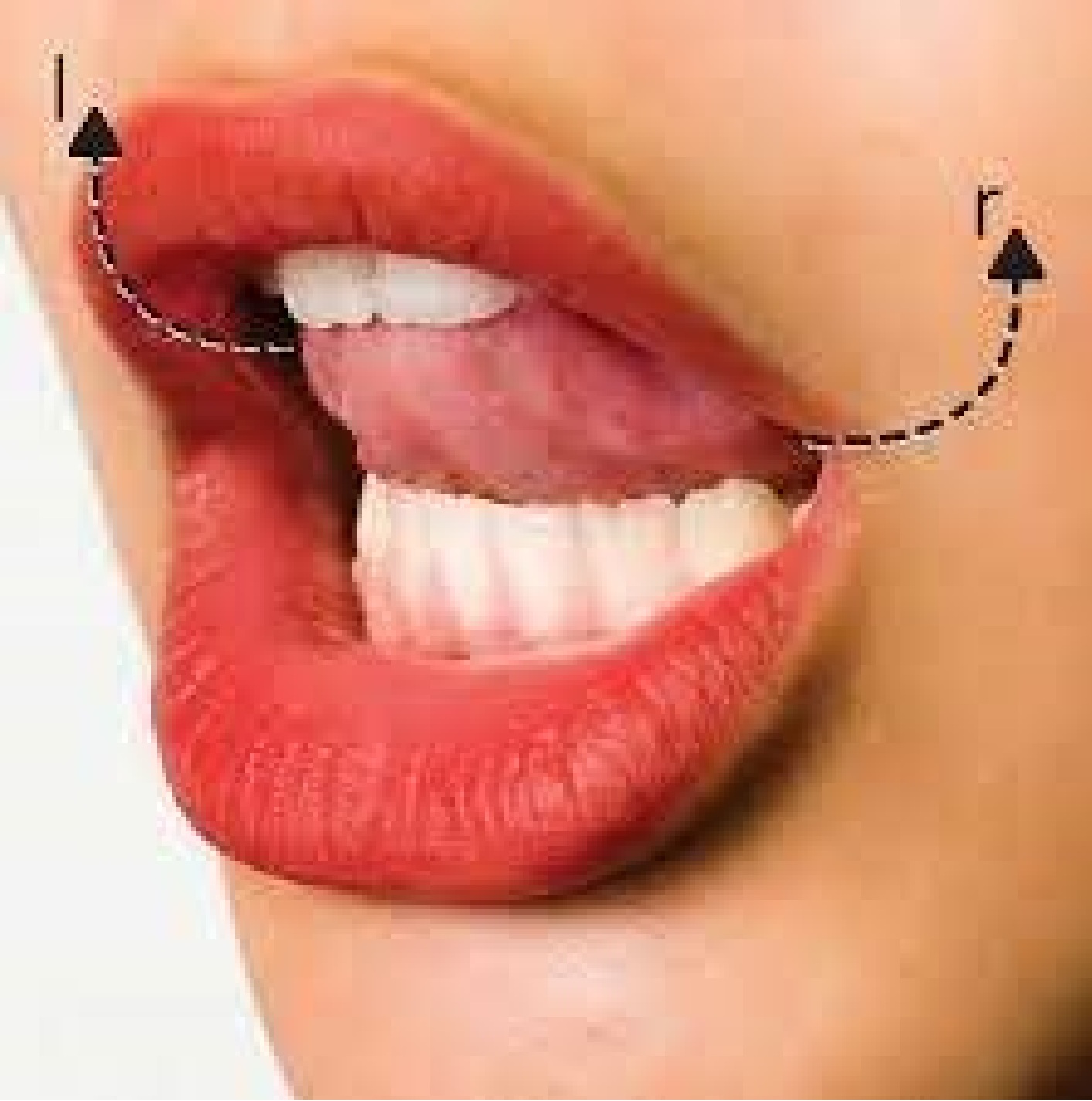


Windy Sounds

w

h

wh




Lifters

l

r

# ALTERNATE CONSONANT SPELLINGS CHART




p	t	ed
b	d	ed

cat

k	c	ck	lk	qu	ch
g	gu	gue			


deck talk antique school



f	ff	ph	gh	lf
v	ve			

stuff phone laugh half


give



th
th

thin


them



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


buzz breeze please

fuss city cent cycle house whistle psychology scent



sh			
zh	si	s	ge

television leisure beige



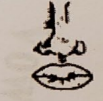
ch	tch			
j	ge	dge	gi	gy

huge hedge giant gym

catch


m	mb	lm
---	----	----

comb calm



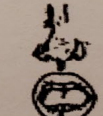
n	kn	gn	pn
---	----	----	----

knife sign pneumonia




ng	n(g)k
----	-------

thank




l	ll
---	----

fall




r	wr
---	----

write




w	wh
---	----

win white



h
---



Alternate Consonant Spellings

# THE ENGLISH SOUND/SYMBOL SYSTEM AND KEY WORDS

## BORROWERS

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qu	/kw/ /k/	quiet antique	quiet, noisy quiet	stop/stop stop
y	/ee/ /ee/ or /ie/  /ie/ /i/ or /ie/	yell happy, (after “f”) satisfy try gym, rhyme	noisy noisy  noisy noisy	continuant continuant  continuant continuant

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**SOURCE:** Why Your Child Can’t Read And Spell And What YOU Can Do About It

Sylvia Sinclaire, 2007

Sylvia  
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2007

Louisa Moats  
Shares  
Consonant  
Sounds



Speech Sounds of English:  
A Tutorial for *Speech to Print*

Part I: Consonants

THE ENGLISH SOUND/SYMBOL SYSTEM  
AND KEY WORDS

VOWELS

**VOWELS!**



Vowel Sound	Key Word	Quiet/Noisy	Stop/Continuant
/ee/	eek	noisy	continuant
/i/	if	noisy	continuant
/e/	ebb	noisy	continuant
/ae/	ape	noisy	continuant
/a/	am	noisy	continuant
/u/	us	noisy	continuant
/o/	on	noisy	continuant
/oe/	foe	noisy	continuant
/oo/	book	noisy	continuant
/oo/	hoot	noisy	continuant
/ie/	pie	noisy	continuant
/ue/	hue	noisy	continuant
/ow/	how	noisy	continuant
/oy/	toy	noisy	continuant
/er/	per	noisy	continuant
/or/	nor	noisy	continuant
/ar/	far	noisy	continuant

Sylvia  
Hannah  
Sinclair,  
*Why Your  
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2007



