

# Beginning Alphabetics Tests & Tools (~BATT~)

September 2015

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**atlas** ABE Teaching & Learning  
Advancement System



*This project was contracted and funded by Adult Basic Education Teaching and Learning Advancement System (ATLAS). Housed at Hamline University's School of Education, ATLAS is made possible with a grant from the Minnesota Department of Education using federal funding, Workforce Investment Act of 1998 (P.L. 105-220), CFDA 84.002A and Minnesota Statute 124D.22.*

## Acknowledgements

The developers extend a gracious thank you to these MN ABE/ESL language and literacy teachers (in alphabetical order), who contributed their valuable piloting time, insightful feedback, teacher-tested tools, and inspiring testimonials:

- Erin Evans, Lincoln Adult Education, ESL Teacher
- Emily Fischer, Central MN ABE-St. Cloud, ESL Teacher
- Kristin Klas, Hmong American Partnership, ESL Teacher
- Lori Leininger, Robbinsdale Adult Academic Program, PANDA Coordinator
- Eleanor Purdy, Minnesota Literacy Council, ESL Teacher

## In Their Words

“This week’s dictation activity was encouraging to me [because] I observed students reading their sentences to one another, pausing when they recognized a word family, and correcting/adjusting their pronunciation independently.”

“My students have greatly enjoyed this more focused approach. I can tell they feel more empowered by understanding more letters and sounds. As a teacher, I feel more empowered because I now have more valid strategies at my fingertips.”

“Gobi was a classic ‘never held a pencil’ student who couldn’t write her name. Recently we were doing a sentence writing activity [and] she wanted to use the names of her children. Together we sounded out their names and she wrote the letters that corresponded with the sounds. I could tell she was so proud!”

“My students have aphasia and expressing themselves and responding to questions can be very challenging. One student rarely expressed emotion and her language was very limited. We had completed a bingo activity with [taught] word families. At the end of the lesson, she [exclaimed]: Boy, that was fun!”

“BATT has been very valuable for me when figuring out groupings (and what to teach) in my multi-level class. It helps me narrow in on the specific skills [my students] need and take things one step at a time.”

“So many students begin to sound out words rather than guess or ask someone else to tell them what it says.”

## Introduction

*Developing Reading and Writing*, a highly respected booklet based on *Improving Adult Literacy Instruction: Options for Practice and Research* (NAP, 2012), an extensive report from the National Research Council of the National Academies, summarizes evidence-based principles shown to be effective for developing readers. The authors state all the principles “apply to all adult literacy learners, including those learning English as a second language and those with learning disabilities” (page 1). The five principles are:

1. Use explicit and systematic reading instruction to develop the major components of reading - decoding, fluency, vocabulary, and comprehension - according to the assessed needs of individual learners.
2. Combine explicit and systematic instruction with extended reading practice to help learners acquire and transfer reading component skills.
3. Motivate learning through learners’ engagement with the literacy tasks used for instruction and extensive reading practice.
4. Develop reading fluency to facilitate efficient reading of words and longer text.
5. Explicitly teach the structure of written language to facilitate decoding and comprehension.

*Beginning Alphabetics Tests and Tools (BATT)* strives to provide a ‘principled’ system for ABE/ESL teachers who want and/or need to develop their students’ knowledge of Roman alphabet letters, English letter-sound patterns, sight or high frequency words, and transfer of those letter-sound-word skills to text fluency and comprehension. *BATT* includes (1) teacher-friendly tests for determining known and unknown skills, (2) evidence-based reading instructional practices, orders, approaches, and lesson plans for teaching unknown skills, (3) teacher-tested lists of other activities and materials, and (4) time-saving teacher resources.

*BATT* is closely aligned with four Reading Standards: Foundational Skills (K-5) from the *Minnesota Academic Standards* (MDE, 2010) and *Career and College Readiness Standards for Adult Education* (OCTAE, 2013):

- RF.1. Demonstrate understanding of the organization and basic features of print. (Print Concepts)
- RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)
- RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)
- RF.4. Read with sufficient accuracy and fluency to support comprehension. (Fluency)

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## Beginning Alphabetics Tests

### Important Testing Notes

This section presents teacher-friendly tests for determining which Roman alphabet letters and/or English letter-sound patterns are known and unknown by individuals or groups of students (up to about 15-16). Some important test or testing information:

1. All tests include teacher directions, student pages, and answer keys.
2. Use your teacher knowledge of students' reading strengths and needs to select an appropriate 'starting test'. If it is too hard, go back. If it is too easy, go forward.
3. Alphabet letter knowledge is tested with pointing, naming, and writing.
4. Single consonant knowledge is tested with sound dictation and spelling.
5. Short vowel sound knowledge is tested with minimal trios of simple words.
6. Other consonant and vowel knowledge is tested with word dictation and spelling, which is considered a valid measure of important phonological processing skills.
7. Not all tests or items need to be given. Stop testing when you have what you need to plan instruction or if students begin to show test fatigue or frustration.
8. If certain testing processes or test items are confusing for students, change the steps, orders, or words as needed.

### Test Directions and Word Lists

#### Test 1 (Upper Case) and Test 2: (Lower Case) Alphabet Letter Identification

**Directions:** Use as many of these explicit steps as necessary to ensure students' test understanding. They are written for group testing so adjust for individual testing.

1. Teacher projects or holds up student page 10 (upper case).
2. Teacher says the name of the first letter "L", points to it, and repeats this process for the second letter "F".
3. Teacher says the third letter "Q" and has a student point to it.
4. Teacher passes out copies of page 10 to all students.
5. Teacher says the fourth letter "B" and has all students point to it.
6. Teacher tells students: "This is a test to tell me how to help you learn letters. No looking, no talking, and no helping."
7. Teacher says the alphabet from A to Z and observes students' pointing. He/she uses an identical copy, possibly in a sheet protector, and marks the letters unknown by multiple students.
8. Teacher projects or holds up student page 11 (lower case).
9. Teacher repeats steps 2-7.
10. Teacher uses test results to plan group instruction for alphabet letter identification.

### Test 3: Alphabet Letter Naming (Upper and Lower Case)

**Directions:** Use as many of these explicit steps as necessary to ensure students' test understanding.

1. Teacher projects or holds up student page 12 (upper and lower case).
2. Teacher points to and says the names of the first two letters "Rr and Cc".
3. Teacher points to the third letter "Nn" and has a student say the letter name.
4. Teacher passes out copies of page 12 to all students.
5. Teacher points to the fourth letter "Jj" and has all the students say the letter name.
6. Teacher tells students: "This is another test to tell me how to help you learn letters. No looking, no talking, and no helping."
7. Teacher points to letters by rows and/or columns and has students say the letter names together, take turns, or respond to being called upon.
8. Teacher uses an identical copy, possibly in a sheet protector, and marks the letters unknown by multiple students. He/she uses test results to plan group instruction for alphabet letter naming.

### Test 4: Alphabet Letter Writing (Upper and Lower Case)

**Directions:** Use as many of these explicit steps as necessary to ensure students' test understanding.

1. Before this test, teacher covers up or removes alphabet posters, charts, or strips in the classroom.
2. Teacher projects or holds up student page 13.
3. Teacher points to and says "#1".
4. Teacher says "A" and traces upper case A and lower case a next to #1.
5. Teacher points to and says "#2".
6. Teacher says "B" and traces B b next to #2.
7. Teacher tells students: "This is a test to tell me how to help you write letters. No looking, no talking, and no helping."
8. Teacher passes out copies of page 13 to all students. They can fold the page in half or cover up #14-26 to reduce print distraction.
9. Teacher dictates letters for #3-26 in this order (also see Answer Key on page 20):  
S L G E T Q X W V H U N J C M R F I D Z Y K O P
10. Teacher collects student pages and determines which letter formations are unknown by multiple students. He/she uses test results to plan group instruction for alphabet letter writing.

