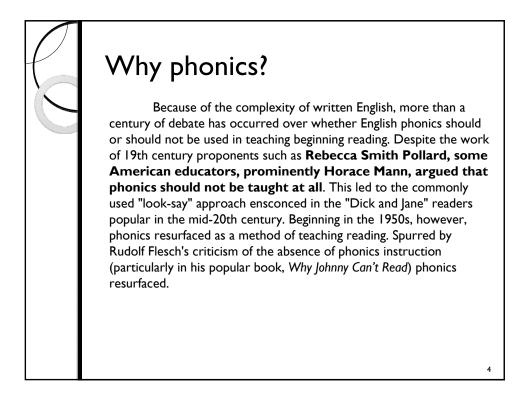
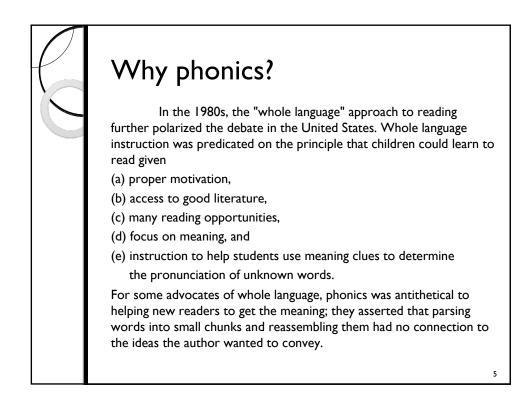
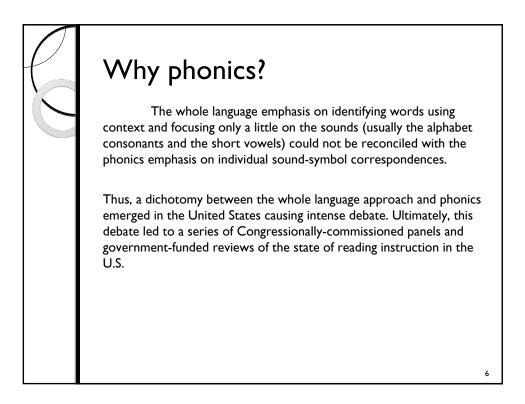


What is phonics?

Phonics refers to a method for teaching speakers of English to read and write that language. Phonics involves teaching how to connect the sounds of spoken English with letters or groups of letters (e.g., that the sound /k/ can be represented by c, k, ck, or ch spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words.







Why phonics?

In 1984, the National Academy of Education commissioned a report on the status of research and instructional practices in reading education, Becoming a Nation of Readers. Among other results, the report includes the finding that phonics instruction improves children's ability to identify words. It reports that useful phonics strategies include teaching children the sounds of letters in isolation and in words, and teaching them to blend the sounds of letters together to produce approximate pronunciations of words. It also states that phonics instruction should occur in conjunction with opportunities to identify words in meaningful sentences and stories.

Why phonics?

In 1990, Congress asked the U.S. Department of Education to compile a list of available programs on beginning reading instruction, evaluating each in terms of the effectiveness of its phonics component. As part of this requirement, the US DOE asked Dr. Marilyn J. Adams to produce a report on the role of phonics instruction in beginning reading, which resulted in her 1994 book *Beginning to Read: Thinking and Learning about Print*. In the book, Adams asserted that existing scientific research supported that phonics is an effective method for teaching students to read at the word level. Adams argued strongly that the phonics and the whole language advocates are both right. Phonics is an effective way to teach students the alphabetic code, building their skills in decoding unknown words.

Why phonics?

By learning the alphabetic code early, Adams argued, students can quickly free up mental energy they had used for word analysis and devote this mental effort to meaning, leading to stronger comprehension earlier in elementary school. Thus, she concluded, phonics instruction is a necessary component of reading instruction, but not sufficient by itself to teach children to read. This result matched the overall goal of whole language instruction and supported the use of phonics for a particular subset of reading skills, especially in the earliest stages of reading instruction. Yet the argument about how to teach reading, eventually known as "the Great Debate," continued unabated.

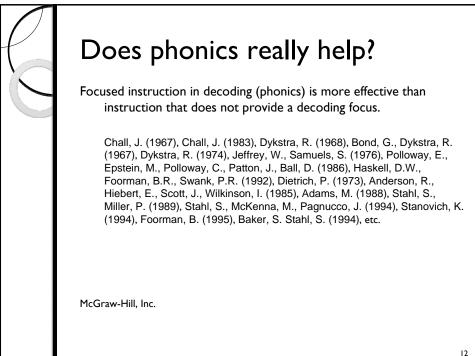
Why phonics?

