From Errors to Accuracy: Phonics Strategies for Stronger Readers

Scarborough's Reading Rope

Language Comprehension (LC)

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

INCREASINGLY STRATEGIC

Skilled Reading (RC)

Word Recognition (D)

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle,
letter-sound correspondences
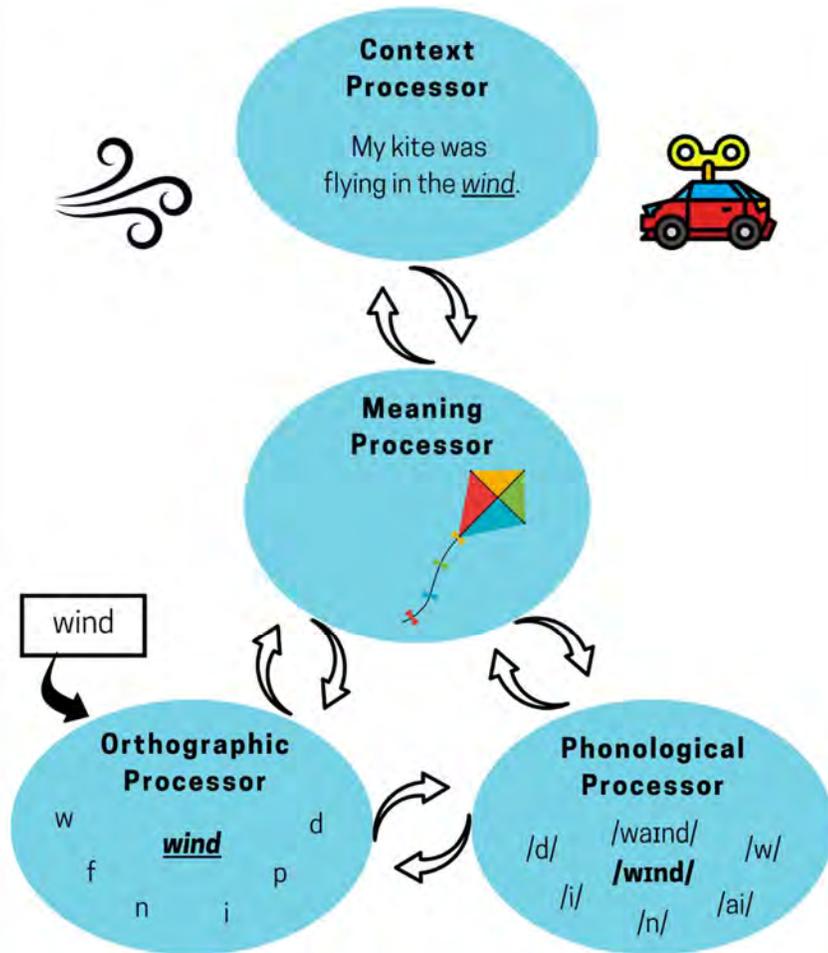
Sight Recognition
of familiar words

INCREASINGLY AUTOMATIC

(LC) × (D) = (RC) Fluent word recognition and comprehension.

This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

Adams Model of the Reading Process

Context Processor

My kite was flying in the _wind_.

Meaning Processor

wind

Orthographic Processor

w   d

**wind**

f   p

n   i

Phonological Processor

/waɪnd/   /w/

/d/   **/wɪnd/**

/i/   /aɪ/

/n/

Words enter the brain through the **orthographic processor** and then the brain sends information to the **phonological processor**, followed by the **context and meaning processors**.

How does this process impact reading instruction?

Where should we prompt students to focus their attention as they read novel words in print?

notes

Label each characteristic as SR for skilled reader or NSR for non-skilled reader.

Pre:

1. Rely on phoneme-grapheme correspondences to read the words on the page.

2. May be able to read words in context but not in isolation.

3. Self-monitor accuracy based on context and meaning.

4. Can read words in isolation AND in context.

5. Rely on context clues and pictures to read the words on the page.

Post:

1. Rely on phoneme-grapheme correspondences to read the words on the page.

2. May be able to read words in context but not in isolation.

3. Self-monitor accuracy based on context and meaning.

4. Can read words in isolation AND in context.

5. Rely on context clues and pictures to read the words on the page.

Strategy for Success	Anchor Chart Ideas
Sometimes when students do not know a word or part of the word, they will guess. Encourage decoding and discourage guessing by: • Drawing the students' attention to each part of the word; • Pointing to each grapheme and asking, "What sound?"; and • Having students identify and blend the sounds together.	
Sometimes when students do not know a word or part of a word, they will look at the teacher, the ceiling, the pictures in the text or anything else other than the words. Encourage keeping eyes on words by: • Constantly directing students to look at the word they are decoding; and • Having students identify the sounds each part of the word makes and blend the sounds.	
Sometimes students will exhibit erratic eye movements as they look around for words they know or words that have familiar word parts. Encourage finger tracking by: • Having the students place their finger under each word being read; and • Using a pencil or other tool to point above the words while the students point below them to assist in keeping pace and keeping their finger exactly on the word being read.	
Sometimes students are intimidated by longer multisyllabic words. Encourage breaking long words into syllables by: • Covering up everything aside from the first syllable; • Asking students to decode the syllable; • Moving your finger to uncover the next syllable; • Repeating the process until all syllables have been read; and • Asking the students to blend each syllable together to read the whole word.	

Common Error Pattern	Description of Error	Example of Error
Grapheme-Phoneme Correspondence	Student assigns an incorrect sound to a grapheme.	wish→ /vĭsh/
Position Pattern	Student leaves off a sound or makes an error with a particular part of a word.	flip→ /f ĭp/
Vowel Sound	Student pronounces a word with the wrong vowel sound.	pin→ /păn/
Morphological	Student makes an error with a specific morpheme, such as a prefix or suffix.	jumped→ /jŭmp/ /ĕd/
Irregular Word Mispronunciation	Student reads an irregular word and does not adjust the sound/spelling variation.	one→ /ōn/

Error Correction Procedures

- Pointing Prompt: Point to the part of the word that the student missed and allow the student to state the correct sound.

- Verbal Prompt: Provide the sound if the student cannot recall it.

- Blending Prompt: Encourage the student to blend the sounds. If the student is unable to blend the sounds independently, model how to blend properly.

notes

Role Play Using Error Correction Procedures

- <u>Pointing Prompt</u>: Point to the part of the word that the student missed and allow the student to state the correct sound.

- <u>Verbal Prompt</u>: If the student can't recall the sound, provide it.

- <u>Blending Prompt</u>: Encourage the student to blend the sounds. If the student is unable to blend the sounds independently, model how to do it.

Sample Text #1: /ē/ ELA.1.F.1.3 & ELA.1.F.1.4	Partner A	Partner B
	Student	Teacher

The sweet mouse got to eat a treat in a tree.

Read:
The **seet** mouse got to eat a **tree** in a tree.

Sample Text #2: /ū/ ELA.2.F.1.3 & ELA.2.F.1.4	Partner A	Partner B
	Teacher	Student

My dad loves food. He likes to look at his cookbook and cook noodles. Boo! I do not like noodles.

Read:
My **bad** loves food. He **like** to look at his **cūkbūk** and cook noodles. Boo! I do not like noodles.

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Common Error Pattern	seet	tree	bad	like	cūkbūk
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Based on today's learning, what might you:

Stop doing?

Continue or refine?

Start doing?