# The Vowel Valley

# Vowel Sounds



ee

i

e

ae

a

u

ue




ie

oy

ou

oi

ow



oo

oo

oe

ur

ir

er

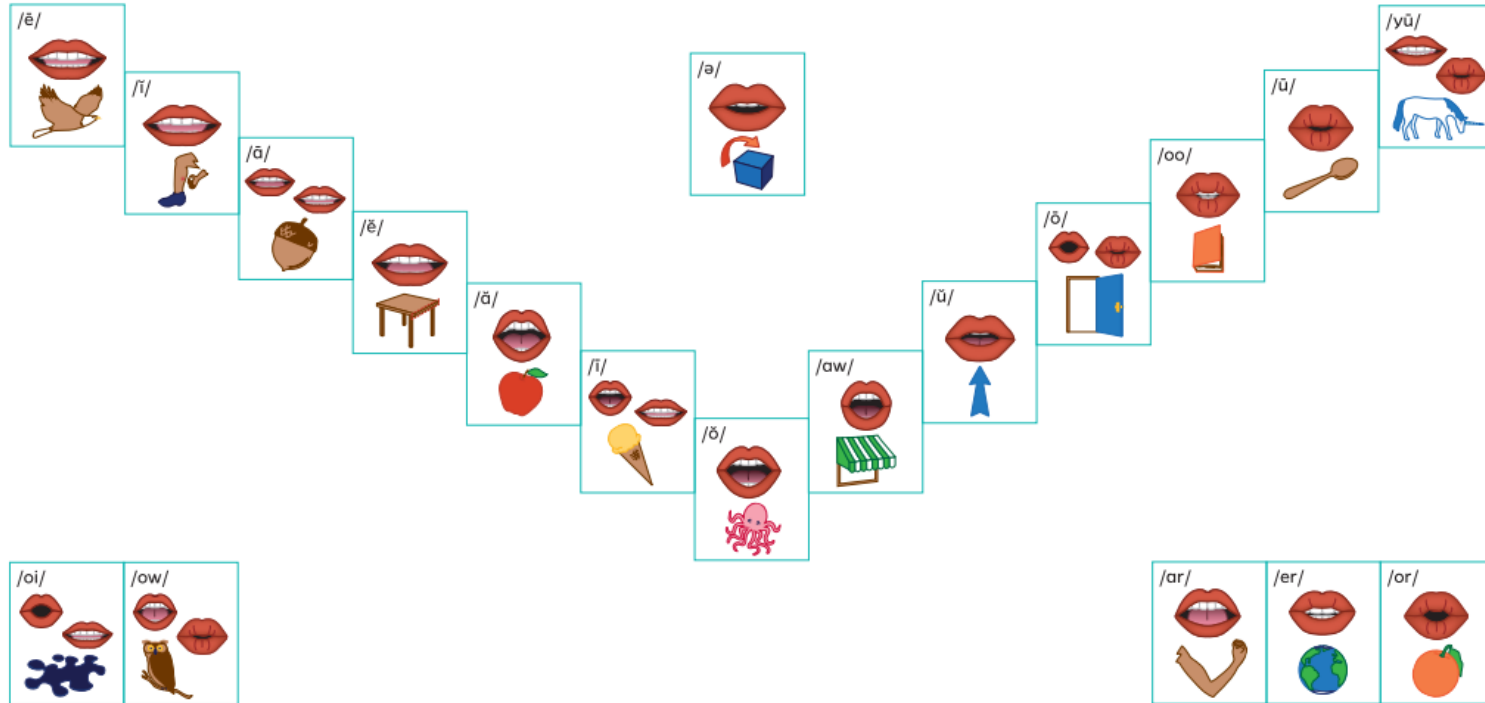
or

ar

CRAZYS

o aw au

# Vowels





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

**ī**

time  
pie  
right  
rifle  
by  
buy  
heist

**ə**

about  
lesson  
elect  
definition  
circus

**ŭ**

cup  
cover  
flood  
tough  
among

**ō**

fox  
father  
palm

**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**

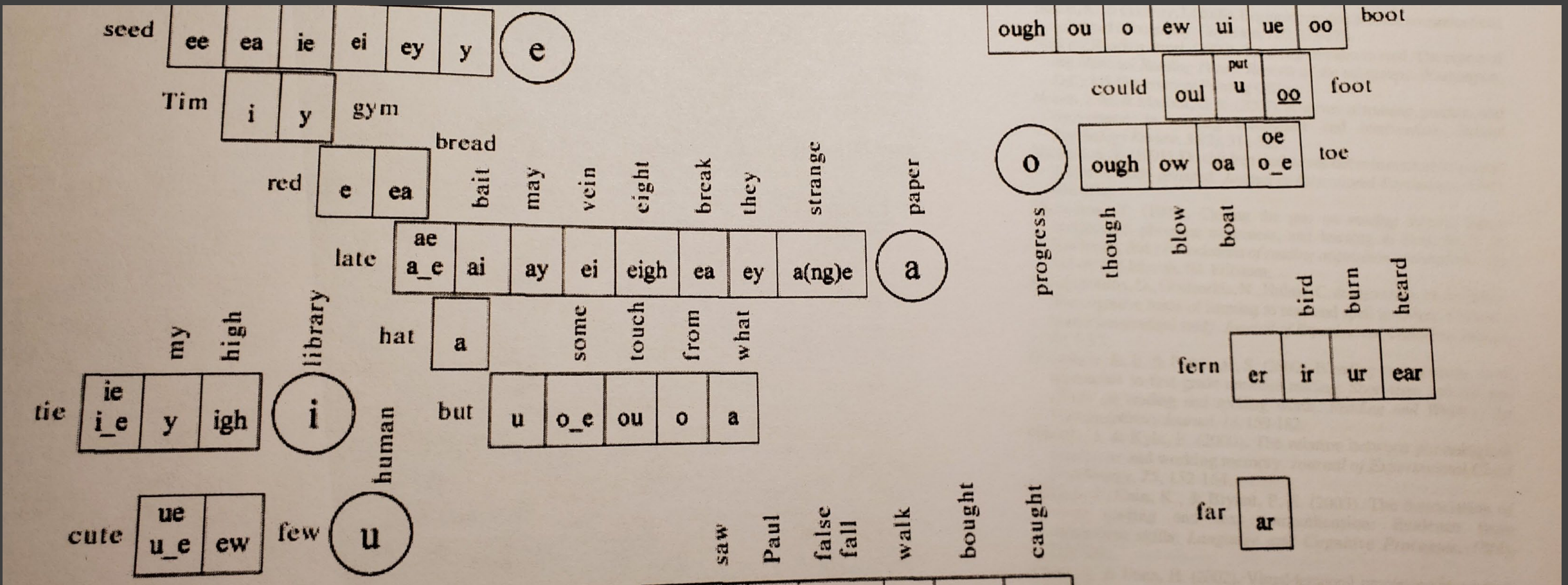
car

**or**

pour, or



Low, open



Alternate  
Vowel  
Spellings

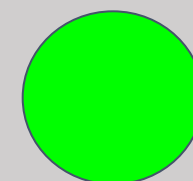
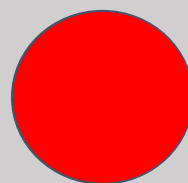
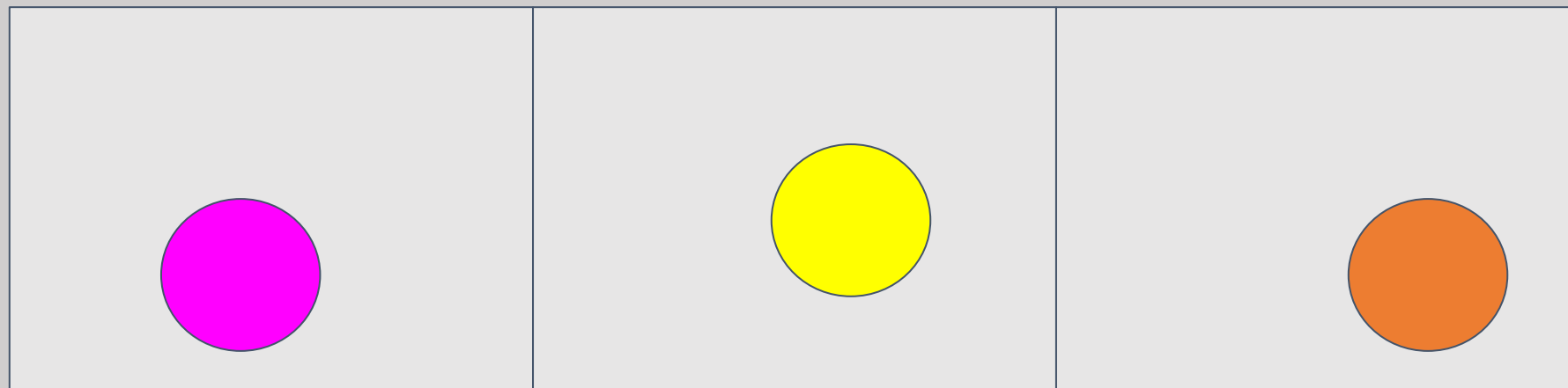
• **LiPS program; Lindamood Bell**

Louisa Moats  
Shares  
Vowel  
Sounds

Speech Sounds of English:  
A Tutorial for *Speech to Print*  
Part II: Vowels



# 4. Blending Board





# Making Words

5. Add in other consonants to create other “words”
6. Add in other vowels
7. Engage students by ORALLY giving them a word containing:
  - a. One sound (V)
  - b. Two sounds (VC)
  - c. Three sounds (CVC)
8. Move through the consonants
9. Move through the Vowel Circle/Vowel Valley
10. Don’t forget to add words to your Alternate Word Wall (based on Sound Wall sounds)