### Test 5: Single Consonant Sound Knowledge

**Directions:** Use as many of these explicit steps as necessary to ensure students' understanding.

1. Teacher projects or hold up student page 14.
2. Teacher points to the first Practice line.
3. Teacher says the sound /s/ two times. **NOTE:** Be sure to use "clipped" single consonant sounds – not suh, luh, guh, etc. This may take some practice.
4. Teacher writes the letter "s" on the line or demonstrates at the board.
5. Teacher repeats steps #2-4 for the next Practice consonant sounds /l/ and /g/.
6. Teacher passes out copies of page 14 to all students.
7. Teacher tells students: "This is a test to tell me how to help you know sounds. No looking, no talking, and no helping."
8. Teacher points to #1, says the sound /t/ two times, and gives students enough time to write the letter "t".
9. Teacher repeats #8 for the remaining single consonant sounds in this order: n, r, m, d, s, l, c, p, b, f, v, g, h, w, j, x, qu, z, y (also see Answer Key on page 21). Students can fold the page in half to reduce print distraction.
10. Teacher collects student pages and determines which single consonants are unknown by multiple students. He/she uses test results to plan group instruction and administers Test 6A-6B soon so that the focus is on real words – not just single sounds.

### Test 6A (a, i, u) and Test 6B (a, i, u, o, e) Short Vowel Knowledge

**Directions:** Use as many of these explicit steps as necessary to ensure students' understanding.

1. Teacher projects or holds up student page 15.
2. Teacher points to A: and the shaded row of three words.
3. Teacher says "rat" clearly as a whole word (not sound-by-sound) two times.
4. Teacher finds "rat" and demonstrates the action of circling or underlining.
5. Teacher repeats #2-4 for B: "pin".
6. Teacher passes out copies of pages 15-16 to all students. They can fold the page in half to reduce print distraction.
7. Teacher tells students: "This is a test to tell me how to help you know sounds. No looking, no talking, and no helping."
8. Teacher says each word two times (see word dictation order below).
9. Teacher stops after #10 if multiple students do not know a, i, u. If most students do, he/she goes to page 16, which tests a, i, u, o, e.
10. Teacher collects student pages and determines which short vowels are unknown by multiple students. He/she uses test results to plan group instruction for simple words.

*Word dictation order: tap, tip, pit, pat, sap, sip, but, jab, fun, nut; cat, fun, rib, hum, sob, dug, rod, led, vat, wet*



## Tests 7-10

**Directions:** Use these same steps for Tests 7, 8, 9, and 10

1. Teacher passes out a copy of the appropriate student page (see pages 17-20)
2. Teacher tells students: "This is a test to tell me how to help you read and spell more words. I will say the words two times. You will spell the words on the lines. No looking, no talking, and no helping."
3. Students can fold the page in half to reduce print distraction.
4. Teacher says each word naturally and clearly (not sound-by-sound) and encourages students to look at his/her face during pronunciation.
5. Teacher provides a reasonable amount of time for students to spell the words.
6. Ten real words with only one spelling are used to test the consonant or vowel patterns. Stop after #10 if the patterns are unknown by multiple students. If mostly known, continue with #11-20.
7. The word lists follow the letter-sound instructional order on page 28. However, the irregular consonant and vowel spellings in the last row are not tested.
8. Tests 7-8 use words with only short vowel patterns. This ensures that consonant patterns are (mostly) being tested.
9. Tests 9-10 use words with only single consonants or regular blends. This ensures that vowel patterns are (mostly) being tested.
10. Teacher collects student pages and determines which consonant or vowel patterns are unknown by multiple students. He/she uses test results to plan 'orderly' phonics instruction.

### Test 7: Consonant Blend, Cluster, and Short Vowel Knowledge

Word dictation order: *step, slab, spit, clop, fled, plan, brim, drum, grip, trap; sing, rang, long, hung, pink, bank, honk, junk, sting, slang*

### Test 8: Consonant Ending, Digraph, Trigraph, and Short Vowel Knowledge

Word dictation order: *puff, bell, mass, fizz, lack, tuck, shot, rush, chat, chunk; moth, thin, when, badge, dodge, judge, hedge, match, notch, switch*

### Test 9: Long Vowel Silent-e and Vowel Digraph Knowledge

Word dictation order: *wade, mine, pole, tube, eve, late, dime, hope, rude, blame; paid, lay, beam, feel, goat, my, few, row, train, stay*

### Test 10: Vowel-R and Vowel Diphthong Knowledge

Word dictation order: *jar, term, lord, dirt, burn, lair, rare, gear, peer, soar; joy, mood, gown, raw, hood, loud, boil, aunt, tread, flight*

# 1. Alphabet Letter Identification

L	F	Q	B
W	H	N	D
C	R	I	V
Y	FREE		X
K	Z	E	T
O	U	M	G
P	A	J	S

## 2. Alphabet Letter Identification

b	g	s	m
h	l	w	r
d	n	i	t
p	FREE		a
k	f	u	z
j	e	v	c
o	y	x	q

### 3. Alphabet Letter Naming

Rr	Cc	Nn	Jj
Tt	Ll	Qq	Aa
Kk	Dd	Oo	Ww
Ff	FREE		Yy
Mm	Vv	Gg	Xx
Hh	Zz	Ii	Ee
Ss	Pp	Uu	Bb

#### 4. Alphabet Letter Writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. A a

14. \_\_\_\_\_

2. B b

15. \_\_\_\_\_

3. \_\_\_\_\_

16. \_\_\_\_\_

4. \_\_\_\_\_

17. \_\_\_\_\_

5. \_\_\_\_\_

18. \_\_\_\_\_

6. \_\_\_\_\_

19. \_\_\_\_\_

7. \_\_\_\_\_

20. \_\_\_\_\_

8. \_\_\_\_\_

21. \_\_\_\_\_

9. \_\_\_\_\_

22. \_\_\_\_\_

10. \_\_\_\_\_

23. \_\_\_\_\_

11. \_\_\_\_\_

24. \_\_\_\_\_

12. \_\_\_\_\_

25. \_\_\_\_\_

13. \_\_\_\_\_

26. \_\_\_\_\_

## 5. Single Consonant Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Practice: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

6A. Short Vowel Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Practice:

A:	rat	rot	rut
B:	pen	pan	pin

1.	tap	tip	top
2.	top	tap	tip
3.	pit	pat	pot
4.	pot	pit	pat
5.	sip	sap	sop
6.	sap	sop	sip
7.	bit	but	bat
8.	jab	job	jib
9.	fin	fun	fan
10.	not	nit	nut

### 6B. Short Vowel Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1.	cat	cut	cot
2.	fin	fan	fun
3.	rub	rib	rob
4.	him	ham	hum
5.	sob	sub	sib
6.	dig	dog	dug
7.	rod	red	rid
8.	lad	lid	led
9.	vit	vat	vet
10.	wet	wut	wit



## 7. Consonant Blend, Cluster, and Short Vowel Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## 8. Consonant Ending, Digraph, Trigraph, and Short Vowel Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## 9. Long Vowel Silent-e and Vowel Digraph Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## 10. Vowel-R and Vowel Diphthong Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

**ANSWER KEY**

**4. Alphabet Letter Writing**

- |         |         |
|---------|---------|
| 1. A a  | 14. N n |
| 2. B b  | 15. J j |
| 3. S s  | 16. C c |
| 4. L l  | 17. M m |
| 5. G g  | 18. R r |
| 6. E e  | 19. F f |
| 7. T t  | 20. I i |
| 8. Q q  | 21. D d |
| 9. X x  | 22. Z z |
| 10. W w | 23. Y y |
| 11. V v | 24. K k |
| 12. H h | 25. O o |
| 13. U u | 26. P p |