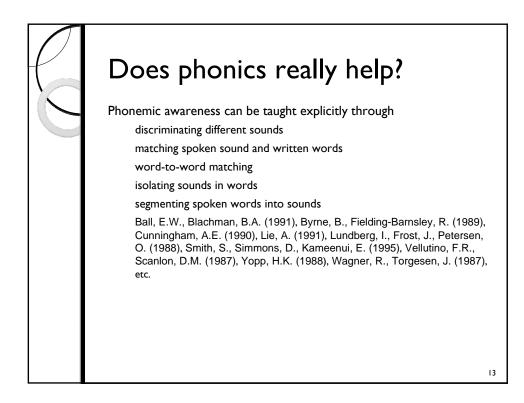
The National Research Council re-examined the question of how best to teach reading to children (among other questions in education) and in 1998 published the results in the <u>Prevention of</u> <u>Reading Difficulties in Young Children</u> (Catherine Snow, et. al.). The National Research Council's findings largely matched those of Adams. They concluded that phonics is a very effective way to teach children to read at the word level, more effective than what is known as the "embedded phonics" approach of whole language (where phonics was taught opportunistically in the context of reading materials). They found that phonics instruction must be systematic (following a sequence of increasingly challenging phonics patterns) and explicit (teaching students precisely how the patterns worked, e.g., "this is b, it stands for the /b/ sound")....

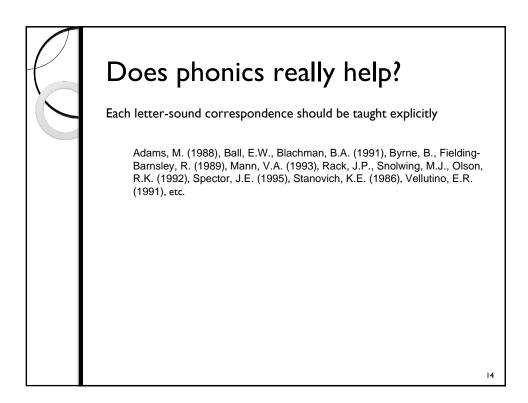
Why phonics?

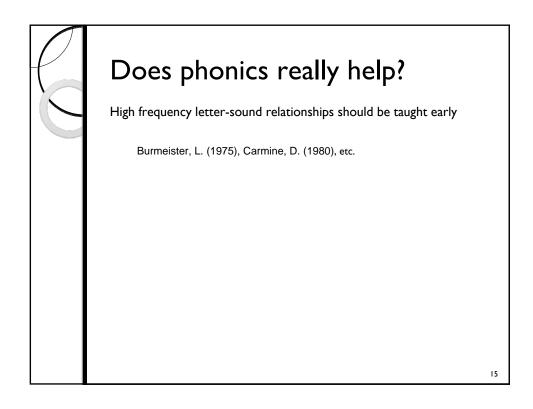
In 1997,... the National Reading Panel examined quantitative research studies on many areas of reading instruction, including phonics and whole language. The resulting report Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction was published in 2000 and provides a comprehensive review of what is known about best practices in reading instruction in the U.S. The panel reported that several reading skills are critical to becoming good readers: phonics for word identification, fluency, vocabulary and text comprehension. With regard to phonics, their meta-analysis of hundreds of studies confirmed the findings of the National Research Council: teaching phonics (and related phonics skills, such as phonemic awareness) is a more effective way to teach children early reading skills than is embedded phonics or no phonics instruction.

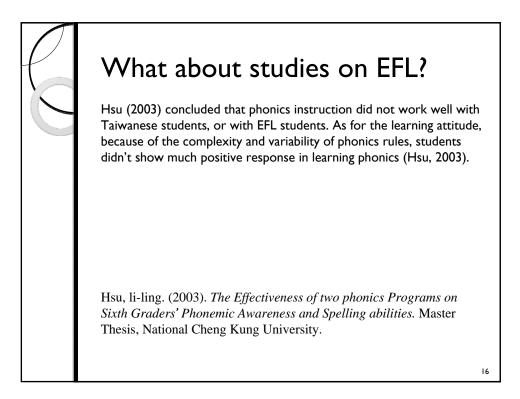
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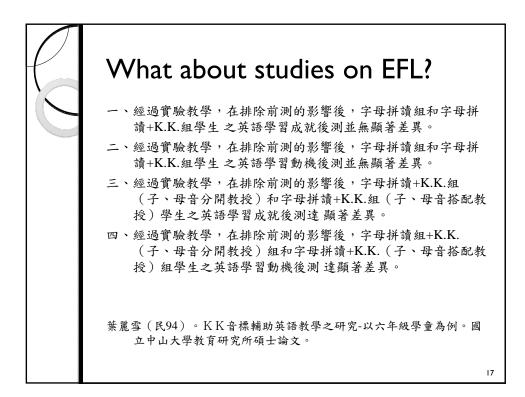