# Build a **DIFFERENT** Word Wall


...by sounds...

sh

ch


# Consonants Sound Wall

## STOP STOPS




p  
pig

put  
Pedro  
Penny




t \_ed  
tiger

time  
to  
too  
two




c k \_ck  
cat

call  
can  
come




k c \_ck  
kite

Kyle  
Kayla




b  
ball

by  
Blake



d \_ed  
dog

did  
do  
Dylan



g  
goat

get  
go  
got

## NASALS



m  
man

make  
me  
my



n gn kn  
pn \_nn  
nest

Nathalia




\_ng \_n\_  
king

## LIQUIDS



l \_ll  
lamp

like  
Lucy



r wr\_  
rabbit

right  
write  
wrong

## AFFRICATES



j \_dge  
gi ge gy  
jump

Jada  
Justin



ch \_tch  
chin

Charlie

Teaching  
Exceptional  
Kinders

# How do you introduce a sound wall?

[Pattan's Sound Wall Information video](#)

(21 minutes)



**1. START SLOWLY!**



**2. BEGIN WITH A PHONEMIC AWARENESS SCOPE AND SEQUENCE**



**3. THE SOUND WALL SHOULD BE EMPTY (OR COVERED) AT THE START**



**4. IT WILL GROW SLOWLY ONE PHONEME AT A TIME.**



...and

**When you introduce a new phoneme ask your students what is happening: (Hint-use a mirror)**

**-Lips**

**-Teeth**

**-Tongue**

**-Voice box are doing**

**-How is the air flowing through the mouth?**

**In a Lesson Direct,  
Explicit Instruction  
Involves :**

- **strategy instruction**
- **modelling**
- **demonstration**
- **feedback**
- **guided & independent practice**
- **repetition**
- **visual supports**
- **transfer**

All children need instruction that includes  
decodable texts

A row of approximately 15 hands of various skin tones and ages, all raised with palms facing forward. The hands are positioned against a dark green chalkboard background. The wrists and forearms are visible, showing a variety of clothing colors and patterns, including plaid, solid colors, and ribbed cuffs. The hands are arranged in a slightly staggered line across the width of the image.

All Along the Way...Decodable Books!

# Differences between

## Decodable books

Phonetically decodable text

Words used are in line with the child's phonics level

Main strategy for figuring out text: sounding out words

Irregular / more advanced phonics words are introduced gradually

Illustrations are supportive of the text

## Levelled books

Predictable text

Many words don't match the child's phonics skills

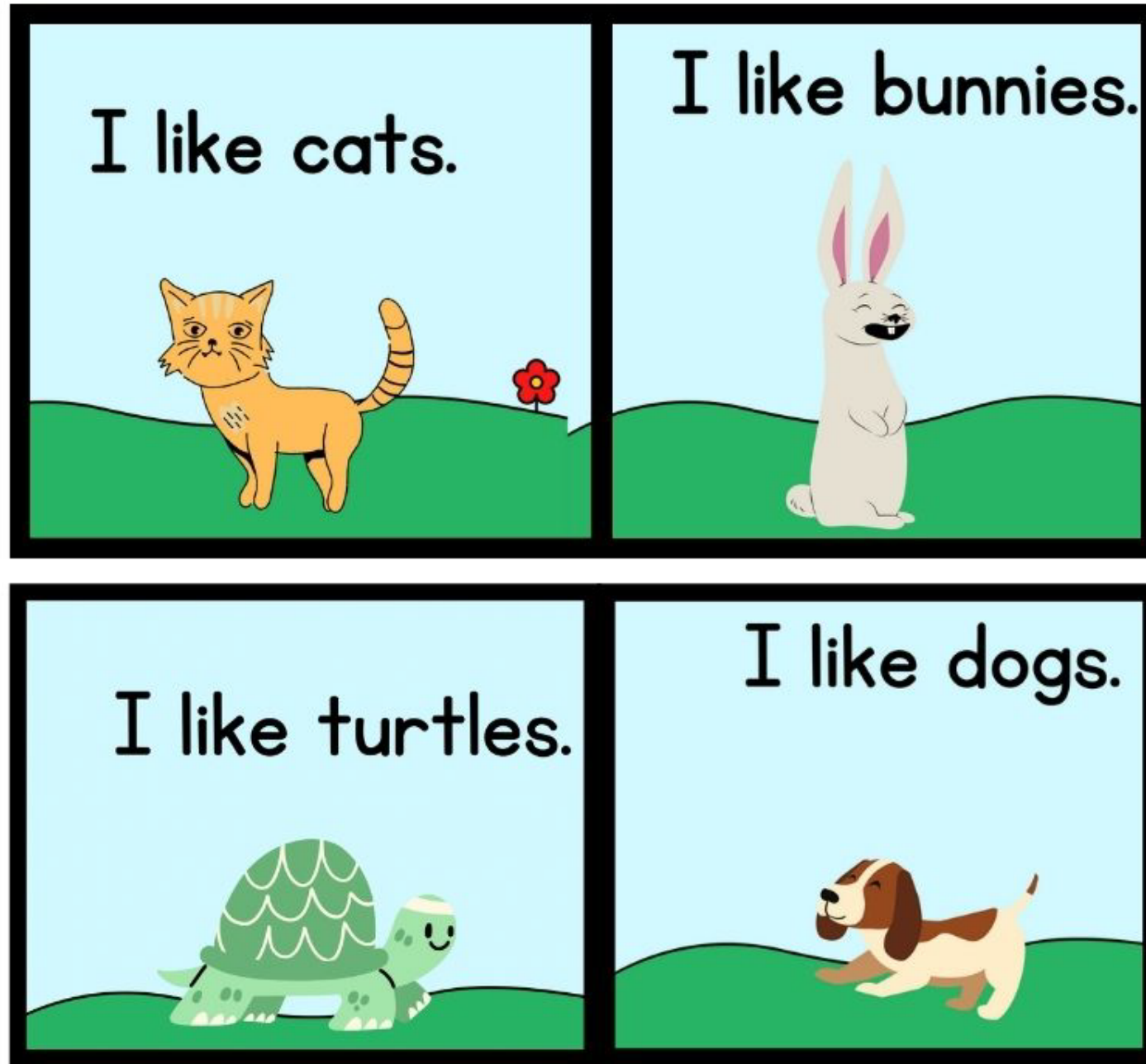
Main strategy for figuring out text: guessing

Many non-decodable words are used from the start

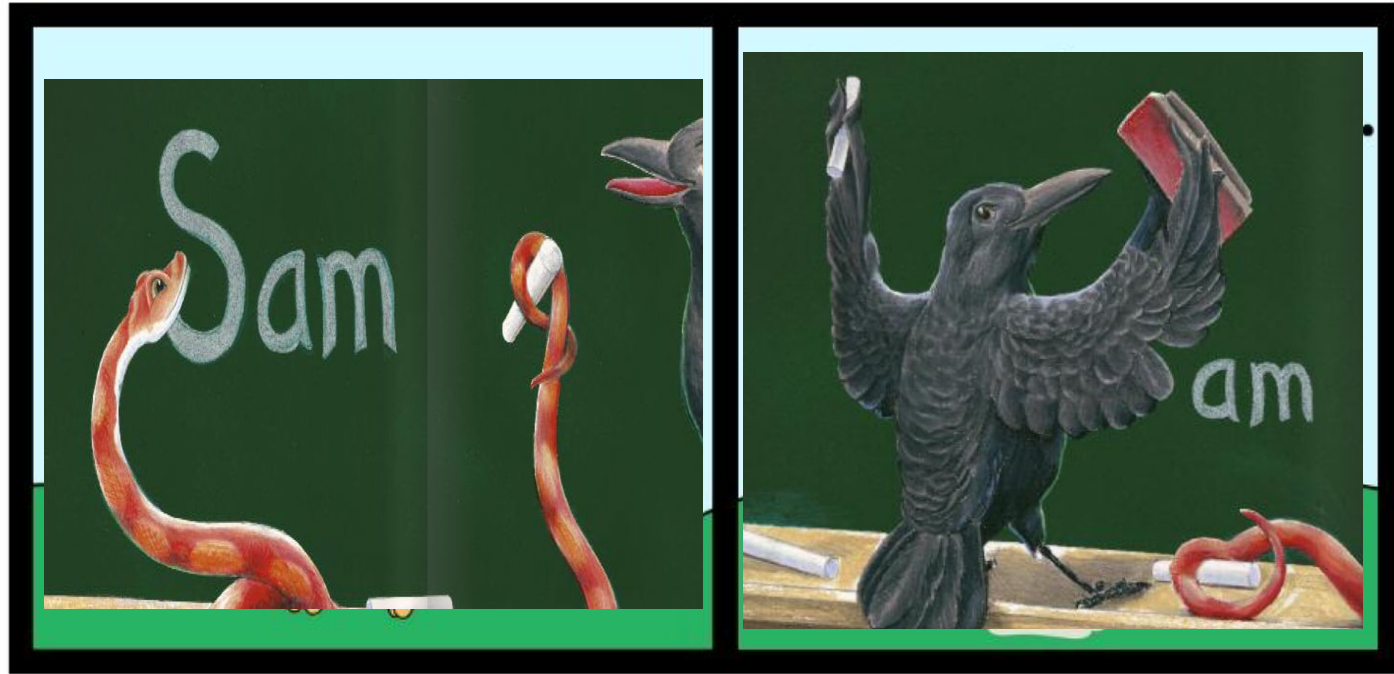
Illustrations reveal the story and words on the book