**ANSWER KEY**

**5. Single Consonant Knowledge**

Note: Both upper or lower case letters are correct

- |           |             |
|-----------|-------------|
| 1. t      | 11. f       |
| 2. n      | 12. v       |
| 3. r      | 13. g       |
| 4. m      | 14. h       |
| 5. d      | 15. w       |
| 6. s      | 16. j       |
| 7. l      | 17. x       |
| 8. c or k | 18. q or qu |
| 9. p      | 19. z       |
| 10. b     | 20. y       |

ANSWER KEY  
6A. Short Vowel Knowledge

1.	<u>tap</u>	tip	top
2.	top	tap	<u>tip</u>
3.	<u>pit</u>	pat	pot
4.	pot	pit	<u>pat</u>
5.	sip	<u>sap</u>	sop
6.	sap	sop	<u>sip</u>
7.	bit	<u>but</u>	bat
8.	<u>jab</u>	job	jib
9.	fin	<u>fun</u>	fan
10.	not	nit	<u>nut</u>

ANSWER KEY  
6B. Short Vowel Knowledge

1.	<u>cat</u>	cut	cot
2.	fin	fan	<u>fun</u>
3.	rub	<u>rib</u>	rob
4.	him	ham	<u>hum</u>
5.	<u>sob</u>	sub	sib
6.	dig	dog	<u>dug</u>
7.	<u>rod</u>	red	rid
8.	lad	lid	<u>led</u>
9.	vit	<u>vat</u>	vet
10.	<u>wet</u>	wut	wit

## ANSWER KEY

### 7. Consonant Blend, Cluster, and Short Vowel Knowledge

Note: Both upper and lower case letters are correct

- |          |           |
|----------|-----------|
| 1. step  | 11. sing  |
| 2. slab  | 12. rang  |
| 3. spit  | 13. long  |
| 4. clop  | 14. hung  |
| 5. fled  | 15. pink  |
| 6. plan  | 16. bank  |
| 7. brim  | 17. honk  |
| 8. drum  | 18. junk  |
| 9. grip  | 19. sting |
| 10. trap | 20. slang |

## ANSWER KEY

### 8. Consonant Ending, Digraph, Trigraph, and Short Vowel Knowledge

Note: Both upper and lower case letters are correct

- |           |            |
|-----------|------------|
| 1. puff   | 11. moth   |
| 2. bell   | 12. thin   |
| 3. mass   | 13. when   |
| 4. fizz   | 14. badge  |
| 5. lack   | 15. dodge  |
| 6. tuck   | 16. judge  |
| 7. shot   | 17. hedge  |
| 8. rush   | 18. match  |
| 9. chat   | 19. notch  |
| 10. chunk | 20. switch |



## ANSWER KEY

### 9. Long Vowel Silent-e and Vowel Digraph Knowledge

Note: Both upper and lower case letters are correct

- |           |           |
|-----------|-----------|
| 1. wade   | 11. paid  |
| 2. mine   | 12. lay   |
| 3. pole   | 13. beam  |
| 4. tube   | 14. feel  |
| 5. eve    | 15. goat  |
| 6. late   | 16. my    |
| 7. dime   | 17. few   |
| 8. hope   | 18. row   |
| 9. rude   | 19. train |
| 10. blame | 20. stay  |

## ANSWER KEY

### 10. Vowel-R and Vowel Diphthong Knowledge

Note: Both upper and lower case letters are correct

- |          |            |
|----------|------------|
| 1. jar   | 11. joy    |
| 2. term  | 12. mood   |
| 3. lord  | 13. gown   |
| 4. dirt  | 14. raw    |
| 5. burn  | 15. hood   |
| 6. lair  | 16. loud   |
| 7. rare  | 17. boil   |
| 8. gear  | 18. aunt   |
| 9. peer  | 19. tread  |
| 10. soar | 20. flight |

# Beginning Alphabetics Tools

## Important Teaching Notes

This section presents instructional practices, orders, approaches, lesson plans, more activities, and other materials or resources. The five lesson plans are aligned with the four Reading Standards: Foundational Skills (K–5) as described on page 3. Specifically, these skills include:

**RF.1. Print Concepts:** knowing left>right, spoken>written, words+spaces=sentences, upper and lower case alphabet letters

**RF.2. Phonological Awareness:** counting, pronouncing, blending, and segmenting sounds, syllables, and onsets + rimes into words

**RF.3. Phonics and Word Recognition:** knowing and applying single consonants, short vowels, digraphs, blends, vowel teams, sight and irregular word skills

**RF.4. Fluency:** reading grade-leveled text with purpose, accuracy, appropriate rate, expression, understanding, and self correction

ABE/ESL students' beginning alphabetics or reading foundational skills will likely vary; however, there are three adult reader profiles that can guide 'entry points' for instruction. The test results identify the specific letter-sound-word skills that need to be taught and learned.

- Many pre-literate and non-Roman alphabet ESL students need to start at the very beginning and develop all Print Concepts.
- Many semi-literate ESL students with previous alphabetic experience and some ABE students with life-long, reading difficulties know the Print Concepts, but need to develop their Phonological Awareness, Phonics and Word Recognition.
- Many ABE students and educated ESL students know Print Concepts and have Phonological Awareness, but have gaps in their consonant and vowel knowledge and application to unfamiliar words. They need to expand their Phonics and Word Recognition.

Lesson plans 1-4 are intended to develop a blend of Print Concepts, Phonological Awareness, Phonics and Word Recognition at these entry points. They are based on the proven instructional practices, orders, and approaches from pages 27-29. Because all beginning (and intermediate) ABE/ESL students also need to develop Fluency, short 'word to text' activities are included at the end of each plan. Lesson plan 5 describes more fluency steps and techniques for guided oral reading of shorter text (phrases or sentences) and longer, connected text (stories, articles, passages, or books).

## Instructional Practices

These evidence-based reading instructional practices are recommended for all beginning readers of all ages, from children to adults.

### 1. ALL ALPHABETICS INSTRUCTION SHOULD BE SEQUENTIAL AND SYSTEMATIC.

The English language includes between 42-44 sounds. Some are formed by one letter and others by a combination of two or three letters. At least 20 sounds are 90% predictable and another 10 are 80% predictable. Teaching alphabets sequentially and systematically means progressing from simple to complex, common to less common, and predictable to less predictable letter-sound-word patterns. It also means encouraging students to rely on reliable patterns that work 84% (or most) of the time!

### 2. ALL ALPHABETICS INSTRUCTION SHOULD BE EXPLICIT AND MULTI-SENSORY.

Teaching explicitly means scaffolding from teacher modeling (“I step”) to teacher-student guided practice (“We step”) to independent student application of taught skills (“You step”). This explicit process ensures ample opportunities to achieve mastery and proficiency of reading (and writing, math) skills.

Multisensory alphabets instruction (VAKT) links visual (seeing or looking), auditory (listening or hearing), and kinesthetic-tactile (touching or feeling) modalities. It is based on the work of Samuel Orton, Anna Gillingham, and Bessie Stillman and sometimes called Orton-Gillingham or OG. It has been used extensively and successfully with children diagnosed with specific learning disabilities or dyslexia. Here is a multi-sensory letter-sound-word process optimizing all three modalities:

- a. Teacher cuts and distributes small squares of sandpaper, fleece, or fun fur
- b. Teacher shows a letter and says the name
- c. Students repeat the name as they write (and feel) the letter
- d. Teacher shows a letter and says the sound
- e. Students repeat the sound as they write (and feel) the letter
- f. Teacher shows and says a word
- g. Students repeat the word as they write (and feel) the letters

### 3. ALL ALPHABETICS INSTRUCTION SHOULD BE INTENTIONAL AND ROUTINE.

Although challenging to organize in many ABE/ESL classrooms, routines benefit both teachers and students. They provide a predictability that decreases teachers’ planning and preparation time and increases students’ anticipation and engagement in reading instruction. Teaching alphabets intentionally and routinely means purposely offering regular lessons for 10-40 minutes/day, 2-5x/week, over many months (if not years...).

