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**FIGURE 4.2**

## Key Sound-Symbol Relationships to Assess and Teach

*Focus on the following high-frequency sound-symbol relationships first:*

a as in <i>bat</i>	g as in <i>goat</i>	o-e as in <i>home</i>
m	l	v
t	o as in <i>hot</i>	e as in <i>bed</i>
s	h	u-e as in <i>use</i>
i as in <i>hit</i>	u as in <i>cup</i>	p
f	b	w as in <i>wet</i>
a-e as in <i>cake</i>	n	j
d	k	i-e as in <i>like</i>
r	y as in <i>yoke</i>	z

*Once these are mastered, focus on the following:*

ch as in <i>chip</i>	ou as in <i>cloud</i>	kn as in <i>knot</i>
ea as in <i>meat</i>	oy as in <i>boy</i>	oa as in <i>boat</i>
ee as in <i>need</i>	ph as in <i>phone</i>	oi as in <i>boil</i>
er as in <i>her</i>	qu as in <i>quick</i>	ai as in <i>maid</i>
ay as in <i>day</i>	sh as in <i>ship</i>	ar as in <i>car</i>
igh as in <i>high</i>	th as in <i>thank</i>	au as in <i>haul</i>
ew as in <i>new</i>	ir as in <i>girl</i>	aw as in <i>paw</i>

Adapted from *The Literacy Map: Guiding Children to Where They Need to Be* (Gentry, 1998).

This chart is based on Burmeister's research (1975), which identified a set of approximately 45 letter-sound correspondences that have a utility rate high enough to justify instruction.

### **Practical Applications for Phase 3**

#### Continuation and Extension of Phase 2 Goals

- : Note any letters or basic sounds that aren't known.
- : Use the chart in Figure 4.2 to identify key sound-symbol associations.

- : Continuing to develop phase-appropriate, language-specific knowledge
  - : Sound-symbol associations in Figure 4.2
  - : Consonant-Vowel-Consonant (CVC)

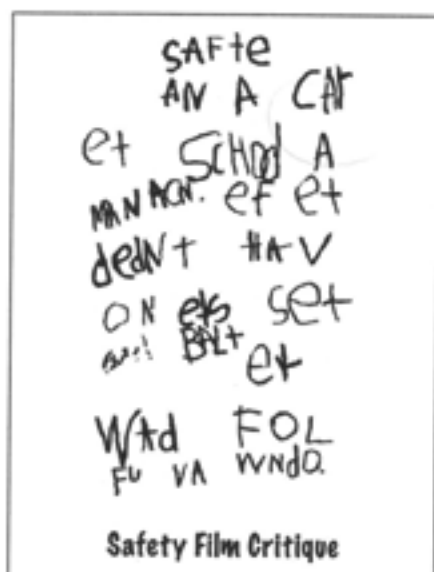
### Expectations for a Phase 3 Writer

- Knows that writing is meaningful
- Uses a letter for each sound when inventing spellings
- Generally moves along a *quantitative* continuum for the volume of writing, which generally begins with one-word stories in Phase 1, expands rapidly in Phase 2, and moves to more elaborate story frames in Phase 3
- Invents spellings in full alphabetic representations
- Increases knowledge of graphophonemic associations, phonological/phonemic awareness, phonological recoding, spelling patterns, and lexicon of sight words already stored in memory
- Expands orthographic knowledge such as use of analogies
- Illustrates stories from his or her imagination or experience and writes about them in words or phrases using full phonemic awareness, as shown in Figure 4.3

FIGURE 4.3



Kevin's Phase 3 spelling



Meredith's Phase 3 writing: 5 years, 3 months old

## Practical Applications for Phase 4

### Continuation and Extension of Phase 3 Goals

- : Explicit spelling instruction moving to grade-level two or higher spelling curriculum
- : Word sorting to develop chunking knowledge and extend ability to analogize
- : Chunking knowledge should grow exponentially at Phase 4. Work includes identifying high-frequency patterns and contrasts such as the chunking patterns in Figure 5.2.