Example  
of a  
leveled  
book.



Example of a  
DECODABLE  
book.



# Decodable Text & leveled books

---

What is the difference between the two types of books?

---

A decodable book is a **book that has been carefully written** so as to contain only specific phonics patterns (and perhaps high frequency words).

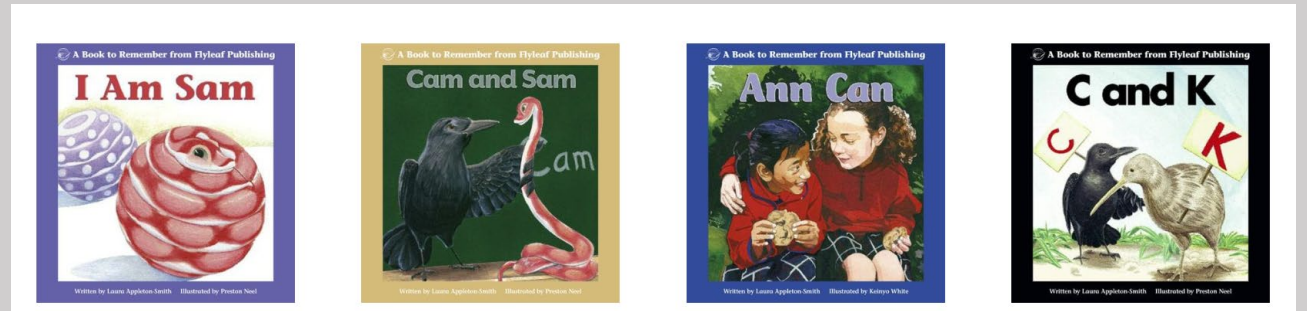
“controlled vocabulary”

---

Leveled books, on the other hand, are not as “controlled” for phonics patterns as are decodable texts....they focus on meaning

# Decodable Books-various

- Decodable Books-Information
- Decodable Text for Various Learning Levels/Ages (Reading Rockets)



## A LESSON in Structured Literacy follows a structured order every time

- a) Warm-up with sound drill
- b) Review of previously taught concepts
- c) Introduce the new rule
- d) Practice the new rule:
  - a) at the sound level, word level, sentence level
- e) Phonological awareness activities, spelling drills, spelling practice, sentence dictation
- f) Target activities based on identified areas of need for individuals based on student assessment
- g) Read varied text (decodables either mass-produced or teacher-created; include leveled books for practice beyond the decodables)



# Building a UFLI Sound Wall info

## Lesson Planning and Implementation Support



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)**

# Learning: use practice, application & review



**Daily Review of  
new  
sounds/Weekly  
Review of all!**



**Time needs to  
be set aside**



**Repetition and  
review are  
important**



**Use  
DECODABLE  
books**

Why I use a  
**SOUND WALL**  
instead of a word wall

50% OF WORDS ARE PREDICTABLE BY RULE.  
36% ARE PREDICTABLE EXCEPT FOR ONE SOUND.  
10% ARE PREDICTABLE WITH MORPHOLOGY AND  
WORD ORIGIN KNOWLEDGE.  
ONLY 4% OF WORDS ARE TRULY IRREGULAR.

SOURCE: HANNA, HANNA, HODGES, AND RUDORF (1966)

@happy.little.hearts

# Sound Walls 101

(Variety of individual videos  
from Michelle Trostle)





The faces we  
make as we  
teach  
SOUNDS!

# New Learn Alberta Assessment HUB

## Provincial Literacy Screening Assessments:

- LeNS (K, 1, 2)
- CC3 (K, 1, 2, 3, 4)
- Literacy Screening Assessment Support Documents
- Data Collection
- Reading Intervention Lessons

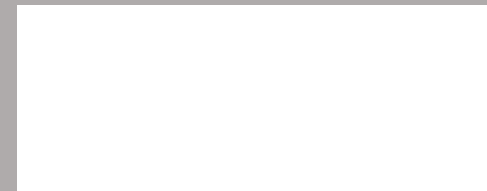
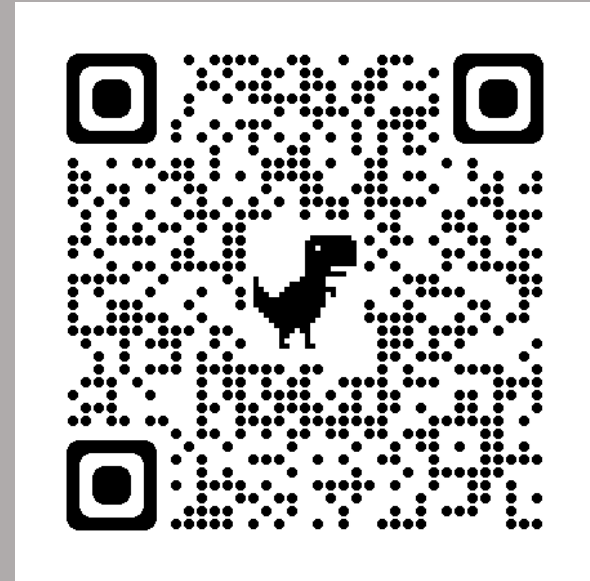
# Teacher/Classroom Assessments