**Instructional Orders** (similar to Henry, 2002)

This chart presents the Roman alphabetical order and an English letter-sound instructional order that progresses from simple to complex, common to less common, and predictable to less predictable or irregular. Because vowel sounds tend to be more difficult to teach and learn, sample words are provided for teachers.

Roman Alphabet (upper + lower)	Alphabetical Order
Names + formation	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
Letter-Sound Patterns (consonants + vowels)	Instructional Order
Single consonants and short vowels (1 sound)	m, l, s, t, a (cat), p, f, c, n, b, r, j, k, i (pin), v, g, w, d, h, u (dug), y, z, x, o (box), e (yes), qu
S-blends (2 sounds) and long vowel-silent e (1 sound)	st-, sm-, sn-, sl-, sp-, sc-, sk- a_e (cake), i_e (hide), o_e (rope), u_e (tube), e_e (eve)
Consonant endings and digraphs (1 sound)	-ff, -ll, -ss, -zz, -ck, -sh/sh-, ch-, -th- (unvoiced and voiced), wh-
Consonant-l and -r blends (2 sounds)	bl-, cl-, fl-, gl-, pl- br-, cr-, dr-, fr-, gr-, pr-, tr-
Short vowels and consonant clusters (3 sounds)	-ing, -ang, -ong, -ung -ink, -ank, -onk, -unk
Vowel digraphs (1 long sound)	ai (rain), ay (day), ea (heat), ee (feed), oa (boat), y (my), ew (new), ow (low)
R and l controlled vowels (2 sounds)	ar (car), er (her), or (for), ir (bird), ur (turn) air (hair), are (care), ear (near), eer (deer), oar (soar) al (salt), all (tall)
Less common consonant blends (2 sounds)	sw-, tw-, -mp, -nd, -ft, -lk, -ld, -mp
S-blends (3 sounds) and trigraphs (1 sound)	spr-, str-, scr-, spl-, shr-, sch- -dge, -tch
Vowel diphthongs (mostly 1 glided sound)	oy (toy), oo (food), ow (cow), aw (saw), oo (look), ou (loud), oi (coin), au (aunt), ea (head) igh (sigh), augh (taught), ough (bought), eigh (weigh)
Irregular consonants and vowels spellings (1-3 sounds)	soft c (rice), soft g (page), kn-, wr-, ph-, wor, war, ui (suit), ey (they), ie (field), -ind (mind), -ild (child), -old (sold), -ost (most), gn-, -mb

### Three Phonics Instructional Approaches

Below are brief descriptions of three approaches for teaching any recommended order of English letter-sound-word patterns. All are sequential, systematic, explicit, and multi-sensory. All can be delivered in short, daily lessons offered regularly during the week over many months.

- **Synthetic** (meaning combining different substances or components) teaches individual letter-sound patterns, blending, and segmenting of recognizable words. For example, a teacher shows and says the **consonants m, l, s, t** and **short vowel a**. Students practice saying the sounds and the teacher models how to blend (or combine) them into small words: **am, Sam, tam, Al, Sal, as, mat, at, sat**. Then he/she guides them in reading and spelling the same words.
- **Analogy** (meaning comparing things based on their similarities) teaches phonograms (or rimes) and their related word families (formed by adding onsets or consonant patterns at the front). For example, a teacher shows and says the phonogram **-ab**. He/she models how to add the single consonants **c, d, g, j, l, n, t** at the front to form similar relatives: **cab, dab, gab, jab, lab, nab, tab**. Then he/she guides students in reading and spelling the same word family.
- **Analytic** (meaning separating something into components or parts) teaches analysis of letter-sound patterns in known words and application to unknown words. For example, a teacher shows and explains **short vowel a** and **long vowel a-silent e** headers, which include phonetic spellings, example words, and sometimes pictures. He/she models how to sort (or separate) by headers a list 12-21 other words: **mad, fast, page, name, same, hand, snap, came, grass, rake, made**. Then he/she guides students in reading, sorting, and spelling the same words.

Synthetic is the most common phonics approach and used in many print, software, and online instructional materials. It is the best approach for ABE/ESL students who need to acquire or improve knowledge of single letters and single sounds. It is used in lesson plans 1-2. Analogy and analytic generally require knowledge of at least single letters and single sounds. They are used in lesson plans 3-4. If appropriate for students or the class, use a combination of two or three phonics approaches to motivate and engage them the long process of learning to read, recognize, and spell words.

## Five Lesson Plans

### Lesson Plan 1: Print Concepts and Phonological Awareness

This lesson plan is most appropriate for pre-literate and non-Roman alphabet ESL students, who have little to no knowledge of an alphabetic written language. It uses **synthetic phonics**.

#### ORAL to PRINT CONNECTION

- Teacher shows and says key vocabulary words from a previous unit or text.
- Students say words and teacher asks: "What's the first letter? What's the first sound?"

#### REVIEW or DRILL of TAUGHT PATTERNS (5-10 minutes/day)

Visual: Teacher shows or writes taught alphabet/single consonant letters and elicits their names and sounds from students (see **Appendix, pages 44-45**).

Auditory: Teacher says taught alphabet/single consonant sounds and students write the letters in the air, on textured material or paper.

#### MODELING and GUIDED PRACTICE of NEW PATTERNS (10-15 minutes/day)

1. According to test results and the instructional order on page 28, teacher writes 3-5 new alphabet/single consonant letters on the board. One at a time, teacher says the letter name and sound. For example: "This is letter b. Letter b says /b/."
2. Teacher shows how to write each new alphabet/single consonant letter 3-5 times across the board from left to right, saying: "b says /b/." Students repeat writing each letter in the air, on textured material or paper, or trace on flashcards (see **Appendix, pages 46-47**).
3. Teacher chooses a new short vowel letter and writes it 3-5 times across the board from left to right, saying: "a says /ă/." Students repeat writing the new letter in the air, on textured material or paper, or trace on a flashcard (see **Appendix, page 48**).
4. Using alphabet strips (see **Appendix, page 43**), teacher says, "Show me b." Students point to b and teacher asks: "What sound?"
5. Using letter tiles or cut up flashcards, teacher says taught sounds and students search for the corresponding letters. Using found tiles or flashcards, teacher models how to build a small set of simple, 3-4 letter words.
6. Teacher models how to blend (or pronounce) each simple word.
7. Teacher demonstrates how to segment (or count) each word before students attempt to spell with letter tiles or flashcards.

#### WORD to TEXT CONNECTION

8. Teacher asks students to find (underline, circle, or highlight) new letters or words within a previously introduced story or worksheet. They list and read the isolated letters or words.

## Lesson Plan 2: Phonological Awareness, Phonics and Word Recognition

This lesson plan is most appropriate for semi-literate ESL or ABE students, who know all alphabet letter names and single sounds, but need to learn more consonant and vowel patterns that are common and predictable. It also uses **synthetic phonics**.

### ORAL to PRINT CONNECTION (ESL)

- Teacher shows and says taught vocabulary words from a previous unit or text.
- Students say each word and teacher asks: "What's the first letter? What's the first sound?"

### EXPLANATION (ABE)

Teacher explains that learning more English letters and sounds will improve reading and spelling of words students know, but can't always read or spell.

### REVIEW or DRILL of TAUGHT PATTERNS (5-10 minutes/day)

Visual: Teacher writes and blends taught, 3-4 letter words and students read the words.

Auditory: Teacher erases the list, dictates each word, and students spell them in the air, on textured material or paper.

### MODELING and GUIDED PRACTICE of NEW PATTERNS (10-15 minutes/day)

1. According to test results and the instructional order on page 28, teacher writes 1-3 consonant blend patterns on the board.
2. Teacher says the letters and blends the sounds one at a time. For example: "s+t says /st/ and and s+n says /sn/ at the beginning of words."
3. Students say the letters and blend the sounds 3-5 times.
4. Teacher says new consonant blends and students point to the flashcard spellings (**see Appendix, page 49**).
5. Teacher says new consonant blends and students spell in the air, on textured material or paper, or trace on flashcards.
6. Teacher writes 5-15 simple words using known patterns and models how to blend (or pronounce) each one: stab, stag, stop, stub, stun, step, snag, snap, snip, snob, snug, etc.
7. Students blend each word 3-5 times and as needed, teacher provides brief definitions or simple contexts: "Sharp knives are used to stab. A stag is a male deer. To snap means to break."
8. Teacher dictates the new words for spelling practice and provides immediate correction.

