



Phonics Skills

| Skill Area | Evidence of Skill | Evidence of Need | Strategies |
|---|---|--|------------------|
| <p><u>Consonants</u></p> <p>Ability to recognize the sound-symbol relationship of the 21 consonants</p> | <p>Student is able to match a consonant sound to the representative symbol</p> <ul style="list-style-type: none"> • /d/ for d • /gl/ for gl • /ch/ for ch | <p>Student has difficulty identifying and pronouncing the consonant sounds, blends, and digraphs in words</p> <ul style="list-style-type: none"> • b for /d/ • g for /gl/ • c for /ch/ | 1,2,3,4,5 |
| <p><u>Vowels</u></p> <p>Ability to recognize the sound symbol relationship of the 5, sometimes 6, vowels</p> | <p>Student is able to match a vowel sound to the representative symbol and blend vowels within words</p> <ul style="list-style-type: none"> • matches short vowel sounds in CVC words • matches o, oe, for long o vowel sound • matches i, ie for long i vowel sound | <p>Student has difficulty decoding and blending vowels within words. Student consistently mispronounces vowel sounds.</p> <ul style="list-style-type: none"> • says short e for short i • says short u for short o • sounds out o and u for /ou/ | 6,7,8,9,10,11,12 |
| <p><u>Compound Words</u></p> <p>Ability to recognize and break a word into its compound parts</p> | <p>Student is able to distinguish smaller word units within a compound word.</p> <ul style="list-style-type: none"> • mailbox = mail/box • glassware = glass/ware | <p>Students cannot distinguish smaller word units within the compound word and pronunciation is inaccurate.</p> <ul style="list-style-type: none"> • mailbox = mailb/ox • glassware = glas/sware | 13 |
| <p><u>Phonograms/Word Families</u></p> <p>Ability to distinguish the onsets and rimes of pattern words</p> | <p>Student is able to automatically identify and apply word patterns in their reading.</p> <ul style="list-style-type: none"> • /at/ is in cat, bat, sat • /ish/ is in wish, swish • /ight/ is in bright, tight, sight | <p>Student cannot automatically identify the most commonly used patterns of spelling and/or pronunciation.</p> <ul style="list-style-type: none"> • attempts to sound out "ight", "ought", "aught" | 14, 15 |
| <p><u>Affixes</u></p> <p>Ability to recognize common prefixes and suffixes and apply that knowledge when reading</p> | <p>Student is able to apply affix knowledge when decoding words.</p> <ul style="list-style-type: none"> • interaction=inter-ac-tion | <p>Student does not pronounce affixes correctly and cannot identify root/base words.</p> <ul style="list-style-type: none"> • interaction = in-ter-act-ion | 16,17,18 |
| <p><u>Syllabication</u></p> <p>Ability to see phonic word chunks within words</p> | <p>Student is able to break words apart into logical word chunks.</p> <ul style="list-style-type: none"> • pro-tec-tion • bloom-ing • sec-tion-al | <p>The student who needs work with syllables is already skilled with sound-symbol relationships, but is either trying to decode words sound by sound or is breaking words into non-syllabic chunks, making decoding difficult</p> <ul style="list-style-type: none"> • pr-o-t-ec-tion • b-l-o-om-ing • s-ect-ion-al | 19,20 |