- Diagnostic
- Assessment is used to drive instruction

# Assessments (Pre- & Post)

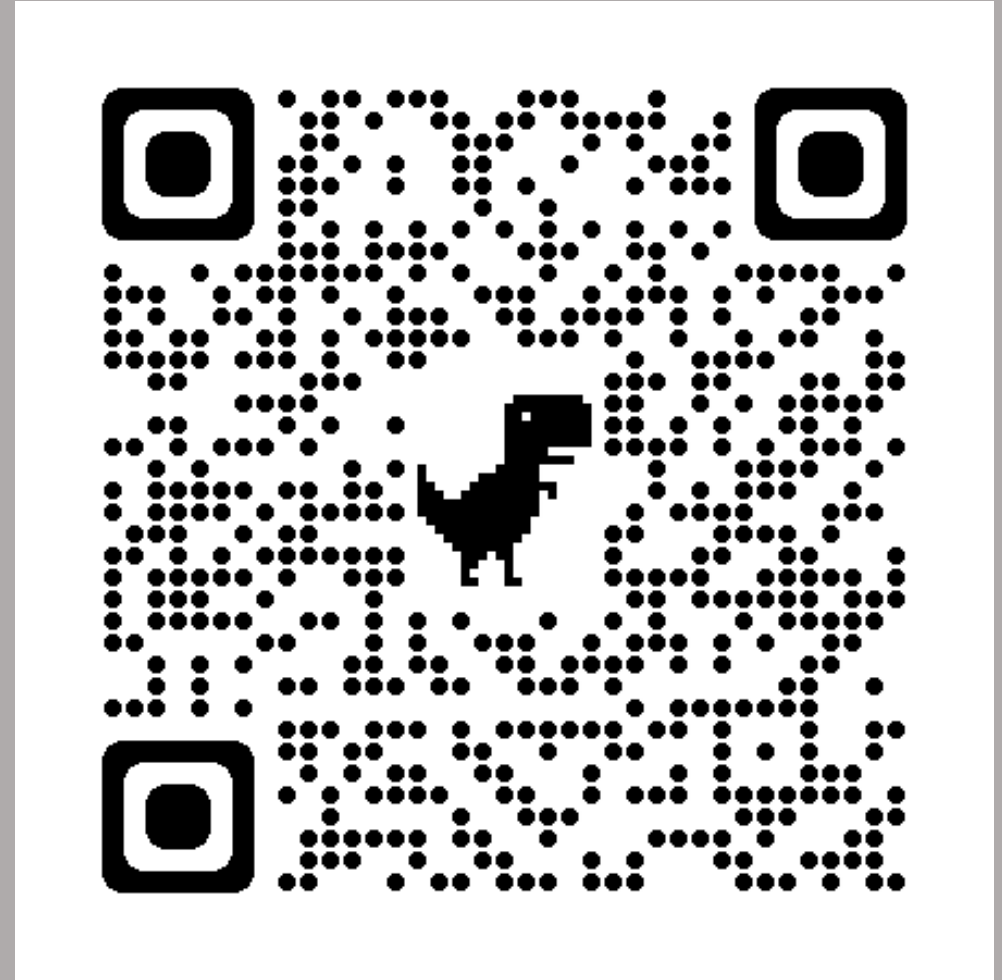
Heggerty



# Assessments

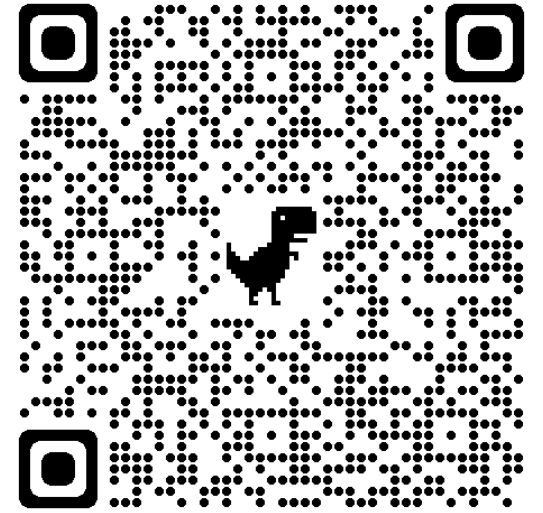
PAST

(PHONOLOGICAL AWARENESS  
SCREENING TEST)



# Assessments

95% Group Phoneme Substitution Screener  
(focus on David Kilpatrick's work)



- \*FORM X includes easier words for students in grades 1-2, and
- \*FORM Y has more challenging substitution prompts, including substituting sounds in a blend, allowing you to assess students in grades 3-4.

\*Note: Either of these Screeners can be used from grades 4-6 as needed

# Assessments

## Yopp Singer (phoneme segmentation)

(can be used from K-6 to determine if the student can identify the sounds within words)

# Phonological Awareness Screener

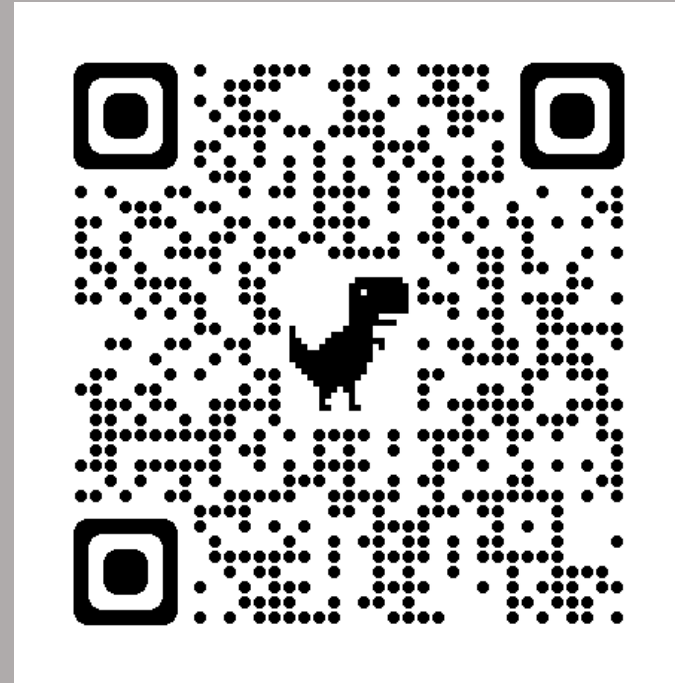


**Hastings and Prince Edward  
District School Board**

**Quick Phonological Awareness Screening (QPAS)**

# Other Assessments You May Use:

Right to Read Screening Assessment



# Sound / Letter Correspondences



## 60 Most Frequent\* Letter-Sound Correspondences

Grade 1

\* This list is comprised of the most common English grapheme-phoneme correspondences (as derived from sources on page 2); however, some alterations have been made to the order for pedagogical considerations.