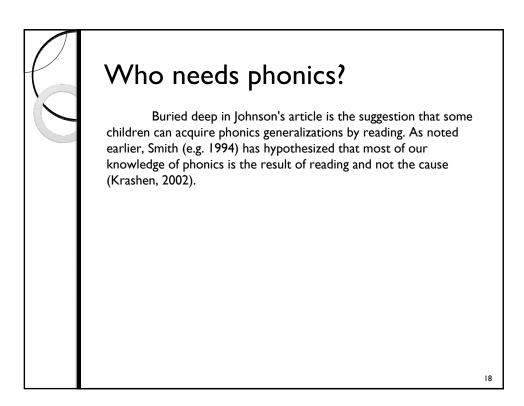








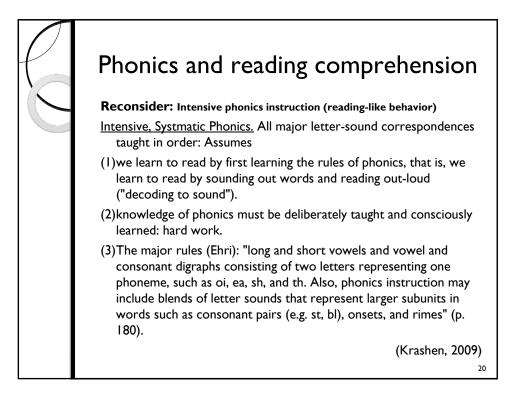


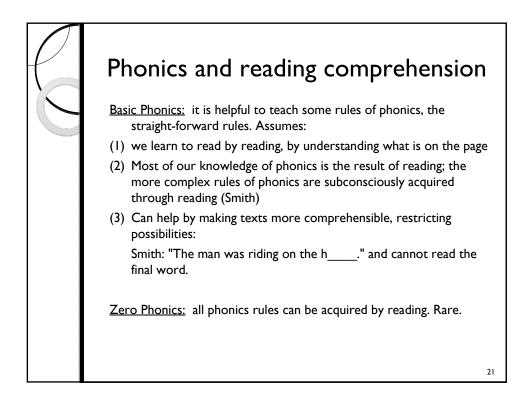


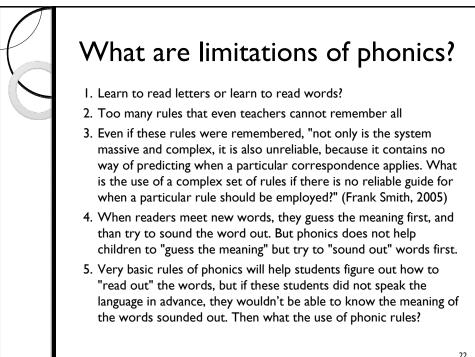
Who needs phonics?

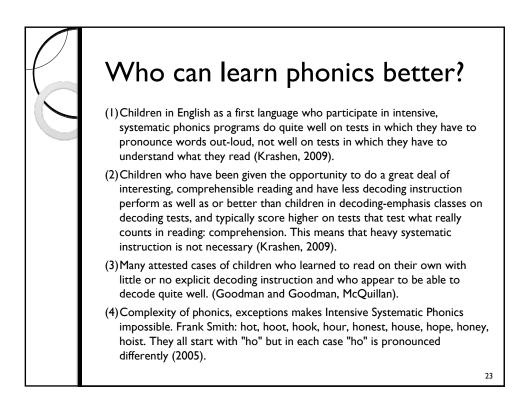
Johnson's view differs somewhat from Smith's in that she claims that some children can indeed acquire sound-spelling correspondences by reading, while others "need systematic instruction" (p. 141). No evidence is provided for this extremely important claim, a claim that runs counter to current official state and federal government policy that all children must have systematic, intensive phonics instruction (Krashen, 2009).

