From Errors to Accuracy: Phonics Strategies for Stronger Readers
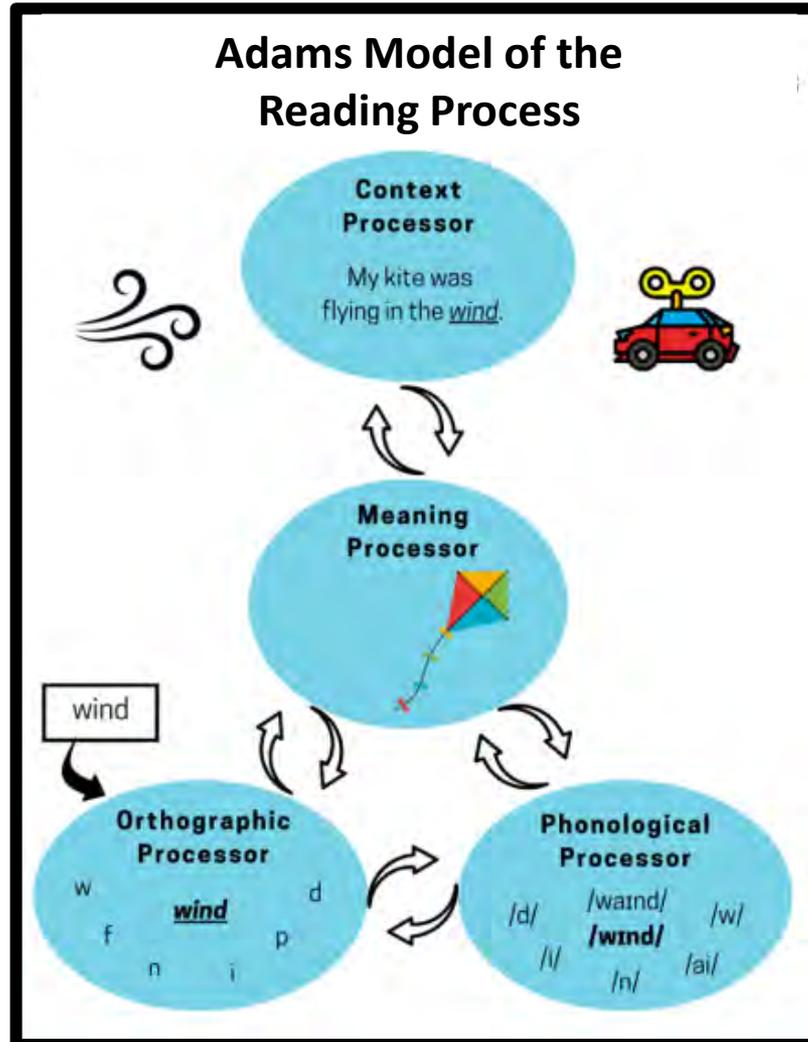
FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Session Objectives

- Participants will build knowledge on the development of skilled reading.

- Participants will increase their understanding of the most common decoding errors.

- Participants will develop strategies to explicitly and systematically teach phonics, prompting students to use sound-spelling correspondences as they read words.

- Participants will strengthen and apply their learning through scenario-based practice, which includes corrective feedback.

The Simple View of Reading & The Reading Rope

Scarborough's Reading Rope

Language Comprehension (LC)

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

INCREASINGLY STRATEGIC

Verbal Reasoning
inference, metaphor, etc.

Skilled Reading (RC)

Literacy Knowledge
print concepts, genres, etc.

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

Why Not to Use the Three-Cueing Strategy for Word Reading

- Reading begins with orthographic input – letters.

- Orthographic input interacts with phonology – sounds.

- When readers rely on pictures or other cues, they slow down the process and are less efficient in building their lexicon through orthographic mapping.

Grapho-phonemic
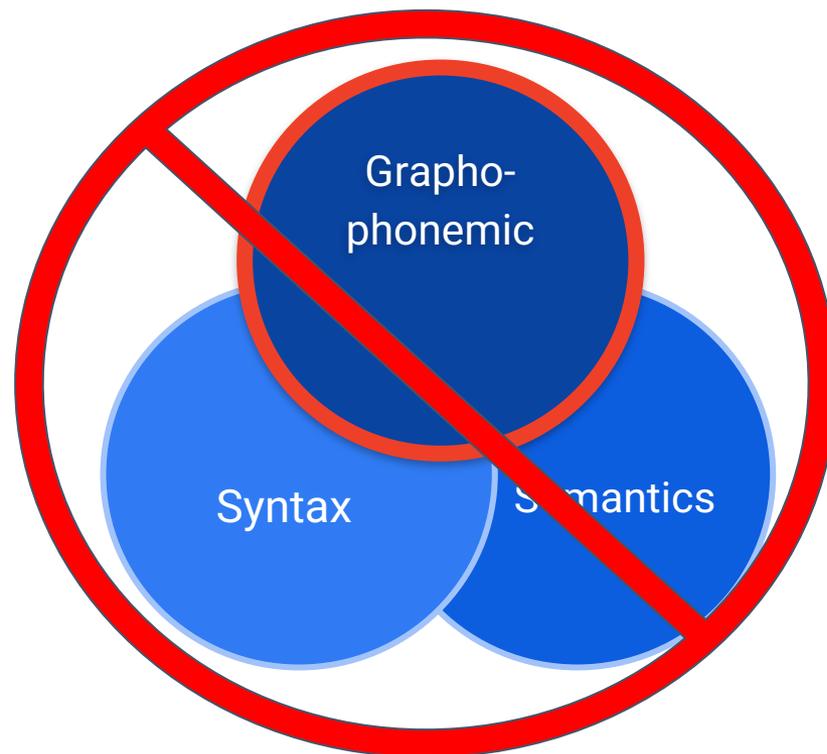
Syntax

Semantics

My kite was flying in the wind.