### WORD to TEXT CONNECTION

9. Teacher asks students to find (underline, circle, or highlight) words with the new patterns within a previously introduced story or worksheet. They list and read the isolated words
10. If language- and level-appropriate, teacher and students write and read short sentences using the new words (plus sight or high frequency words – **see Appendix, pages 60-62**).

### Lesson Plan 3: Phonics and Word Recognition

This lesson plan is appropriate for ABE/ESL students who need to learn consonant clusters, digraphs, trigraphs, vowel teams (such as silent-e, digraphs, r/l controlled, diphthongs, and irregular consonant and vowel spellings. It uses **analogy phonics**, but synthetic is also appropriate.

#### EXPLANATION (ABE and ESL)

Teacher explains that learning English phonograms can improve reading and spelling of words, reading fluency, and over time, comprehension. They will learn one phonogram pattern at a time along with a word family that is made by adding consonants at the front. This will build a large storage in their brains of familiar letter-sound-word patterns.

#### DRILL OR REVIEW of TAUGHT PATTERNS (5-10 minutes/day)

Visual: Teacher shows and reads a list of taught *-aid* (vowel digraph ai) words: laid, maid, paid, raid, braid, staid, etc. Students read the words.

Auditory: Teacher erases the list, dictates the same words for students to air write together or spell individually on paper.

#### MODELING and GUIDED PRACTICE of NEW PATTERNS (10-15 minutes/day)

1. According to test results and the instructional order on page 28, teacher writes and blends a new phonogram pattern on the board: *ai+l=ail* (also vowel digraph ai).
2. Students blend the new phonogram pattern 3-5 times.
3. Teacher writes and blends 10-15 *-ail* words with single consonant and blend onsets that make a new word family: b+ail=bail, f+ail=fail, h+ail=hail, j+ail=jail, m+ail=mail, n+ail=nail, p+ail=pail, qu+ail=quail, r+ail=rail, s+ail=sail, t+ail=tail, w+ail=wail, fl+ail=flail, fr+ail=frail, etc.
4. Students blend the new word family several times as teacher underlines *-ail* in each word.
5. As needed, teacher quickly defines unknown words or gives simple contexts: "A quail is a wild bird. To wail means crying long and loud. To flail means moving your arms or legs in a wild way. Frail means very sick or weak."
6. Teacher dictates the new word family for spelling practice and provides immediate correction.
7. If language- and level-appropriate, teacher guides students in blending longer *-ail* words with *-s/es*, *-ing*, *-ed* endings, as compounds, or with common suffixes and prefixes. Examples include: bails, bailing, bailed, bailer, hails, hailing, hailed, jails, jailing, jailed, jailer, mailbox, mailman, railroad, railway, sailboat, sailor, etc.
8. Teacher and students write and read short sentences using the new words (plus sight or high frequency words – see **Appendix, pages 60-62**).

**NOTE:** *Teaching Analogy Phonics (TAP)* provides over 100 phonograms and word families organized by highest frequency or increasing complexity and alphabetical order. Download and print for FREE: <http://atlasabe.org/resources/ebri/ebri-alphabetics>



## Lesson Plan 4: Phonics and Word Recognition

This lesson plan is appropriate for some ABE/ESL students who know a number of letter-sound-word patterns, but need to improve their application to unknown words. It uses **analytic phonics**, which may work better as additional practice after synthetic or analogy phonics instruction.

### EXPLANATION (ABE and ESL)

Teacher compliments students on their growing letter-sound-word skills and explains that they are ready to use what they know to figure out what they don't know. Like scientists, they will analyze data (letters and sounds) figure out patterns, and draw conclusions about new words. This process may be difficult, but teacher modeling and guided practice will be provided.

### MODELING and GUIDED PRACTICE of KNOWN to UNKNOWN PATTERNS

1. According to test results and the instructional order on page 28, teacher selects 2-3 letter-sound patterns that are similar or different (**see samples in Appendix, pages 66-67**).
2. Teacher makes header flashcards that include the letter-sound spellings, known words, and sometimes sample pictures (**see templates in Appendix, pages 68-69**).
3. Teacher shows the headers, explains the letter-sound patterns, and models how to segment and blend the known words.
4. Teacher models how to apply the letter-sound patterns and known words to reading the unknown words.
5. As needed, teacher quickly defines unknown words or gives simple contexts.
6. At the same time, the teacher demonstrates sorting the unknown words under the correct headers.
7. Teacher and students read the two or three columns of sorted words.
8. Students read and sort the same unknown words alone or in pairs.
9. Teacher and students check the sort column by column, ensuring they see and hear the same letter-sound patterns.
10. Teacher and students reflect on the sort, describe the new letter-sound patterns, and teacher dictates some of the words for spelling practice.
11. Teacher and students write and read short sentences using the new words (plus other sight or high frequency words – **see Appendix, pages 60-62**).

**NOTE:** *Words Their Way™* is a popular, K-12 analytic phonics instructional series available for purchase from Amazon. It is intended for students who struggle to spell one-syllable words. It includes both picture and word sorts. There are also suggestions for English Language Learners:

- Reduce the number of words
- Spend extra time saying the words and discussing meanings
- Pair ELLs with native English speakers
- Accept variations in pronunciation

## Lesson Plan 5: Fluency

This lesson plan is appropriate for all ABE and ESL students, who are improving their letter-sound-word skills and need to apply those skills to short and longer text. Teacher-guided, oral reading of text is proven to improve accurate, smooth, oral and silent reading and comprehension of intended meaning.

### APPLICATION to SHORT TEXT (phrases or sentences)

1. Teacher writes and says a set of high frequency words (see Appendix, pages 60-62).
2. Students read and spell each new high frequency word 3-5 times. **NOTE:** Research supports spelling irregular words forwards and backwards to improve visual memory.
3. Teacher and student read related high frequency phrases or sentences (See Appendix, pages 63-65).

### APPLICATION to LONGER TEXT (stories, articles, passages, books)

1. Teacher selects a leveled story, article, passage, or even book that is slightly challenging for students but manageable with modeling and guided practice. Connected text (beyond a sentence) is often less controlled but more relevant and interesting for ABE/ESL students (See page 42 for many FREE text resources).
2. Teacher selects a fluency technique (see below and on next page) that provides the necessary amount of modeling to maintain students' interest in oral reading and improve their comfort and confidence. **NOTE:** Fluency instruction must be led by a proficient, native English speaker/reader.

#### Echo Reading (provides highest level of individual or group modeling)

- Teacher (or tutor) fluently reads aloud each phrase or sentence of the selected text.
- Students repeat (or echo) the same phrase or sentence.
- Teacher provides gentle correction of word accuracy or text phrasing.
- Teacher fluently reads the entire paragraph.
- Students repeat (or echo) the entire paragraph.

#### Repeated Reading (provides a high level of individual modeling).

- Student reads selected text cold, or without any practice, to the teacher.
- They select a fluency goal such as improving word accuracy, efficient rate, meaningful phrasing, or expression.
- Student listens to fluent readings (or audios) of the same text as many times as needed.
- When the student is ready, he/she rereads the text to the teacher and they discuss fluency goals and next steps: another passage at the same level or at the next level?

**Choral Reading** (provides less individual modeling)

- Teacher and students read the selected text in unison, like a choir sings a song.
- Teacher's role is to model good fluency, where all words are pronounced correctly, the rate or pace allows for understanding, words are phrased or chunked into meaningful units, and there is some expression.
- Teacher repeats choral reading of the same text with students as many times as needed.