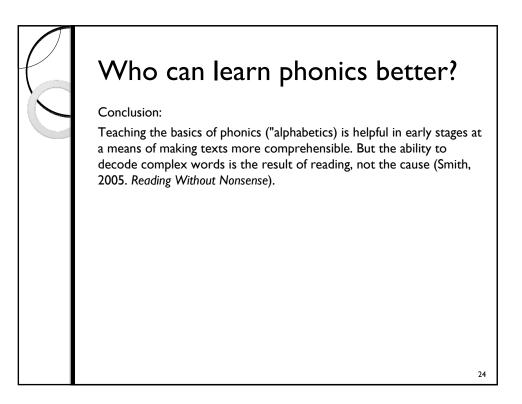
To support such a claim, one would have to show that there are substantial numbers of children who have learned to read without extensive phonics training (this is easy to find), and also substantial numbers of children who cannot "learn to read by reading," who require extensive phonics instruction. The existence of this second group has never been demonstrated: To do so, one must find large numbers of children who have been read to, who have substantial exposure to comprehensible and interesting texts, and who nevertheless fail to learn to read (Krashen, 2002).

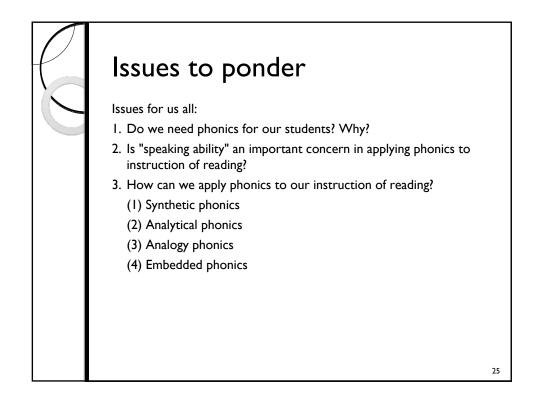


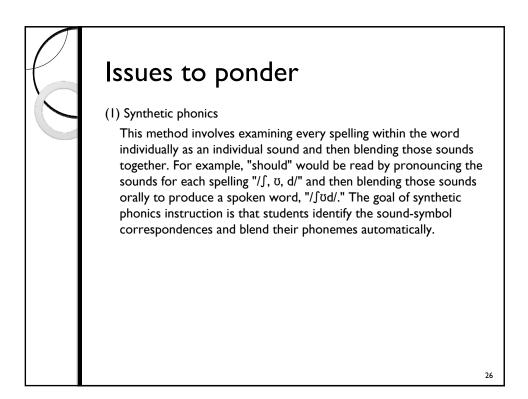








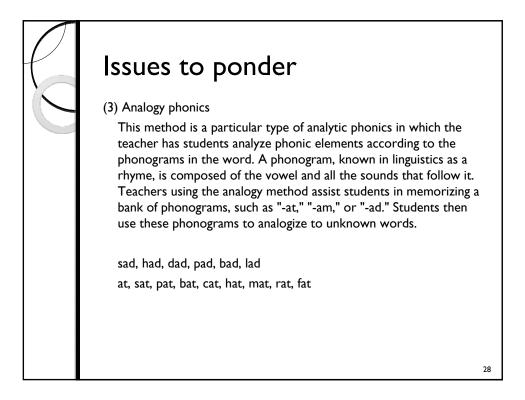




Issues to ponder

(2) Analytical phonics

This method has children analyze sound-symbol correspondences, such as the "ea" spelling of /i/ in "heat" and of /e/ in "great," but students do not blend those elements as they do in synthetic phonics lessons. Furthermore, consonant blends (separate, adjacent consonant phonemes) are taught as units (e.g., in "shoud" the "sh" would be taught as a unit $/\int/$).



Issues to ponder

(4) Embedded phonics

is the type of phonics instruction used in whole language programs. Although phonics skills are de-emphasized in whole language programs, some teachers include phonics "mini-lessons" in the context of reading materials. Short lessons are included based on phonics elements that students are having trouble with, or on a new or difficult phonics pattern that appears in a class reading assignment. The focus on meaning is generally maintained, but the mini-lesson provides some time for focus on individual sounds and the symbols that represent them. Embedded phonics differs from other methods in that the instruction is always in the context of reading materials rather than in separate lessons, and the skills to be taught are identified opportunistically rather than systematically.

