



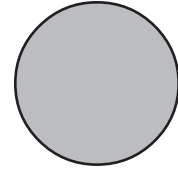
**The most common
phonograms—in stories!**

K-1

Reading First

Essential Components of Effective Reading Instruction

Fred's Phonograms[®] Correlations



“Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies.”

- “Components of Effective Reading Programs,” *Guidance for the Reading First Program*, US Department of Education

1. Phonemic Awareness

“The ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.”

- “Components of Effective Reading Programs,” *Guidance for the Reading First Program*, US Department of Education

Fred's Phonograms[®] Explicit and Systematic Instruction: Phonemic Awareness

1. Children are asked to hear the sound patterns in stories read aloud to them.

Example: “Ask children to listen and count the phonogram words from the story as you say them: *mice, rice, spice, ice, slice, twice, and nice.*” (Student title: *The Mice Party*)

2. Children learn to distinguish sound patterns in words.

Children are asked to listen to spoken sets of words, where two words carry the phonogram pattern and one does not. Example: *chore/store/storm.* (Student title: *One More Chore*)

3. Children develop phonemic awareness skills as they practice stretching, counting, separating, removing, and replacing word sounds.

Examples follow.

Stretch the Sounds (*Phonemic Segmentation*)

“Reread the story aloud to children in circle groups.

When you come to an *-an* word, have one circle group

say the word aloud together, long and slow: /S-t-a-n/; /p-l-a-n/; /m-a-n/, and so on.” (Student title: *Stan's Plan*)

Count the Sounds (*Phonemic Counting*)

“Ask children, ‘How many sounds are in the word *name*? [3] Let’s say them together: /n/ /a/ /me/.’” (Student title: *The Same Name*)

Separate the Sounds (*Phonemic Isolation and Phonemic Articulation*)

“Say the word ‘nap.’ Ask, ‘Does *nap* start with /n/?’ Repeat the sound together: /n-n-n/. Then add /ap/ after articulating the beginning sound: /n-n-n-nap/.’” (Student title: *The Rap Chaps*)

Remove the Sounds (*Phonemic Deletion, Onset/Rime Splitting*)

“Ask children to say the word *jaw*. Then, ‘Say it again, but don’t say the /j/ sound.’” (Student title: *The Paw*)

Replace the Sounds (*Phonemic Substitution*)

“Ask children to say the word *meat*. Then ask them to say it with a /s/ instead of a /m/: ‘seat.’” (Student title: *A Kitchen Treat*)

2. Phonics

“The understanding that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.”

- “Components of Effective Reading Programs,” *Guidance for the Reading First Program*, US Department of Education

Fred’s Phonograms® Explicit and Systematic Instruction: Phonics

1. Children are asked to identify the sound patterns of phonogram words in stories read aloud to them.

Example: “Did you hear any words in the story that sound the same? What are those words?” Ask children to listen and repeat the phonogram words from the story after you say them: *back, black, crack, pack, quack, rack, shack, snack, and tack.*” (Student title: *The Black Shack*)

2. Children learn to connect letters with sounds.

Example: “Point to letters on the front and back covers. Say, ‘Here are the letters that make the /op/ sound. Let’s say these letters together: *o* and *p*.’” (Student title: *Pop’s Shop*)

3. Children learn to identify the letter patterns of corresponding sound patterns.

Example: “Say to children, ‘Let’s find the words in the story with these letters.’ As you turn pages of the story, ask

children to point to the *-ay* word that they find, say it aloud, and then spell it: ‘*stay, s-t-a-y;*’ ‘*play, p-l-a-y;*’ and so on. (Student title: *Stay and Play*)

4. Children develop early-stage decoding skills by blending initial phonemes (onsets) with phonograms (rimes).

Example: “Continue the sound-stretching exercise with other single-syllable words: *cell, dell, dwell, jell, knell, well, quell, spell, and swell.*” (Student title: *What Is That Smell?*)

5. Children learn phoneme/grapheme relationships by replacing onsets in phonogram words.

Example: “Create an *-ug* wall mural where students can ‘feed the phonogram’ with different beginning letters. Place *Pug* on the right, with child-drawn pictures of *rug, jug, slug,* and other *-ug* objects from the story on the left. Have children overlay the objects with their onset letters.” (Student title: *Pug, Slug, and Bug*)

3. Vocabulary Development

“Development of stored information about the meanings and pronunciation of words necessary for communication.”