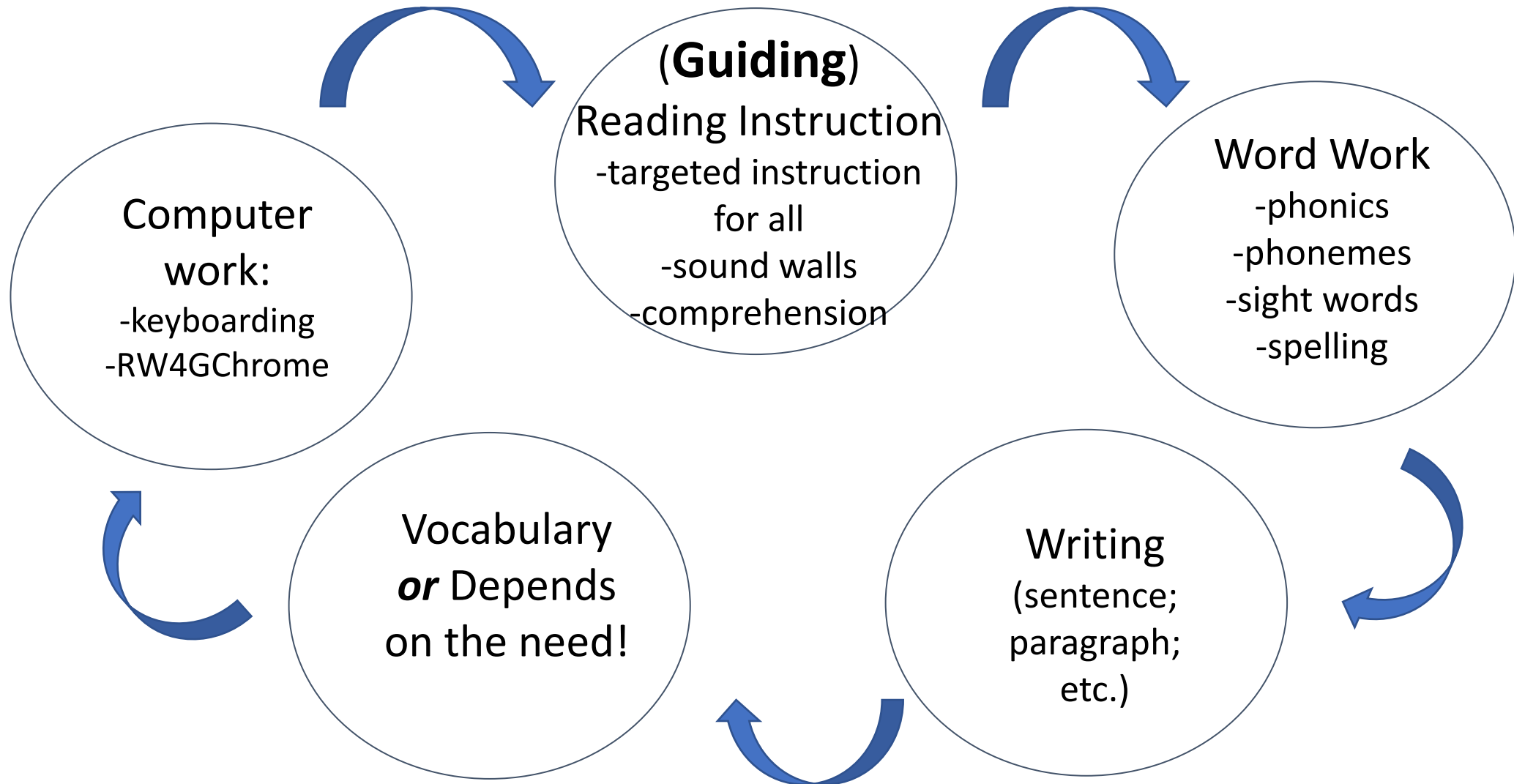


## 120 Most Frequent\* Letter-Sound Correspondences

Grade 2

\* This list is comprised of the most common English grapheme-phoneme correspondences (as derived from sources on page 4); however, some alterations have been made to the order for pedagogical considerations.

# Grouping for Literacy in the Classroom





## Florida Center for Reading Research

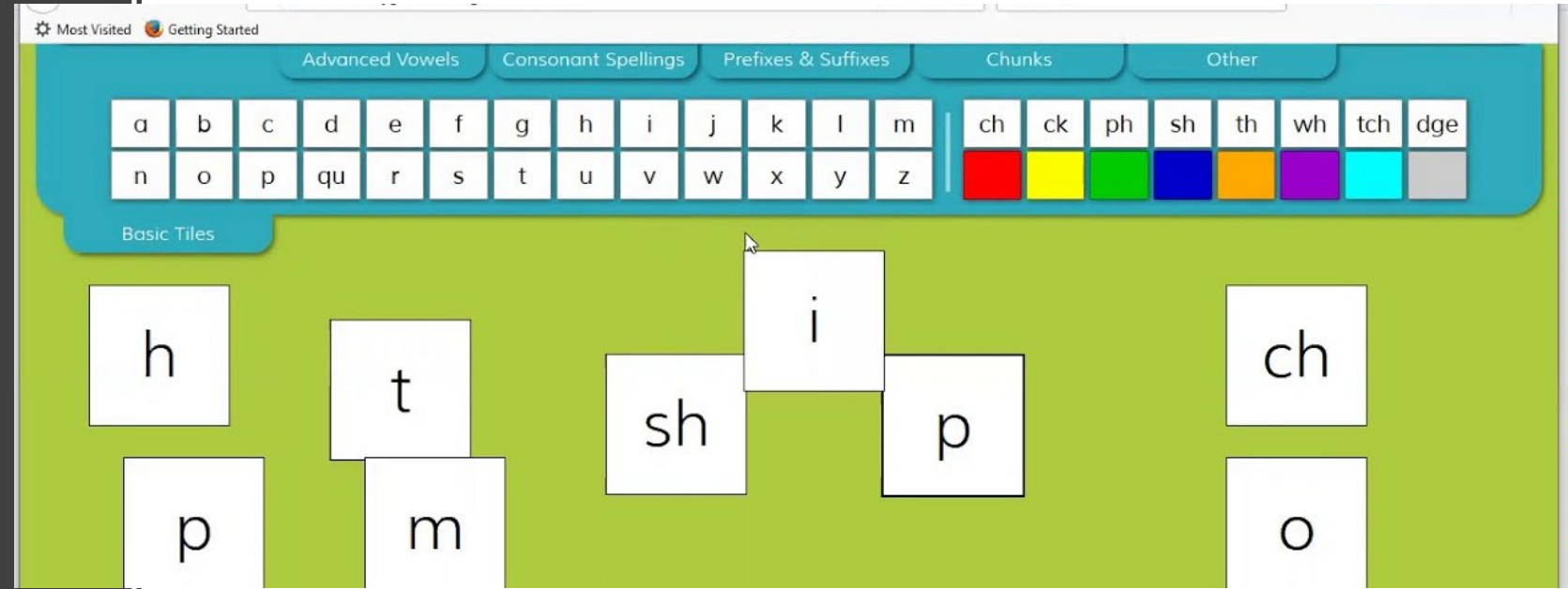
Pre-K (our kindergarten)

K-1 (our 1-2)

2-3 (our 3-4)

4-5 (our 5-6)

Reading  
Great  
Reading  
Letter Tiles



Sound Walls for Upper  
Elementary & Junior High



# Where to Start With Morphology (Division 2)

---

Morpheme Magic-Lessons to Build Morphological Awareness for Grades 4-12 Deb Glaser

---

Mini Matrix-Maker Neil Ramsden

---

Word Works Kingston, Dr. Peter Bowers

---

Empower Learning Center, Lisa Barnett

---

Structured Word Inquiry in the Classroom, Mary Beth Steven

---

Dyslexia Training Institute, Dr. Kelli Sandman-Hurley & Tracy Black-Zaretsky

# Structured Word Inquiry (SWI):

**Peter Bowers**

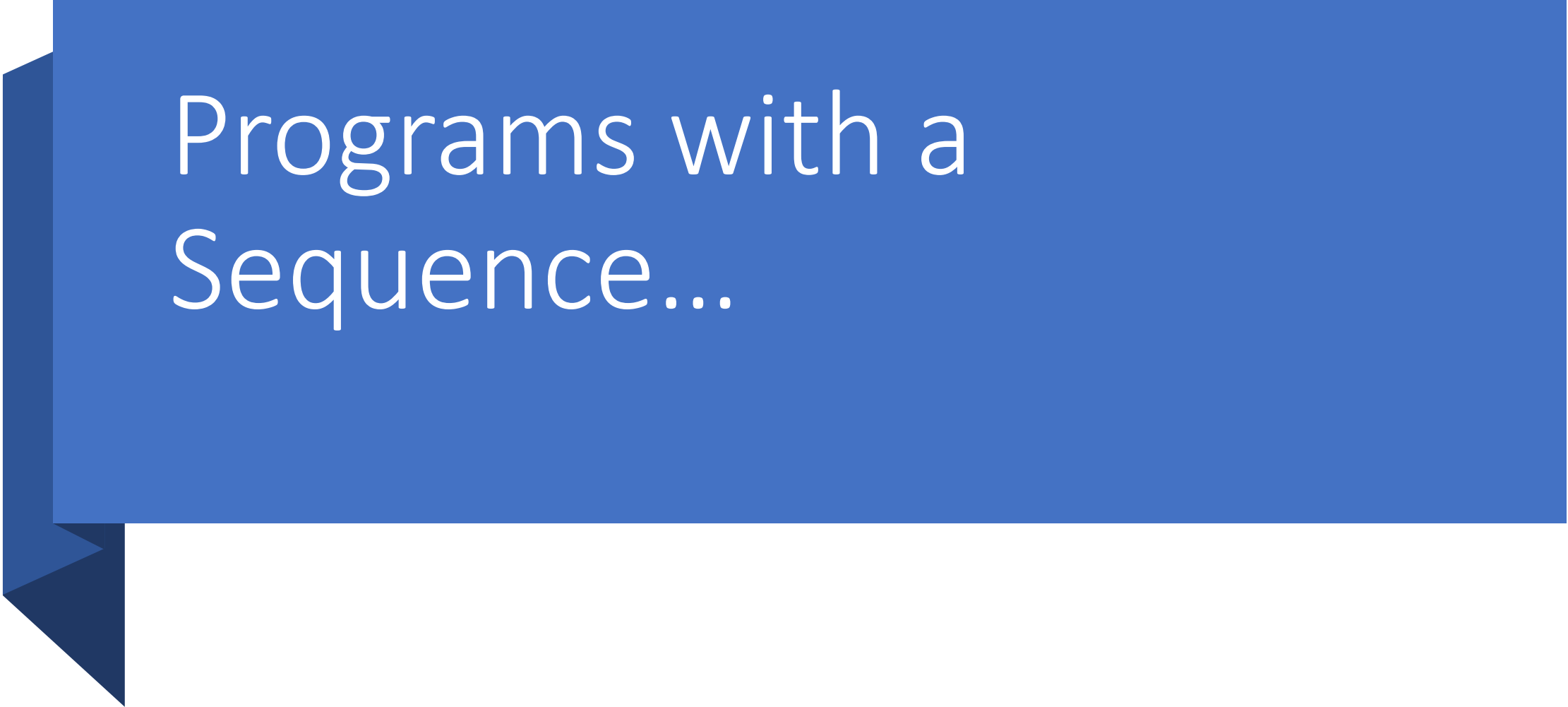
**“Repeat after me the Orwellian mantra: There are no exceptions, just more rules to uncover.”** Greg Ashman, *Structured Word Inquiry gets curiouser and curiouser*