**FIGURE 5.2**

### Consonant-Vowel-Consonant and Consonant-Vowel-Consonant-Vowel Matched Pairs

bit, bite	cub, cube	cut, cute
can, cane	cap, cape	cod, code
con, cone	Dan, Dane	dim, dime
fad, fade	fat, fate	fin, fine
fir, fire	hat, hate	hid, hide
hop, hope	kit, kite	Jan, Jane
man, mane	mad, made	mat, mate
not, note	pal, pale	pan, pane
pin, pine	rat, rate	rod, rode
rip, ripe	rob, robe	sit, site
Sam, same	Sid, side	Tim, time
tam, tame	tap, tape	van, vane
Tom, tome	tub, tube	win, wine

*(Shaywitz, 2003, p. 214)*

TABLE 6.1

## Phases of Reading Development

	<i>Strategic operations</i>	<i>Text materials/levels</i>
<p>Phase 0</p> <p>Nonreaders</p>	<p><i>Readers do not notice letters.</i></p> <ul style="list-style-type: none"> <li>• Name recognition</li> <li>• Recognition of environmental print</li> <li>• Scribbling</li> <li>• Attempted memorization of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Name tags</li> <li>• Labels</li> <li>• Environmental print</li> <li>• LEA charts</li> <li>• Nursery rhyme charts</li> <li>• Picture and poem charts</li> <li>• Caption books, board books</li> <li>• Big books</li> </ul>
<p>Phase 1</p> <p>Prealphabetic readers</p>	<p><i>Readers do not use letters.</i></p> <ul style="list-style-type: none"> <li>• Guessing</li> <li>• Cueing from pictures</li> <li>• Using arbitrary cues (golden arches to read <i>McDonald's</i>)</li> <li>• Remembering words as visual logo matches for word reading</li> <li>• No systematic letter-sound processing</li> <li>• Attention is paid to nonalphabetic information</li> <li>• Phonological awareness is possible (e.g., clapping syllables, recognizing rhyming words)</li> <li>• No phonemic awareness</li> <li>• Memorization of easy texts</li> </ul>	<ul style="list-style-type: none"> <li>• Name tags</li> <li>• Labels</li> <li>• Environmental print</li> <li>• LEA charts</li> <li>• Adult underwriting</li> <li>• Nursery rhyme charts</li> <li>• Picture and poem charts</li> <li>• Big books</li> <li>• Keep books, caption books, pattern books, alphabet books, pop-up books, board books, concept books (animals, colors, numbers, plants, shapes, and so on)</li> </ul> <p><i>Probable reading level begins with environmental print, names, words, labels, and phrases and moves on to a few Level A easy books.</i></p>

**TABLE 6.1** Phases of Reading Development (continued)

	<i>Strategic operations</i>	<i>Text materials/levels</i>
<p><b>Phase 2</b></p> <p>Partial alphabetic readers</p>	<p><i>Readers cue on beginning and ending letters and sounds.</i></p> <ul style="list-style-type: none"> <li>• Form partial letter-sound representations</li> <li>• Pay little or no attention to medial vowels</li> <li>• Match some letters to sounds</li> <li>• Rely on rudimentary alphabet knowledge</li> <li>• Start using the voice-to-print match</li> <li>• Echo reading</li> <li>• Text memorization of Level A to Level C easy text</li> <li>• Rereading adult underwriting or LEA stories</li> </ul>	<ul style="list-style-type: none"> <li>• Adult underwriting</li> <li>• Nursery rhyme charts</li> <li>• Picture and poem charts</li> <li>• Big books</li> <li>• Keep books, pattern books, alphabet books, pop-up books, board books, concept books (animals, colors, numbers, plants, shapes, and so on)</li> </ul> <p><i>Probable reading level is Level A to C easy books. Phase 2 readers greatly increase the number of books they can read from memory. By cueing on partial alphabetic information, they memorize text more easily than Phase 1 readers do.</i></p>
<p><b>Phase 3</b></p> <p>Full alphabetic readers</p>	<p><i>Readers cue on full word reading by paying attention to all the letters in words.</i></p> <ul style="list-style-type: none"> <li>• Sound words out letter by letter i-n-t-e-r-e-s-t-i-n-g (e.g., don't recognize chunks: in-ter-est-ing)</li> <li>• Pay attention to medial vowels</li> <li>• Match letters to sounds</li> <li>• Display full phonemic awareness</li> <li>• Analogize using word families</li> </ul>	<ul style="list-style-type: none"> <li>• Adult underwriting is dropped</li> <li>• Children read own writing as it is created</li> <li>• Fiction and nonfiction</li> </ul> <p><i>Probable reading level is Level C to Level H. Phase 3 readers greatly increase the number of books they can read and flourish in material that helps them learn medial vowel patterns (especially CVC short vowels), word families, and chunks of phonics patterns for pattern recognition.</i></p>