**Collaborative Oral Reading** (modeling is adjusted according to text length and complexity)

- Teacher and students gather in a circle or around a table.
- If a book is the selected text, teacher reviews the main events from the previous reading.
- Teacher reminds students than only he/she provides correction.
- Teacher begins by reading a paragraph or two of the text aloud.
- Teacher calls on a student to take a turn and provides correction - only as needed - in word accuracy or text phrasing.
- Teacher may also model a phrase or sentence with more or better expression.
- Students call on each other to take turns. They can pass if highly uncomfortable with oral reading. Ideally, each student should read multiple times.
- Teacher takes turns as frequently as necessary. It is better to provide MORE modeling of proficiency than LESS!

**FLUENCY to COMPREHENSION CONNECTION**

After each paragraph, page, or section, teacher briefly checks comprehension by asking students a few 6W questions based on evidence from the text.

For example:

1. Who or what is the paragraph mostly about?
2. What important action or event happens?
3. Where does it happen?
4. When does it happen?
5. Why does it happen?
6. How is it important?

# Lesson Plan Template

Class \_\_\_\_\_

Day(s) or Week \_\_\_\_\_

<b>Activities</b>	<b>Letters, Sounds, Words, or Text Used</b>	<b>Notes</b>
Oral to print connection or explanation		
Visual drill of taught patterns		
Auditory drill of taught patterns		
Modeling and guided practice of new patterns		
Sight or high frequency word instruction		
Shorter text application		
Longer text application		

## More Roman Alphabet Activities

These teacher-tested tools are for additional review of Roman alphabet letters. All of them conveniently use the tests or appendix!

### 1. Daily Alphabet Drill

- a. Make the 26 upper and lower case letters visible on a classroom poster or strips taped to students' desks (**see Appendix, page 43**)
- b. Teacher calls out the 26 alphabet letters one by one (the pace can increase over time)
- c. One student comes up and points to the letter on the poster or all students point to the letter on their alphabet strips

### 2. Alphabet Bingo

- a. All students have copies of **Tests 1, 2, or 3** (just one)
- b. Teacher calls out upper, lower, or upper/lower letters
- c. As letters are called, students cover them up with markers
- d. Nobody wins or loses, but everybody has a good time!

**NOTE:** More FREE alphabet flashcards and bingo cards available at:

<http://www.mcedservices.com>

### 3. Alphabet Partner Quiz

- a. Student pairs cut up **Tests 1, 2, or 3**
- b. One student quizzes the other by showing a flashcard and asking for the name
- c. Students switch roles

### 4. Alphabet Matching 1

- a. Students cut up **Test 1 or Test 2**
- b. They place the flashcards in matching boxes on the other test

### 5. Alphabet Matching 2

- a. All students have copies of **Tests 1 and 2** (both)
- b. They cut out upper and lower case letters from magazines
- c. They paste the magazine letters in matching boxes

### 6. Alphabet Memory Game

- a. Student pairs cut up **Tests 1 and 2**, mix, and place them face down
- b. They play a memory game by turning over and matching the letters
- c. The student with the most correct matches wins!

7. Alphabet Tracing
  - a. All students have copies of **Tests 1 or 2**
  - b. Teacher names a lower or upper case letter
  - c. Teacher talks aloud their process of tracing: For b or d: "Start at the top, go down the line, then go back up the line, and make a circle."
  
8. Alphabet Air or Skywriting
  - a. Teacher cuts up **Test 1 or 2** and mixes them up
  - b. A student pulls out one letter
  - c. He/she writes the letter "in the air or sky"
  - d. Other students guess the letter
  
9. Alphabet Ordering
  - a. Students cut up **Test 3**
  - b. They line up the flashcards in alphabetical order
  - c. They paste them in alphabetical order on another sheet of paper
  
10. Alphabet Quiz
  - a. Teacher forms student pairs
  - b. One student selects a **Test 3** letter and says the name
  - c. The other writes the lower and upper case letter on **Test 4**
  - d. Students switch roles

## **FREE Instructional Websites!**

*Magic Keys, ABC Fast Phonics* by Carol Moore

- a. Go to <http://www.abcfastphonics.com>
- b. Students click on **#4 Letter Names**

*Starfall* by Starfall Education

- a. Go to <http://www.starfall.com>
- b. Students select **ABCs**

*English Code Crackers* by Patsy Vinogradov, Kristin Perry, and Kristin Klas

- a. Go to <http://www.englishcodecrackers.com>
- b. Look for information or files on code-cracking presentations, respected books, published materials, multi-sensory instructional videos, and tile or flashcard printables

## More Phonological Awareness, Phonics and Word Recognition Activities

These teacher-tested tools are for additional review of English letter-sound-word patterns.

1. Group (or Pair) Consonant Quiz
  - a. All students have copies of **Test 5**
  - b. Teacher calls out single consonant sounds
  - c. Students write the letters for the sounds
  - d. Teacher gives the correct answer immediately
  
3. In *Phonics They Use* (Cunningham, 2013), the author suggests this activity:
  - a. Teacher makes a list of action (run, jump, drive, fly, hop, kick, laugh, smile, etc.) or food (banana, cake, crackers, fish, milk, soup, yogurt, pizza, etc.) words that begin with taught sounds
  - b. Teacher says or acts the words and students write down the beginning sound
  - c. Teacher gives the correct answer immediately
  
4. Group Word Building
  - a. Teacher distributes LARGE letter-sound flash cards to students
  - b. She/he builds 2-3 letter words by sending students to the front of the classroom
  - c. All students read and spell the words together
  
5. Chart Practice
  - a. Teacher makes a chart on the board of taught sounds
  - b. He/she says 3 letter words beginning with taught sounds and asks students where to write them
  - c. Teacher does the same for 2-3 letter words ending with taught sounds
  
6. Letter and Word Changes (the number of changes depends on sounds known)
  - a. Teacher writes a taught word on the board: sat
  - b. He/she changes the s to c to make cat and students say the word
  - c. He/she changes the t to b to make cab and students say the word
  - d. He/she changes the c to t make tab and students say the word
  - e. He/she changes the b to g to make tag and students say the word
  
7. Making New Words
  - a. Teacher writes a list of taught words on the board
  - b. Students change consonants to make new words
  - c. Students change vowels to make new words
  - d. Students write phrases or sentences for the words
  - e. Students sort the list and new words into letter-sound patterns

8. Minimal Pairs or Trios
  - a. Teacher creates (or finds) a worksheet of word pairs or trios with one difference in consonant (bat, cat, hat or bad, fad, mad) or vowel sounds (bat, bit, but or bad, bid, bud)
  - b. Teacher says one of the words (similar to Tests 6A and B)
  - c. Students circle the word spoken
  - d. Teacher gives the correct answer immediately
  
9. Word, Phrase, and Sentence Sharing
  - a. Students cut-up flashcard pages for taught letter-sound patterns
  - b. In pairs, they form as many words as possible; teacher checks for real words
  - c. Students share words with another pair
  - d. Students write phrases or sentences for those words
  - e. Students share phrases or sentences with the same pair
  
10. Phonics Bingo (see **Appendix, page 70**)
  - a. Teacher creates bingo cards for taught letter-sound or word patterns
  - b. Teacher calls out taught sounds or words
  - c. Students mark letters or words
  - d. First student to cover 4 or 5 in a row wins!

### **FREE Instructional Websites!**

*Magic Keys, ABC Fast Phonics* by Carol Moore

- a. Go to <http://www.abcfastphonics.com>
- b. Have students click on **#3 Letter Sounds OR Words, Consonants and Vowels OR Blends (#5-14)**

*Starfall* by Starfall Education

- a. Go to <http://www.starfall.com/>
- b. Have students select **Learn to Read OR It's Fun to Read OR I'm Reading**

*English Code Crackers* by Patsy Vinogradov, Kristin Perry, and Kristin Klas

- a. Go to <http://www.englishcodecrackers.com>
- b. Look for information or files on code-cracking presentations, respected books, published materials, multi-sensory instructional videos, and tile or flashcard printables



## Other Materials and Resources

These other (not already mentioned) print, software, and online materials or resources have been used by many MN ABE/ESL language and literacy teachers. They are categorized as “print or software to purchase” or “online for free”.

