Does Phonics Have You
Grades K - 2
Genius

Enough

Refi

Unfair
Fulton County Schools Literacy Vision
All students will be readers, writers, listeners, and speakers in order to learn to their full potential.

Fulton County Schools Literacy Mission
Provide each student with evidence-based, explicit literacy instruction; personalized supports; and resources across all content areas so that each student will achieve above average growth each year.

**Phonics**: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

**Guided Reading**: A teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Teachers work with a small group of students who demonstrate similar reading behaviors and read on similar instructional levels.

**Writing Workshop**: A deliberately predictable environment with three basic time components: teaching time, writing time, and sharing time. The workshop typically starts with explicit instruction, usually in the form of a 10-minute minilesson.
Choice for Demonstrating Learning

Mastery Based Assessments
Flexible Pacing

Just in Time Direct Instruction
Varied Strategies

Co-Planning Learning
Choice and Voice

Choice for Demonstrating Learning
<table>
<thead>
<tr>
<th>Consonants</th>
<th>Short Vowels</th>
<th>Blends</th>
<th>Digraphs</th>
<th>Long Vowels</th>
<th>R-controlled</th>
<th>Diphthongs</th>
<th>Consonant -le</th>
</tr>
</thead>
<tbody>
<tr>
<td>[b/]: b</td>
<td>/a/ : a</td>
<td>/ch/</td>
<td>/a/</td>
<td>/ar/</td>
<td>/o/</td>
<td>-ble</td>
<td></td>
</tr>
<tr>
<td>[k/]: c, k, -ck</td>
<td>/e/ : e, ea</td>
<td>/tch/</td>
<td>a, a-e, ai, ay</td>
<td>/ar/ (star)</td>
<td>/o/</td>
<td>-ble</td>
<td></td>
</tr>
<tr>
<td>[d/]: d, -ed</td>
<td>/i/ : i, y</td>
<td>/sh/</td>
<td>/e/</td>
<td>/er/</td>
<td>/oi/</td>
<td>-dle</td>
<td></td>
</tr>
<tr>
<td>[f/]: f, -ff, ph, -gh</td>
<td>/o/ : o</td>
<td>/ch/</td>
<td>/e/</td>
<td>/er/ (star)</td>
<td>/oi/</td>
<td>-dle</td>
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<tr>
<td>[h/]: h</td>
<td>/u/ : u, a</td>
<td>/sh/</td>
<td>/i/</td>
<td>/er/ (star)</td>
<td>/oi/</td>
<td>-dle</td>
<td></td>
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<tr>
<td>[j/]: j, ge, gi, gy, -dge</td>
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<td>/th/</td>
<td>/o/</td>
<td>/er/ (star)</td>
<td>/oi/</td>
<td>-gle</td>
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<tr>
<td>[l/]: l, ll</td>
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<td>/e/</td>
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<td>[m/]: m, -mb, -mn</td>
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<td>-gle</td>
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<td>[n/]: n, kn, -gn</td>
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<td>/er/ (star)</td>
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<tr>
<td>[p/]: p</td>
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<td>/e/</td>
<td>/er/ (star)</td>
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<tr>
<td>[kw/]: qu</td>
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<td>/e/</td>
<td>/er/ (star)</td>
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<td>[s/]: s, -ss, ce, ci, cy, sc, ps, -se</td>
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<td>/er/ (star)</td>
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<td>[t/]: t, -ed, -bt, pt-, -pt</td>
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<td>[v/]: v</td>
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<td>[w/]: w</td>
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<td>[ks/]: x</td>
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<td>/e/</td>
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<tr>
<td>[y/]: y</td>
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<td>/er/ (star)</td>
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<td>-ple</td>
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</tr>
<tr>
<td>[z/]: z, -zz, -se, s</td>
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<td>/e/</td>
<td>/er/ (star)</td>
<td>/oi/</td>
<td>-ple</td>
<td></td>
</tr>
</tbody>
</table>

Endings: -ing, -ang, -ong, -ung
-ink, -ank, -onk, -unk

Endings: -nt, -st, -ft, -lt, -pt, -ct, -xt
-lf, -lp, -lk, -ld
-nd, -mp, -sk, -sp, -nch