## Word Matrix

in	vestige	i	al	ly
		ate	ed ing ive s	
			ion	s
			or	s y
		es		

## Word Family Sums (12)

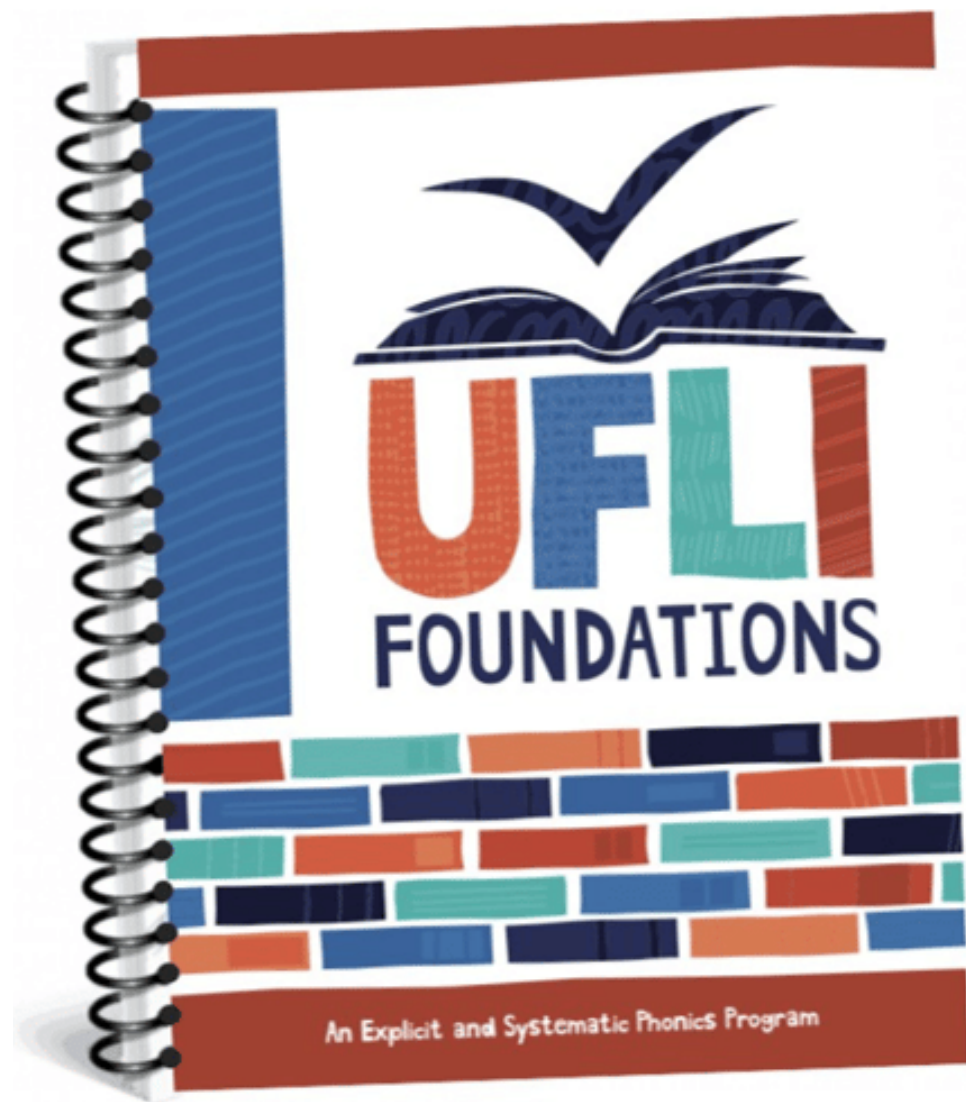
in + vestige + ate -> investigate  
 in + vestige + ate + ed -> investigated  
 in + vestige + ate + s -> investigates  
 in + vestige + ate + ing -> investigating  
 in + vestige + ate + ion -> investigation  
 in + vestige + ate + ion + s -> investigations  
 in + vestige + ate + ive -> investigative  
 in + vestige + ate + or + s -> investigators  
 in + vestige + ate + or + y -> investigatory  
 vestige + es -> vestiges  
 vestige + i + al -> vestigial  
 vestige + i + al + ly -> vestigially

A blue speech bubble graphic with a white text area. The bubble has a dark blue shadow on the left side, giving it a 3D effect. The text is centered within the white area.

Programs with a  
Sequence...

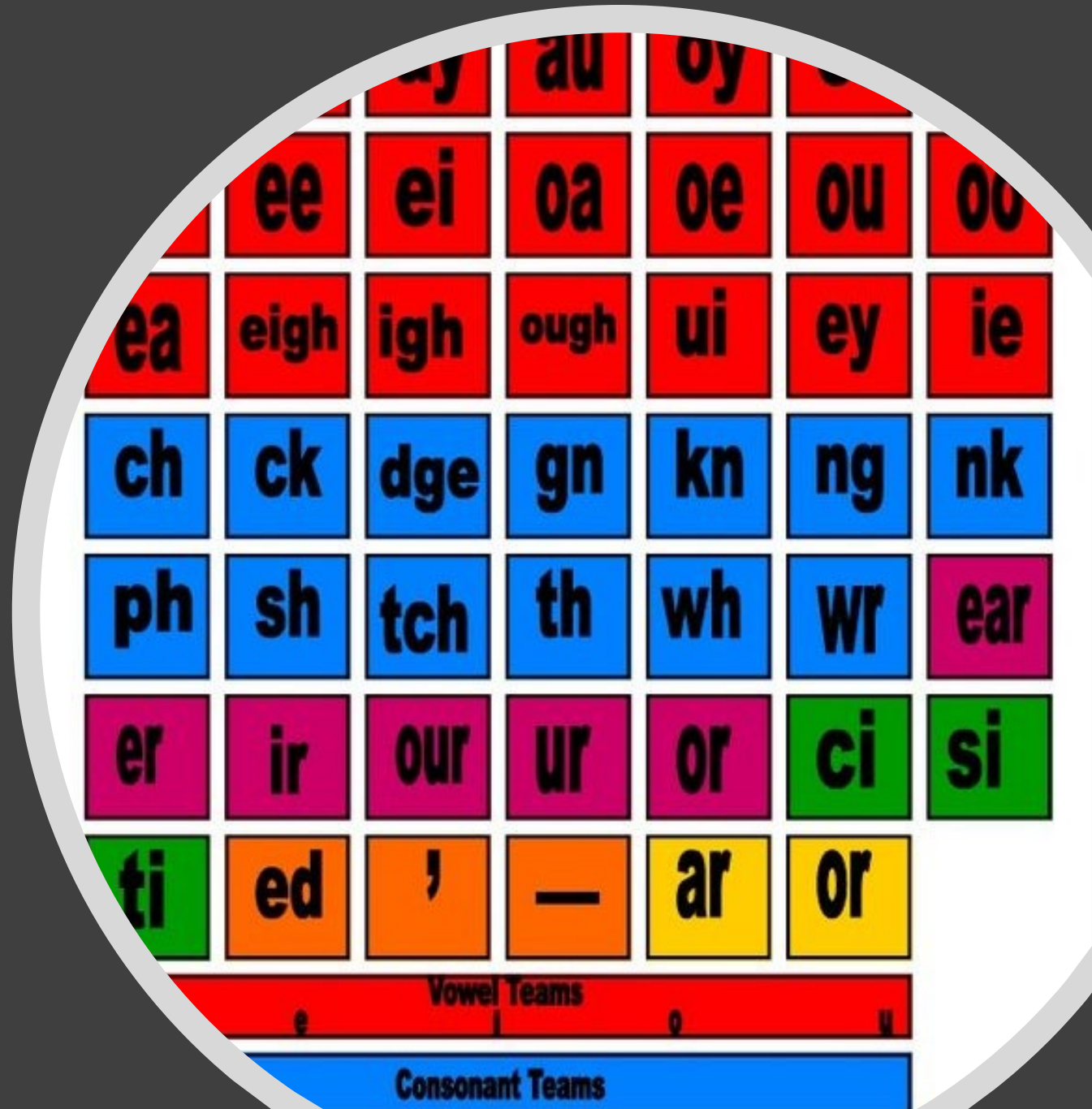
UFLI Google Doc  
with Link

(by Kelly Gibbs)