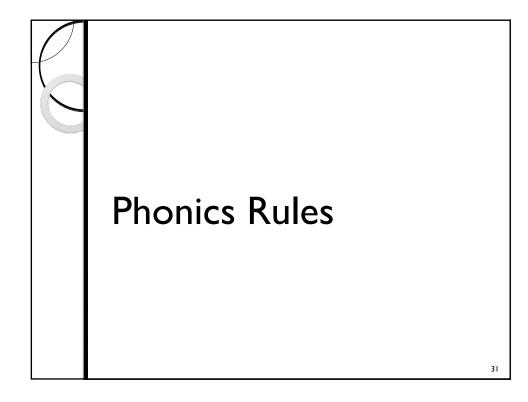
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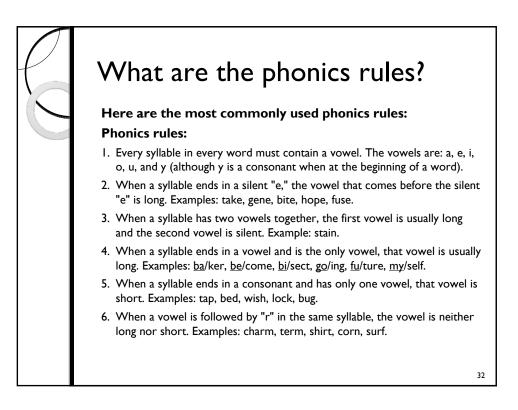
Why happens in the US now?

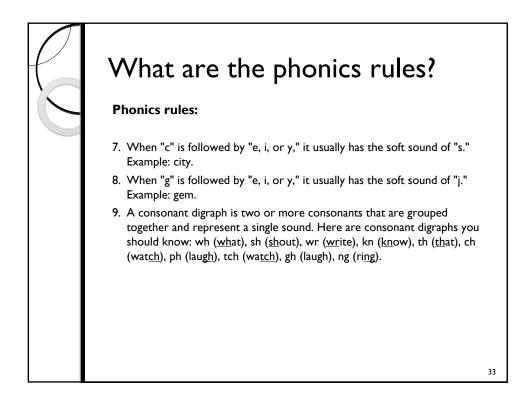
Many school systems, such as California's, have made major changes in the method they have used to teach early reading. Today, most teachers combine phonics with the elements of whole language that focus on reading comprehension. They are employing a combined approach Adams (1994) and the National Reading Panel (1994) advocate for a comprehensive reading program that includes several different subskills. This combined approach is sometimes called balanced literacy. Some researchers (Moats, 2008) assert that balanced literacy is merely whole language called by another name.

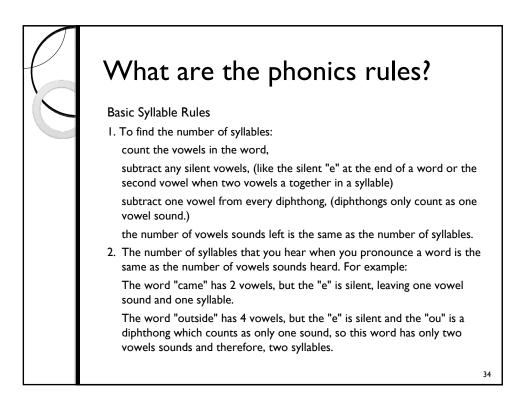
Proponents of various approaches generally agree that a combined approach is important.

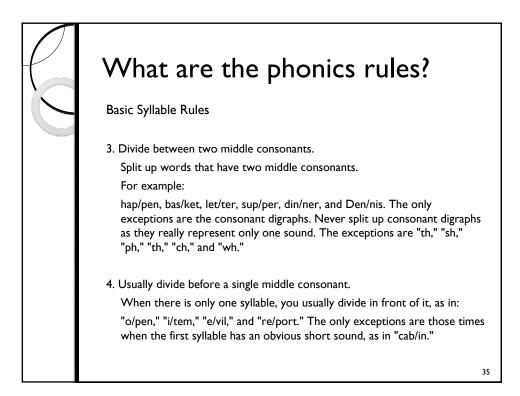
And this is my position.