Adapted from the Institute for Multi-Sensory Education (IMSE)
<table>
<thead>
<tr>
<th>Focus</th>
<th>1</th>
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<td>&quot;l&quot; blends: bl, fl, cl</td>
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<td>magic/silent e: a-</td>
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<td>final: ae, ai, ey, ey</td>
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<td>vawe, are, ure</td>
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<tr>
<td>oo (book)</td>
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<tr>
<td>magic: ou, ow, /ou/</td>
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<td>long: aa, e, ee, ui (moon)</td>
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<td>long: ow, au, augh, al</td>
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</tbody>
</table>

**Consonants and short vowels**

- silent consonants: kn, wr, gn, mb
- short: th, gh
- long: e, ee, ea, y
- initia: a, e, i
- final: ae, ai, ey, ey
- magic/silent e: a-e, o-e, u-e

**Blends**

- review all previously learned blends

**Consonant Digraphs**

- sh, ch, th, wh, tch
- dge = ck

**Long Vowels**

- kn = magic/silent e: a-e, o-e, i-e, e-e, u-e
- wr = magic/silent e: a-e, o-e, i-e, e-e, u-e
- long a: a, ai, ay
- long e: e, ee, ea, y
- long o: o, oa, ow, oe
- long i: i, ie, ieh, y
- long u: u, ue

**R Controlled Vowels**

- ar
- or, ore, oar
- ir, ur
- are, air
- ir, ire, ier
- ear, eer
- wh
- ure

**Vowel Diphthongs**

- tch
- oo (book)
- magic: ou, ow, /ou/
- long: aa, ee, ew, ui (moon)
- long: aw, au, augh, al

**Syllabication**
**Y** is a *consonant* when it is at the beginning of a word.

**yellow**  
**youngster**

**Y** is a *long e* when it is at the end of a word with more than one syllable.

**happy**  
**lady**

**Y** is a *long i* when it is at the end of a one syllable word.

**fly**  
**shy**

**Y** is a *short i* when it is in between two consonants.

**gym**  
**symbol**

---

**Long a**

- **a**i: faint, paint
- **a**y: tray, crayon, slay, bray
- **a**-e: share, slate
- **a**: Open syllable ba, la

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**T, E, A, C, H, W, H, Y**
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce sound</td>
<td>• Review sound</td>
<td>• If sound is secure, work within texts</td>
<td>• Dictate with phrases and/or short sentences (How do I identify the number of words and then the sounds in each word?)</td>
</tr>
<tr>
<td>• Demonstrate how to make sound</td>
<td>• Blend words</td>
<td>• Fluency</td>
<td>• Fluency</td>
</tr>
<tr>
<td>• Associate letter(s) with sound</td>
<td>• Introduce coding</td>
<td>• Dictate words (How do I segment the sounds in the word?)</td>
<td></td>
</tr>
<tr>
<td>• Model blending</td>
<td>• Dictation (with coded paper)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduce/CREATE visual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduce kinesthetic (if one is associated with the sound.)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Highlighting Tape

Ship  shop  shun  sham  shabby

Fish  cash  mash  mushy  fresh  hush

Mushroom  bashful

Coding

ship

Magnetic Letters

abcdef
Blends are 2 consonants that are together and you hear both sounds.

- bl
- cl
- fl

- gl
- pl

Wishing for a Fish

I am wishing for a fish.
I will not quit.
I am wishing for a fish.
I sit and sit and sit.

I am wishing for a fish.
I will not rush.
I am wishing for a fish.
Shhh...hush, hush, hush.
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Choice and Voice

Choice for Demonstrating Learning
Push your to the end of the word.

- camping
- friends
- playing

plum
plumber
unplugged
• Explicit
• Differentiated
• Authentic Application
• Multi-sensory
TACTILE

Sand Gel Board

SIGN LANGUAGE

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss
Tt Uu Vv Ww Xx Yy Zz
Shelly Shrek had a shell shop.
Her shop was next to lots of ships.
The shop was named Shelly’s Shell Shop.
PACING