- “Components of Effective Reading Programs,” *Guidance for the Reading First Program*, US Department of Education

Fred’s Phonograms® Explicit and Systematic Instruction: Vocabulary Development

1. Children are asked to add to the list of phonogram words in the story (phonemic substitution).

Example: “Continue the sound-stretching exercise with other *-ick* words. Other single-syllable *-ick* words include: *kick, sick, tick, wick, brick, flick, slick, thick.*” (Student title: *Vicky and Rick*)

2. Children learn how vowel replacements in a phonogram pattern create a whole new string of words (phonemic substitution).

Example: “*Words to Words.* Use *-ug* to create a string of words with new phonograms from medial substitutions.

-ag: bag, gag, hag, jag, lag, nag, rag, sag, tag, wag, brag, crag, drag, flag, slag, snag, stag

-eg: beg, keg, leg, Meg, peg

-ig: big, dig, fig, gig, jig, pig, rig, wig, sprig, swig, twig

-og: bog, cog, dog, fog, hog, jog, log, tog, clog, flog, frog, grog, slog, smog.” (Student title: *Pug, Slug, and Bug*)

3. Children learn how switching the positions of letters in one word can create a new word (phonemic manipulation).

Example: “*Words Within Words.* Reverse the position of the letters *s* and *t* to create new words: *best/bets, nest/nets, pest/pets.*” (Student title: *The Best Guest*)

3. Vocabulary Development (continued)

4. Children learn to tell the difference between real words and unreal words.

Example: “*Real and Pseudowords*. Recite groups of words to children, asking them to identify real words in the each group: *stick/blick/trick; crick/flick/quick; pick/wick/gick*. Write real and pseudo-words into separate columns on chart paper.” (Student title: *Vicky and Rick*)

5. Children learn how sound patterns are pronounced in different letter patterns (phonemic substitution).

Example: “*Same Sound, Different Spelling*. Introduce different spelling patterns for phonograms that sound the same. Begin by having children recite the words with you that have the same phonogram sound: *stew/moo/true, glue/chew/too*, and *zoo/stew/clue*. Introduce the different spelling patterns for this sound: *-ew, -oo, and -ue*. Use the word tree, word wheel, word wall, or starburst pattern as a scaffolding device.

-ew: dew, few, hew, knew, new, pew, blew, brew, chew, crew, drew, flew, screw, stew, threw
-oo: boo, coo, goo, moo, too, woo, zoo, shoo” (Student title: *Due Date*)

6. Children learn how letter (spelling) patterns produce different sound patterns. This activity follows the *Words to Words* activity, where medial vowel sounds are replaced to generate new words; phonemic substitution.

Example: “*Same Spelling, Different Sound*. Introduce the different sounds of the *-ow* spelling by pronouncing the words *cow* and *row*. Working with word cards or replacing initial sounds, have children offer new words with the different sounds.

-ow: bow, cow, how, now, row, sow, vow, brow, chow, plow
-ow: bow, know, low, mow, row, sow, tow, blow, crow, flow, glow, grow, show, slow, snow” (Student title: *The Paw*)

7. Children discover how a single phonogram can generate a vast array of new words by shifting and/or replacing the letters in the word (phonemic manipulation).

“*Starburst*. Extend a new line of words, beginning with the word *same*. The following is an example of a new word line, created by changing letters in initial, medial, and final positions: *zip, hip, hit, him, his, hiss, miss, mess, less, loss, lost, cost, coat, boat, float*.” (Student title: *Skip’s Trip*)

8. Children learn how replacing the middle vowel sound in a phonogram can generate a whole new string of words.

Example: “*The Silent-E Forest*. Plant a tree in the Silent-E Forest. Place *-a__e* on the trunk, and add *-ate* words from the story on one branch. Add new branches with other *silent-e* phonograms:

-ace: face, lace, mace, pace, race, brace, grace, place, space, trace
-ade: bade, fade, jade, made, wade, blade, glade, grade, shade, spade, trade
-ane: bane, cane, lane, mane, pane, sane, vane, crane, plane” (Student title: *Kate Is Late*)