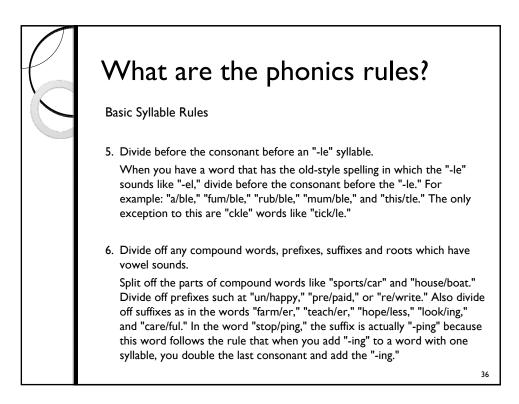


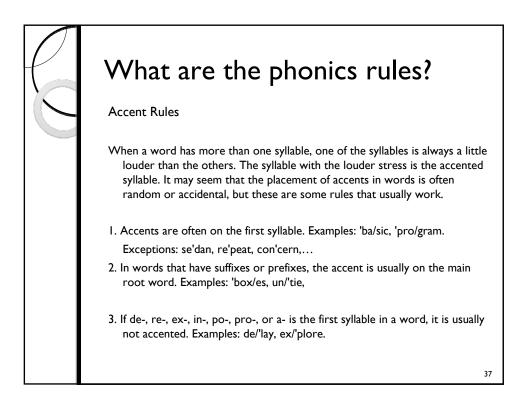


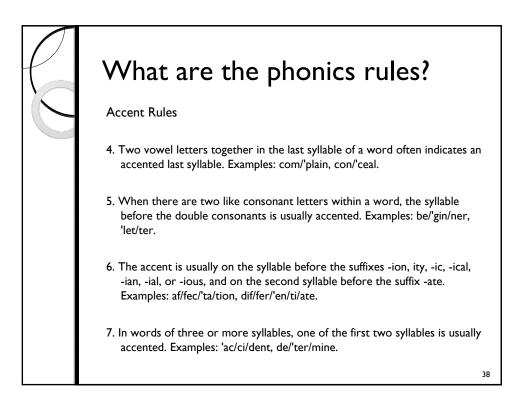








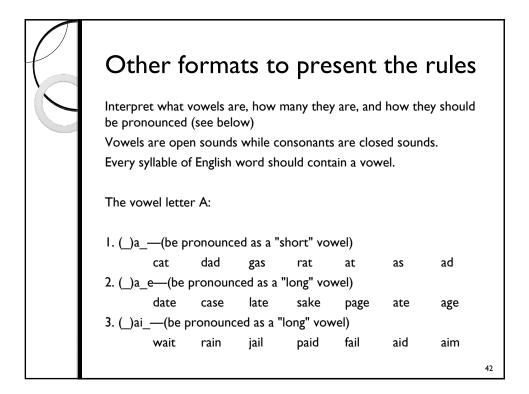


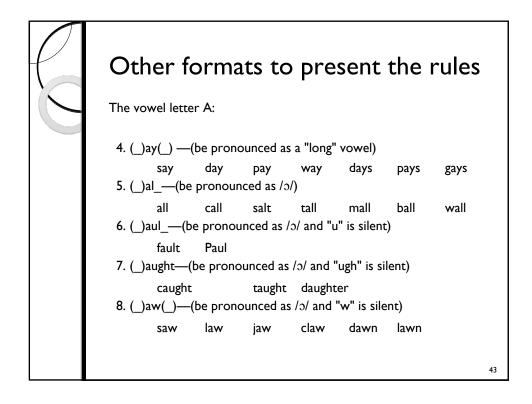


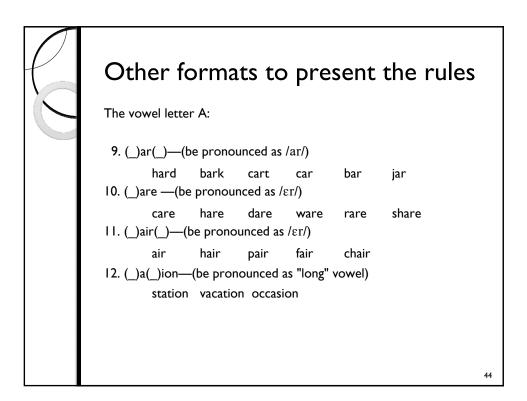
The utility of 45 phonic	generalizations		
*Generalization	No. of words conforming	No. of exceptions	Percent of utility
 When there are two vowels side by side, the long sound of the first one is heard and the second is usually silent. 	309 (bead)†	377 (chief)†	45
 When a vowel is in the middle of a one-syllable word, the vowel is short. middle letter one of the middle two letters in a word of four letters 	408 191 (dress) 191 (rest)	249 84 (scold) 135 (told)	62 69 59
one ownell within a word of more than four letters one vowell within a word of more than four letters 3. If the only vowel letter is at the end of a word, the letter	26 (splash)	30 (fight)	46
usually stands for a long sound.	23 (he)	8 (to)	74
When there are two vowels, one of which is final e, the first vowel is long and the e is silent.	180 (bone)	108 (done)	63
*5. The r gives the preceding vowel a sound that is neither long nor short.	484 (horn)	134 (wire)	78
 The first vowel is usually long and the second silent in the digraphs ai, ea, oa, and ui. ai ea 	179 43 (nail) 101 (bead)	92 24 (said) 51 (head)	66 64 66
oa ui	34 (boat) 1 (suit)	1 (cupboard) 16 (build)	97 6