Skilled Readers

Non-Skilled Readers

Instructional Implications

1. Direct students to decode words.

2. Use syntactic and semantic information to confirm decoding accuracy and cross-check.

3. Teach self-correction strategies explicitly.

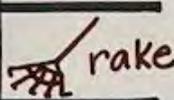4. Use meaning and context to confirm, self-check and teach self-correction strategies.

Grapho-phonemic

DECODE

Syntax

Semantics

**Cross-Check
Confirm
Self-Monitor**

7
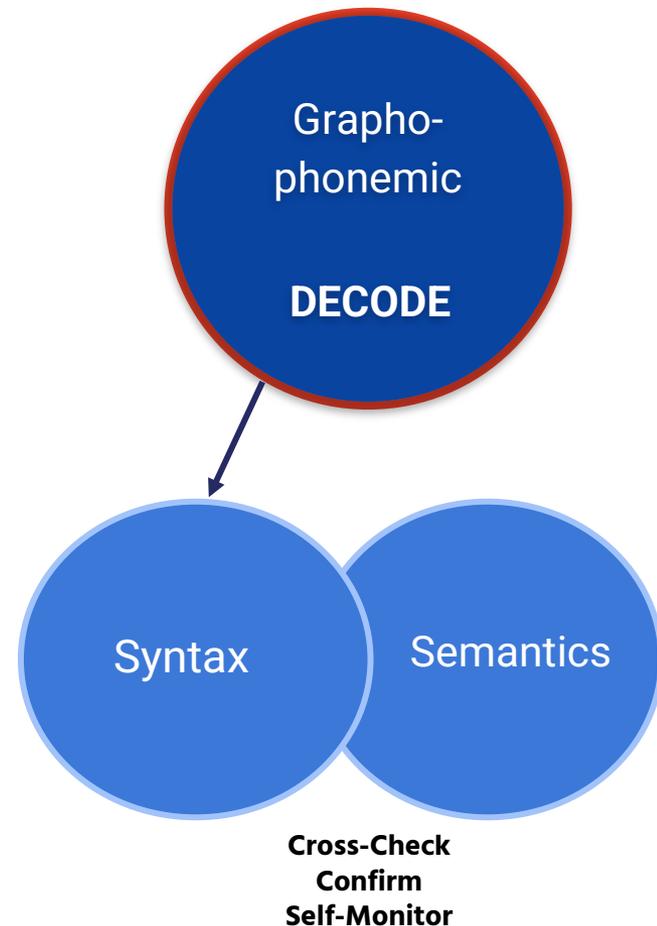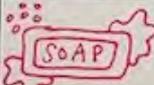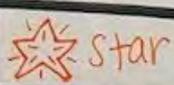
Strategies for Success

- Encourage decoding and discourage guessing.

- Encourage keeping eyes on words.

- Encourage finger tracking.

- Encourage breaking long words into syllables.

Error Patterns

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/

9

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.

Error Correction Example

- When reading the word **girl**, the student does not know how to accurately produce the sound for the **ir** grapheme. Prompt in the following way:
  - Teacher: Point to the letters **ir** and wait.
  - Student: Produces the phonemes /i/ and /r/, rather than the /ir/ phoneme.
  - Teacher: Say, "In this word, the letters **i** and **r** together spell /ir/. What sound?" Have the child repeat the sound.
  - Student: Produces the /ir/ phoneme.
  - Teacher: Ask the student to blend the sounds and say the entire word: *girl*.
  - Student: Accurately blends the word *girl*.

Let's Practice

1. Find a partner sitting nearby and decide who will be Partner A (student) and Partner B (teacher).

2. The student will read Sample Text #1 and will deliberately make phonics errors while reading.

3. The teacher will listen to the student read and will prompt the student through his or her phonics errors by using the error correction procedures we have discussed.

4. Partners will switch roles for Sample Text #2.

Model: /ē/
ELA.1.F.1.3 & ELA.1.F.1.4

Partner A	Partner B
Student	Teacher

The green team won the game!

Read:
*The **grĕn** team won the game!*

13

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.*

15

Identify the Common Error Patterns

	seet	tree	bad	like	cūkbūk
Grapheme-Phoneme Correspondence			X		
Position Pattern	X	X			
Vowel Sound					X
Morphological				X	
Irregular Word Mispronunciation					

Reflection

- Participants built knowledge on the development of skilled reading.

- Participants increased their understanding of the most common decoding errors.

- Participants developed strategies to explicitly and systematically teach phonics, prompting students to use sound-spelling correspondences as they read words.

- Participants strengthened and applied learning through scenario-based practice, which includes corrective feedback.

www.FLDOE.org