### Print to Purchase:

- *Discover Intensive Phonics for Yourself/Reading Horizons* by Charlotte F. Lockhart, HEC Reading Horizons. The print/software versions provide “a proven, multi-sensory approach that teaches foundational concepts.”
- *Phonics They Use, Words for Reading and Writing, Sixth Edition* by Patricia M. Cunningham, Pearson Education, Inc. This new resource provides more activities for building a pre-reading foundation, alphabetic and phonics knowledge, fluency, and spelling.
- *Reading Teacher’s Book of Lists, 5<sup>th</sup> Edition* by Edward B. Fry and Jacqueline E. Kress, Jossey Bass. Lists 7-10 (pages 9-32) provide a phonics teaching order and example words.
- *Sequential and Systematic Phonics They Use: For Beginning Readers of All Ages* by Patricia M. Cunningham, Carson Dellosa Publishing Company, Inc. This earlier resource provides activities for building alphabetic and phonics knowledge, fluency, and spelling.
- *Talk of the Block*, New Reader’s Press. This set of engaging stories “provides phonetic instruction of short or long vowel sounds, reading practice, and activities at the lowest reading levels.”
- *The Teacher’s Line* and *Basic Angling for Words Student Book* by Dorothy B. Montgomery and *Angling for Words Study Book* by Carolyn C. Bowen, Academic Therapy Publications. These three books provide “a multi-sensory, structured, and sequential approach” to reading and spelling.
- *What’s Next?* by Lia Conklin, New Reader’s Press. This two-level, series provides “easy-to-read stories that follow Samsam, a Somali immigrant, through her daily life in the U.S. where she is faced with learning English, finding a job, visiting a doctor, and more.”

## Software to Purchase:

- *Ultimate Phonics Reading Program* by Spencer Learning. This software program teaches “essential phonics skills” and is appropriate for all ages.
- *Wilson Reading System* by Wilson Language Training Corporation, 2007, 2010. This research-based reading and spelling curricula is for readers of all ages.

## Online for FREE:

- *Center for the Study of Adult Literacy (CSAL)* has organized an electronic library of over 1500 texts at grade levels 3.0-7.9. All have been reviewed by the CSAL team and are recommended for use with adult readers. <http://csal.gsu.edu/content/library>
- *Pre-Beginning and Beginning Curriculum Units with Transition Skills* by the Minnesota Literacy Council “builds CASAS competencies and systematically develops print concepts, phonological awareness, phonics, word recognition, fluency, and comprehension.” <http://mnliteracy.org/mnliteracy.org/tools/curriculum-lesson-plans>
- *Reading Skills for Today's Adults* by Marshall Adult Basic Education is intended “to help adults become better readers and more informed consumers, parents, employees, citizens and community members.” There is a wide variety of stories at Levels 0.7-8.0. <http://www.marshalladulthoodeducation.org/reading-skills-for-todays-adult>
- *ReadWorks* provides a wide variety of research-based units, lessons, and authentic, leveled non-fiction and literary passages. A login is required to view and print over 2200 passages at K-12 levels, each with question sets to support text comprehension. <http://www.readworks.org>
- *Story by Story Online* by Charles and Pam LaRue, MCED Services includes 12 audio versions of short vowel and consonant digraph stories. <http://www.mcedservices.com/phonics/phonics.htm>
- *MN ABE You Tube Channel* is a repository of visual resources for more than just reading. Scroll to find the videos on how to teach multi-sensory alphabets and facilitate small fluency groups. <http://youtube.com/c/mnabeprofessionaldevelopment>

Appendix  
Alphabet Letter Strips

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j	K k	L l	M m
N n	O o	P p	Q q	R r	S s	T t	U u	V v	W w	X x	Y y	Z z

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j	K k	L l	M m
N n	O o	P p	Q q	R r	S s	T t	U u	V v	W w	X x	Y y	Z z

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j	K k	L l	M m
N n	O o	P p	Q q	R r	S s	T t	U u	V v	W w	X x	Y y	Z z

Upper Case Alphabet Letters

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>
<b>Z</b>				

Lower Case Alphabet Letters

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

Single Consonants

<b>m</b>	<b>l</b>	<b>s</b>
<b>t</b>	<b>p</b>	<b>f</b>
<b>c</b>	<b>n</b>	<b>b</b>
<b>r</b>	<b>j</b>	<b>k</b>

<b>v</b>	<b>g</b>	<b>w</b>
<b>d</b>	<b>h</b>	<b>y</b>
<b>z</b>	<b>x</b>	<b>qu</b>

Short Vowels

a	a	a
i	i	i
u	u	o
o	e	e



S-Blends and Long Vowel Silent-e

<b>st-</b>	<b>sm-</b>	<b>sn-</b>
<b>sl-</b>	<b>sp-</b>	<b>sc-</b>
<b>sk-</b>	<b>a_e</b>	<b>i_e</b>
<b>o_e</b>	<b>u_e</b>	<b>e_e</b>

Consonant Endings and Digraphs

<b>-ff</b>	<b>-ll</b>	<b>-ss</b>
<b>-zz</b>	<b>-ck</b>	<b>-sh</b>
<b>-th</b>	<b>ch-</b>	<b>sh-</b>
<b>th-</b>	<b>wh-</b>	

Consonant-L and -R Blends

<b>bl-</b>	<b>cl-</b>	<b>fl-</b>
<b>gl-</b>	<b>pl-</b>	<b>br-</b>
<b>cr-</b>	<b>dr-</b>	<b>fr-</b>
<b>gr-</b>	<b>pr-</b>	<b>tr-</b>

Consonant Clusters

<b>-ing</b>	<b>-ang</b>	<b>-ong</b>
<b>-ung</b>	<b>-ink</b>	<b>-ank</b>
<b>-onk</b>	<b>-unk</b>	

## Vowel Digraphs

<b>ai</b>	<b>ay</b>	<b>ea</b>
<b>ee</b>	<b>oa</b>	<b>y</b> (by)
<b>ew</b> (few)	<b>ow</b> (low)	

Vowel-R and -L Controlled

<b>ar</b>	<b>er</b>	<b>or</b>
<b>ir</b>	<b>ur</b>	<b>air</b>
<b>are</b>	<b>ear</b>	<b>eer</b>
<b>oar</b>	<b>al</b>	<b>all</b>

More Consonant Blends

<b>sw-</b>	<b>tw-</b>	<b>-mp</b>
<b>-nd</b>	<b>-ft</b>	<b>-lk</b>
<b>-ld</b>	<b>-mp</b>	

More S-Blends and Trigraphs

<b>spr-</b>	<b>str-</b>	<b>scr-</b>
<b>spl-</b>	<b>shr-</b>	<b>sch-</b>
<b>-dge</b>	<b>-tch</b>	



## Vowel Diphthongs

<b>oy</b> (toy)	<b>oo</b> (food)	<b>ow</b> (cow)
<b>aw</b> (saw)	<b>oo</b> (look)	<b>ou</b> (loud)
<b>oi</b> (coin)	<b>au</b> (aunt)	<b>igh</b> (sigh)
<b>augh</b> (taught)	<b>ough</b> (bought)	<b>eigh</b> (weigh)

Irregular Consonants and Vowels

<b>ce/ci</b>	<b>ge/gi</b>	<b>kn-</b>
<b>wr-</b>	<b>ph-</b>	<b>wor</b>
<b>war</b>	<b>ui</b> (suit)	<b>-ey</b> (they)
<b>-ie</b> (field)	<b>-ind</b> (mind)	<b>-ild</b> (child)

<b>-old</b> (sold)	<b>-ost</b> (most)	<b>gn-</b>
<b>-mb</b>		

## THE INSTANT WORDS 100

Fry, E. B., Kress, J. E., & Fountoukidis, D.L. (1993). *The reading teacher's book of lists, 3rd edition*. Englewood Cliffs, NJ: Prentice Hall, pp.185-187. By permission.