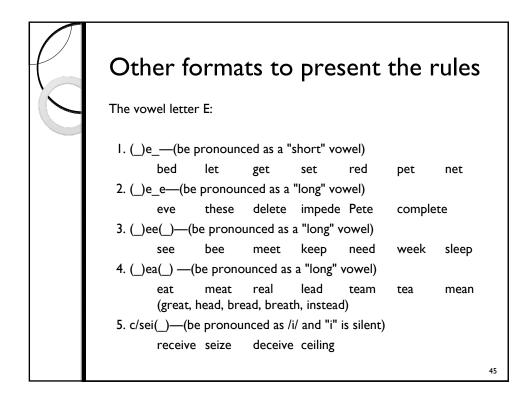
Th	ne most useful	ones			
	owel letter is at the end of a word, the letter ds for a long sound.	23 (he)	8 (to)	74	
*5. The r gives long nor sho	the preceding vowel a sound that is neither ort.	484 (horn)	134 (wire)	78	
	wel is usually long and the second silent in s <i>ai, ea, oa,</i> and <i>ui.</i>	179 43 (nail) 101 (bead) 34 (boat) 1 (suit)	92 24 (said) 51 (head) 1 (cupboard) 16 (build)	66 64 66 97 6	
*8. Words having	ng double e usually have the long e sound.	85 (seem)	2 (been)	98	
*10. In ay the y	is silent and gives a its long sound.	36 (play)	10 (always)	78	
	etter <i>i</i> is followed by the letters <i>gh</i> , the <i>i</i> nds for its long sound and the <i>gh</i> is silent.	22 (high)	9 (neighbor)	71	
vowel soun	the final letter in a word, it usually has a id.	169 (dry)	32 (tray)	84	
*20. When c an sound.	d h are next to each other, they make only one	103 (peach)	0	100	
*21. Ch is usual chair, not li	lly pronounced as it is in <i>kitchen</i> , catch, and ike sh.	99 (catch)	5 (machine)	95	
*22. When c is f heard.	followed by e or i, the sound of s is likely to be	66 (cent)	3 (ocean)	96	
					40

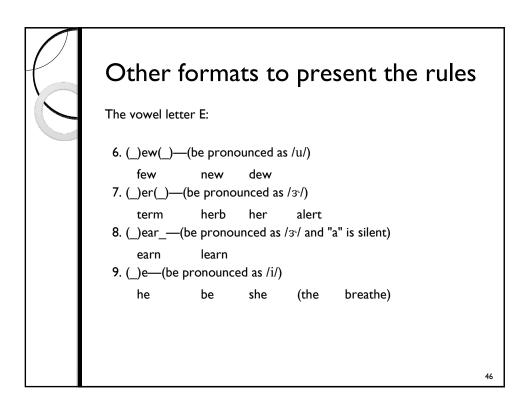
	The most useful	ones		
	When the letter c is followed by o or a the sound of k is			
23.	likely to be heard.	143 (camp)	0	100
*25	When ght is seen in a word, gh is silent.	30 (fight)	0	100
26	When a word begins kn, the k is silent.	10 (knife)	0	100
27	When a word begins with wr, the w is silent.	8 (write)	0	100
*28	. When two of the same consonants are side by side only one is heard.	334 (carry)	3 (suggest)	99
+ 00		334 (Carry)	3 (Suggest)	33
-29	. When a word ends in <i>ck</i> , it has the same last sound as in <i>look</i> .	46 (brick)	0	100
*30	. In most two-syllable words, the first syllable is accented.	828 (famous)	143 (polite)	85
*31	. If a, in, re, ex, de, or be is the first syllable in a word, it is usually unaccented.	86 (belong)	13 (insect)	87
*32	. In most two-syllable words that end in a consonant			
	followed by y, the first syllable is accented and the last is unaccented.	101 (baby)	4 (supply)	96
35	When ture is the final syllable in a word, it is unaccented.	4 (picture)	0	100
36	When tion is the final syllable in a word, it is unaccented.	5 (station)	0	100
*40	If the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable.	62 (tumble)	2 (buckle)	97
•41	When the first vowel element in a word is followed by th,			
	ch, or sh, these symbols are not broken when the word is			
	divided into syllables and may go with either the first or second syllable.	30 (dishes)	0	100
*44	. When there is one e in a word that ends in a consonant,			
	the e usually has a short sound.	85 (leg)	27 (blew)	76
*45	. When the last syllable is the sound r, it is unaccented.	188 (butter)	9 (appear)	95