Mastery Based Assessments
Flexible Pacing

INSTRUCTION

Just in Time Direct Instruction
Varied Strategies

STUDENT

Co-Planning Learning
Choice and Voice

AGENCY

Choice for Demonstrating Learning
Mastery Based Assessments

Flexible Pacing

Just in Time Direct Instruction

Varied Strategies

Co-Planning Learning

Choice and Voice

Choice for Demonstrating Learning
<table>
<thead>
<tr>
<th>Explicit instruction</th>
<th>The teacher...</th>
<th>2 stars</th>
<th>3 stars</th>
<th>4 stars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces the sound in isolation using words (phonemic awareness)</td>
<td>No evidence of the sound being introduced without letters.</td>
<td>The sound is introduced in words, but only in one position.</td>
<td>The sound is introduced in multiple positions in words.</td>
<td>Not evident as it was not appropriate for the lesson.</td>
</tr>
<tr>
<td>Examples: Listen for the sound of /b/. basket; boy; bill</td>
<td></td>
<td>Example: The teacher models or demonstrates the sound,</td>
<td>Example: The teacher models or demonstrates the sound,</td>
<td></td>
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<tr>
<td>Models/demonstrates how to form the sound (articulation)</td>
<td>No evidence of the sound being modeled.</td>
<td>AND provides specific information regarding HOW to make the sound.</td>
<td>AND provides specific information regarding HOW to make the sound.</td>
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<tr>
<td>Example: Watch me make the sound. Now you do it.</td>
<td></td>
<td>Example: Watch me make the sound. See how I began with my lips closed.</td>
<td>Example: Watch me make the sound. See how I began with my lips closed.</td>
<td></td>
</tr>
<tr>
<td>Example: The letter b makes the /b/ sound.</td>
<td></td>
<td>As I made the /b/ sound, I kept my tongue at the bottom of my mouth.</td>
<td>As I made the /b/ sound, I kept my tongue at the bottom of my mouth.</td>
<td></td>
</tr>
<tr>
<td>Connects/associates the sound of the letter with the actual letter.</td>
<td>No evidence of the association of the sound with the letter.</td>
<td>Connects the sound of the letter with the actual letter, but doesn’t show students the letter.</td>
<td>Connects the sound of the letter with the actual letter by showing students the letter.</td>
<td></td>
</tr>
<tr>
<td>Example: The letter b makes the /b/ sound.</td>
<td></td>
<td>Example: The letter b makes the /b/ sound.</td>
<td>Example: The letter b makes the /b/ sound.</td>
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<tr>
<td>Example: Remember we learned that the letter b makes the /b/ sound.</td>
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<td>Example: Remember we learned that the letter b makes the /b/ sound.</td>
<td>Example: Remember we learned that the letter b makes the /b/ sound.</td>
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<tr>
<td>Reviews the new phonics pattern</td>
<td>No review is evident.</td>
<td>The teacher reviews the phonics pattern, but the students do not.</td>
<td>The teacher AND students review the phonics pattern.</td>
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<tr>
<td>Example: Remember we learned that the letter b makes the /b/ sound.</td>
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<td>Example: Remember we learned that the letter b makes the /b/ sound.</td>
<td>Example: Remember we learned that the letter b makes the /b/ sound.</td>
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<tr>
<td>Models how to correctly form the upper and lowercase letter.</td>
<td>No evidence that the teacher models how to form the letter correctly.</td>
<td>The teacher models how to form the letter, but doesn’t specifically explain the steps to doing so.</td>
<td>The teacher models how to form the letter, AND specifically explains the steps to doing so.</td>
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</tr>
<tr>
<td>Example: This is an uppercase B and this is a lower case b,</td>
<td></td>
<td>Example: This is an uppercase B and this is a lower case b,</td>
<td>Example: This is an uppercase B and this is a lower case b,</td>
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<td></td>
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<td>Example: This is an uppercase B and this is a lower case b,</td>
<td>Example: This is an uppercase B and this is a lower case b,</td>
<td></td>
</tr>
</tbody>
</table>
A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear and bear and pear.
And then there’s dose and rose and lose —
Just look them up — and goose and choose.
And cork and work and card and ward.
And font and front and word and sword.
And do and go and thwart and cart —
Come, come, I’ve hardly made a start!
A dreadful language? Man alive.
I’d mastered it when I was five!
IF...the GH has the /f/ sound as in “enough” and
IF... the O has the /i/ sound as in “women” AND
IF... the TI has the /sh/ sound as in “nation”

ghoti = fish