9. Children expand their vocabularies by adding word endings to phonograms.

Example: “*The -ip Tree*. Create a wall mural of a tree with several large branches. At the trunk of the tree, place the title, *Skip’s Trip*. At the base of one branch, enter the word *Skip*, and place word cards or simply write the words from the story along the branch. At the base of another branch, enter the word *skipper*. Add the letters *-per* to *-ip* words, and enter them words on the branch: *clipper, zipper, slipper, flipper, skipper*. At the base of another branch, place the word *skipping*. Add the letters *-ping* to the *-ip* words, and place them on the branch: *tripping, zipping, flipping*, etc. Yet another branch can grow by adding the letter *e* to create a silent-*e* phonogram, *-ipe*: *pipe, ripe, wipe, gripe, snipe, stripe, swipe, tripe*.” (Student title: *Skip’s Trip*)

10. Children learn how a single vowel sound can generate a variety of words.

Example: “*Word Endings*. Use the single-sound of *-ay* as a basis for creating new words. Ask children what sounds they could add to the end of the */ay/* sound to make a new word: *Abe, aid, age, ache, aim, ape, ace, and ate*.” (Student title: *Stay and Play*)

11. Children build sight word recognition by creating word walls of high-frequency words from stories.

Fred’s Phonograms® student titles contain a total of 100 high-frequency words.

12. Children expand their vocabularies by building word walls of “frequent and familiar words.”

Fred’s Phonograms® student titles contain a total of 200 frequent and familiar words.

4. Reading Fluency, Oral Reading Skills

“Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.”

- “Components of Effective Reading Programs,” *Guidance for the Reading First Program*, US Department of Education

Fred’s Phonograms® Explicit and Systematic Instruction: Reading Fluency

1. **Phonogram words are featured in story contexts, with repetitive text and supportive illustrations.**
Text example from student title, *The Black Shack*, follows.

The Black Shack

The tack came off.
The rack came off.
The pack came off.
Crack!
The bear fell back
and lost his snack.
Quack! Quack! Quack!

2. **Rhymes reinforce rimes!**
Phonograms, also known as rimes, in rhyming patterns invite children into the story. Text example from the student title, *What Is That Smell?* follows.

What Is That Smell?

Little Nell stands at the well.
She give a yell and starts to sell.
She sells the bell. She sells the shell.
But then a smell begins to swell,
Into the air, and casts a spell.
“What is that smell? Can anyone tell?”
“Nell, can’t you tell? The bottle fell!”

3. **Phonogram words appear in consistent sound-and-letter patterns throughout the stories.**
Consistent word patterns promote the development of decoding skills and reinforce accuracy. These acquired skills go *beyond* the pattern, expanding the reach of decoding skills.
4. **Broad reading levels promote the development of reading fluency.**
Twelve progressive reading levels are included in the series of student books.
5. **Reading activities include read-aloud, small group, individual, pairs, and silent reading.**
Classroom activities are tailored for each student title.
6. **Take-home pages create opportunities to involve families in early reading.**
Take-home pages for each student title offer family-oriented activities to promote reading skills: reading, conversation, environmental print, singing, writing, and playing together!

5. Reading Comprehension Strategies

“Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.”

- “Components of Effective Reading Programs,” *Guidance for the Reading First Program*, US Department of Education

Fred’s Phonograms® Explicit and Systematic Instruction: Reading Comprehension

1. **Sociodramatic play is an effective strategy for reading comprehension.**
“Sociodramatic play activities give children a chance to develop language and literacy skills, a deeper understanding of narrative, and their own personal response to stories.” (*Starting Out Right*, 1999) Example: “*Play’s the Thing!* Have children volunteer to improvise skating routines to music, either individually, in pairs, or as a small group.” (Student title: *Kate Is Late*)

2. **Prior knowledge opens the door to reading comprehension.**
Story introductions begin with conversation related to the story theme. Example: “*I Knew That!*® Do you help your family clean up your home? What do you do?” (Student title: *Spring Cleaning*)

3. **“Plot lines” reveal the developmental sequence of a story structure.**
Plot lines are visually construct the sequence of events in a story, introducing the concept of story plot.
4. **Children write and illustrate their own stories, based on the themes in the series.**
Children use sentence patterns as a basis for creating new stories of their own. Example: “*Writing Sentences*. Use the sentence pattern from the story to create new rhymes: ‘First I saw a tree. Then I saw a bee. Then it stung my knee!’” (Student title: *The Paw*)