### Words 1-25

the  
of  
and  
a  
to  
in  
is  
you  
that  
it  
he  
was  
for  
on  
are  
as  
with  
his  
they  
I  
at  
be  
this  
have  
from

### Words 26-50

or  
one  
had  
by  
word  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said  
there  
use  
an  
each  
which  
she  
do  
how  
their  
if

### Words 51-75

will  
up  
other  
about  
out  
many  
then  
them  
these  
so  
some  
her  
would  
make  
like  
him  
into  
time  
has  
look  
two  
more  
write  
go  
see

### Words 76-100

number  
no  
way  
could  
people  
my  
than  
first  
water  
been  
call  
who  
oil  
its  
now  
find  
long  
down  
day  
did  
get  
come  
made  
may  
part

## THE INSTANT WORDS 200

### Words 101-125

over  
new  
sound  
take  
only  
little  
work  
know  
place  
year  
live  
me  
back  
give  
most  
very  
after  
thing  
our  
just  
name  
good  
sentence  
man  
think

### Words 126-150

say  
great  
where  
help  
through  
much  
before  
line  
right  
too  
mean  
old  
any  
same  
tell  
boy  
follow  
came  
want  
show  
also  
around  
farm  
three  
small

### Words 151-200

set  
put  
end  
does  
another  
well  
large  
must  
big  
even  
such  
because  
turn  
here  
why  
ask  
went  
men  
read  
need  
land  
different  
home  
us  
move

### Words 176-200

try  
kind  
hand  
picture  
again  
change  
off  
play  
spell  
air  
away  
animal  
house  
point  
page  
letter  
mother  
answer  
found  
study  
still  
learn  
should  
America  
world

## THE INSTANT WORDS 300

### Words 201-225

high  
every  
near  
add  
food  
between  
own  
below  
country  
plant  
last  
school  
father  
keep  
tree  
never  
start  
city  
earth  
eye  
light  
thought  
head  
under  
story

### Words 226-250

saw  
left  
don't  
few  
while  
along  
might  
chose  
something  
seem  
next  
hard  
open  
example  
begin  
life  
always  
those  
both  
paper  
together  
got  
group  
often  
run

### Words 251-275

important  
until  
children  
side  
feet  
car  
mile  
night  
walk  
white  
sea  
began  
grow  
took  
river  
four  
carry  
state  
once  
book  
hear  
stop  
without  
second  
late

### Words 276-300

miss  
idea  
enough  
eat  
face  
watch  
far  
Indian  
really  
almost  
let  
above  
girl  
sometimes  
mountain  
cut  
young  
talk  
soon  
list  
song  
being  
leave  
family  
it's

### PHRASES AND SHORT SENTENCES 100

These phrases and short sentences contain words from Fry's Instant Word Lists, 1-300, which represent 50 percent of all words readers encounter in beginning-level materials. Rasinski, Timothy V. (2003). *The Fluent Reader*. New York: Scholastic Professional Books.

The people	Look for some people.	Write it down.
By the water	So there you are.	Who will make it?
You and I	A long time	What will they do?
He called me.	Have you seen it?	We had their dog.
What did they say?	One more time	When would you go?
No way	All day long	A number of people
One or two	It's about time.	How long are they?
More than the other	Up in the air	Come and get it.
How many words?	Which way?	Part of the time
This is a good day.	He has it.	Can you see?
Sit down.	If we were older	Now and then
But not me	It's no use.	Go find her.
Not now	With his mom	At your house
From my room	As big as the first	It's been a long time.
Will you be good?	When will we go?	Give them to me.
Then we will go.	From here to there	Now is the time.
An angry cat	More people	May I go first?
Write your name.	Go down.	This is my cat.
That dog is big.	Did you like it?	Get on the bus.
Two of us	When did they go?	Did you see it?
The first word	She said to go.	How did they get it?
I like him.	Each of us	Number two
Out of the water	What are these?	Look up.
We were here.	There was an old man.	All or some
Could you go?	It may fall down.	A long way to go
We like to write.	See the water	For some people
Into the water	But not for me	The other people

## PHRASES AND SHORT SENTENCES 200

Over the river	A good man	My new place
After the game	Another great sound	Most of the animals
Take a little.	Our best things	Give it back.
Just the same	Only a little	My last name
It's only me.	That's very good	I know why.
Think before you act	Three years ago	Mother says to now.
Live and play.	Where are you?	I need help.
Try your best.	I work too much.	Move over.
Any old time	We found it here.	Through the line
Study and learn	Right now	Kind of nice
Mother means it.	Spell your name.	Same time tomorrow
The good American	Tell the truth.	Change your clothes
A little boy	Play it again.	The following day
Back off.	We came home.	Give it away.
We want to go.	Answer the phone.	Show us around.
Turn the page.	Form two lines.	The air is warm.
A small house also	Read my letters.	Another old picture
It's still here.	Write one sentence.	Where in the world
Set it up.	We need more.	Put it there.
I study in school.	Where does it end?	I'm an American.
I don't feel well.	Such a mess	My home is large.
Point it out.	It turned out well.	Right now
Read the sentence.	It's a small world.	This must be it.
Big and small	Hand it over.	Home sweet home
Such a big house	Around the clock	The men asked for help.
Show and tell	A different land	You must be right.
They went here.	Tell the truth.	Get to the point.
Good and plenty	Because we should.	Help me out.
Even the animals	It turned out well.	It's your place.



### PHRASES AND SHORT SENTENCES 300

Near the car	Stay a while.	Between the lines
A few good men	My own father	Don't open the door.
In the country	You might be right.	Add it up.
It seemed too good.	Read every story.	Along the way
Below the water	Next time	Plants and flowers
It's hard to open.	Will it last?	Something good
Keep it up.	For example	Plant the trees.
In the beginning	Light the fire.	Those other people
The light in your eyes	A group of friends	In my head
We got together	Under the earth	We left it here.
We saw the food.	Both children	Close the door.
It's my life.	The big city	Always be kind.
We started the fire.	Read the paper.	It never happened.
Run for miles.	A good thought	Once upon a time.
Do it often.	Is it really true?	We walked four miles.
It's time to eat.	Until the end	Let me carry it.
A second later	Near the sea	Stop the music.
Talk to my father.	Read your book.	The young face
Sing your song.	The long list	State your case.
My family	I miss you.	I cut myself.
A very important person	Above the clouds	On my side
Watch the game.	I took the car.	The peaceful Indians
So far so good.	Without a care	The young girl
I like being on the team.	My feet hurt.	The tall mountains
The dark night	Next to me	A good idea
A few children	It began to grow.	A long life
Watch the river.	A group of Indians	White clouds
He started to cry.	Too soon	I hear the sea.
Leave it to me.	An important idea	I hear the waves.
The first day of school	Almost enough	Almost four miles

Sample Word Sort for Similar, Sequential Phonograms

<b>-ăb</b>	<b>-ăd</b>	<b>-ăt</b>
cab	bad	fat
bat	dab	dad
cat	fad	gab
jab	fat	had
lad	hat	lab
pat	tab	mad
vat	slab	clad
grad	flat	grab
stab	glad	scat

Sample Word Sort for Different, Ranked Phonograms

-āy	-īll	-īp
day	bill	hip
fill	dip	bay
lip	hay	gill
lay	hill	rip
pill	sip	may
tip	pay	will
play	quill	drip
drill	clay	snip
trip	spill	pray





Phonics Bingo Card

		<b>FREE</b>		

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