You can find a lot of free and paid cards to use...or make your own!

## Phoneme/Grapheme Cards (Tools4Reading)



# LiPS

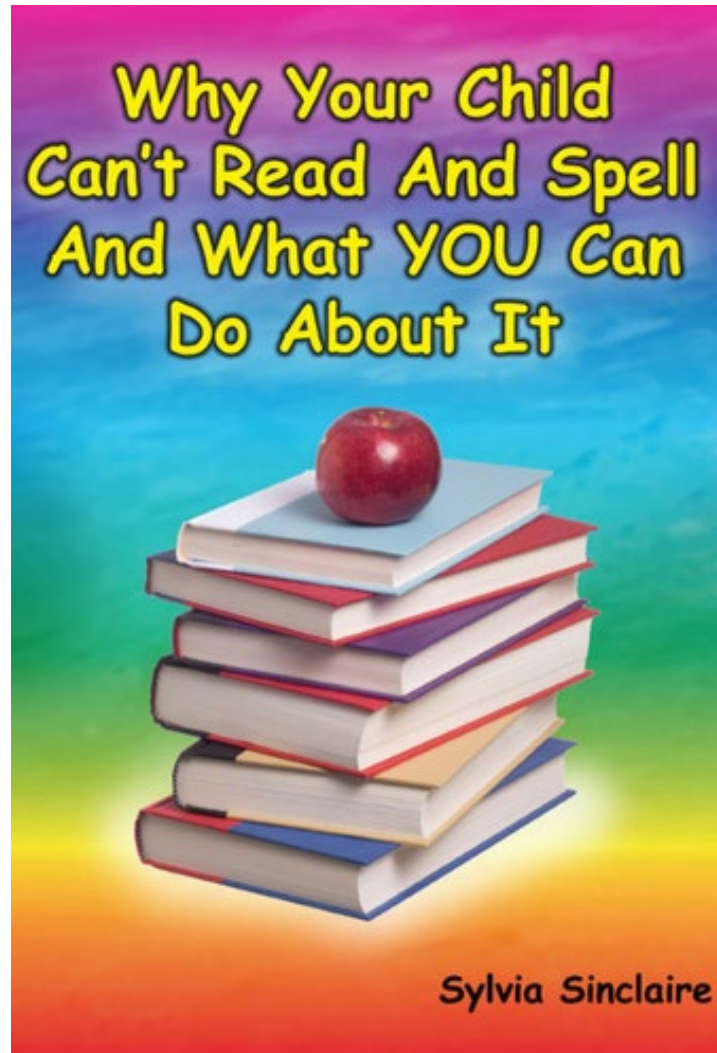


The *LiPS: Lindamood Phoneme Sequencing*<sup>®</sup> Program for Reading, Spelling, and Speech- Fourth Edition...

...is a comprehensive multisensory program that uses explicit, systematic instruction to develop phonological awareness, decoding, spelling, and reading skills. The goal of *LiPS* is to develop fluent readers and competent spellers.

[For Purchase: "Phonological Awareness Sequencing Stories \(PAS\)" by Sylvia Sinclaire Hannah \(\\$100 US\)](#)

Why Your Child  
Can't Read and  
Spell and What  
YOU can Do  
About It



**Sylvia Sinclaire**

(Similar to LiPS)

# How AM I GOING TO DO THIS?!?!

- Start slow...it's a marathon, not a race
- Assign time DAILY
- Teach ONE phoneme/grapheme relationship at a time
- As a new grapheme is taught, add a printed word next to the keyword and mouth form picture
- Add to
- Take away if you need to!
- Change it if it doesn't work

*It does  
not matter  
how slowly  
you go  
as long as  
you do not  
stop.*

- CONFUCIUS

**“every student  
deserves a chance at  
literacy”**

Louisa Cook Moats, 2020

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

- David A. Kilpatrick, Ph.D.

Things you  
can read:

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**1. Explicit Instruction (Anita Archer) - website**

---

**2. Equipped for Reading Success (David Kilpatrick) - book**

---

**3. Speech to Print (Louisa Cook Moats) - book**

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**4. Whole Language Hijinks (Louisa Cook Moats) - article**

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**5. Teaching Reading IS Rocket Science (Louisa Cook Moats) - article**

---

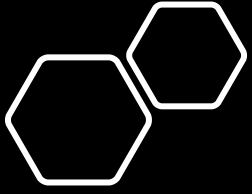
**6. Structured Literacy and Typical Literacy Practices (Louise Spear-Swerling) - article**

---

**7. Structured Literacy-An Introductory Guide (IDA) - article**

---

**8. Dr. Mary Dahlgren (click for a 1.5 hr session) - video**



ERLC

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



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# Sound Walls (English) - 2 part series Sessions by Kelly Gibbs, ERLC

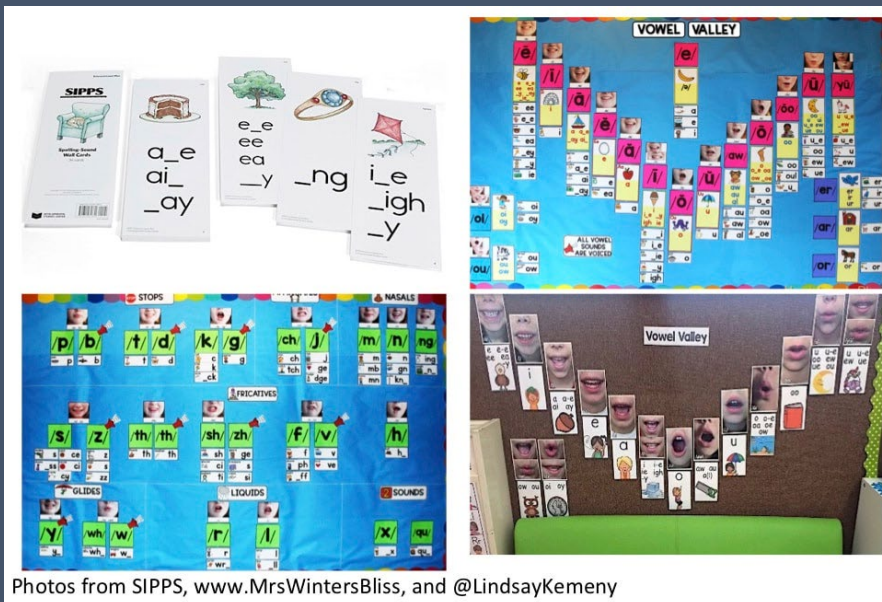


Repeat sessions:

- Monday, January 23 & Monday, January 30, 2023

Repeat sessions:

- Tuesday, April 11 & Tuesday, April 18, 2023



Photos from SIPPSS, [www.MrsWintersBliss.com](http://www.MrsWintersBliss.com), and [@LindsayKemeny](https://www.instagram.com/LindsayKemeny)



A look at decoding



KELLY.GIBBS@ERLC.CA