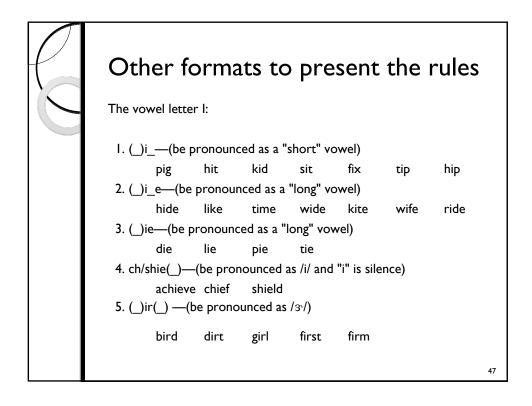


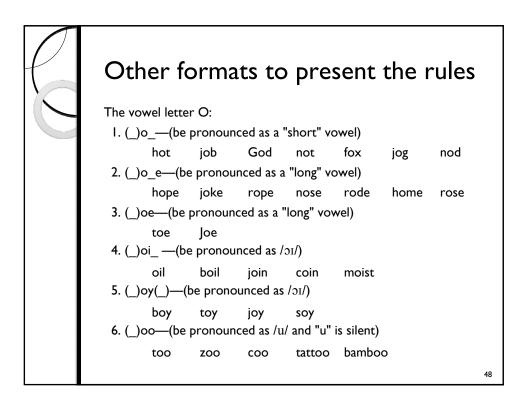


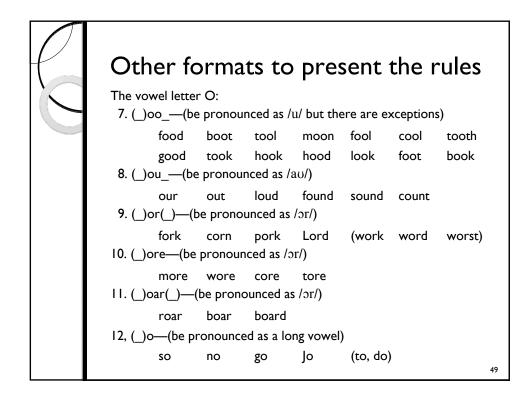


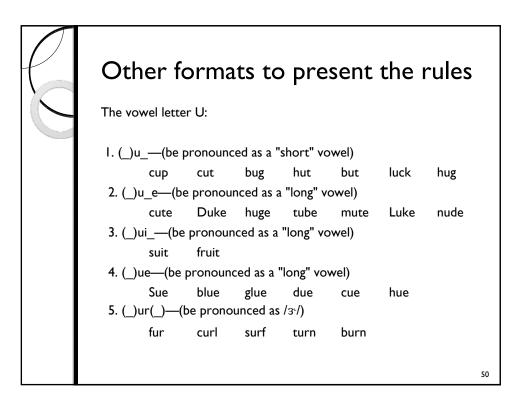


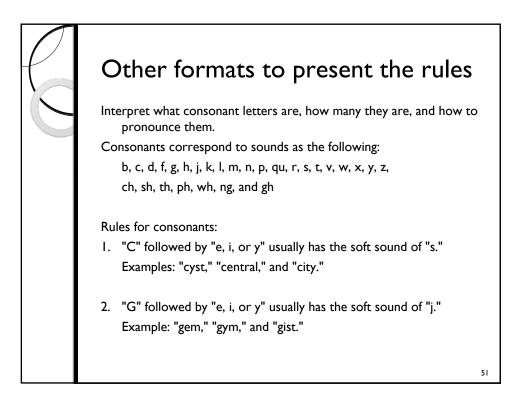


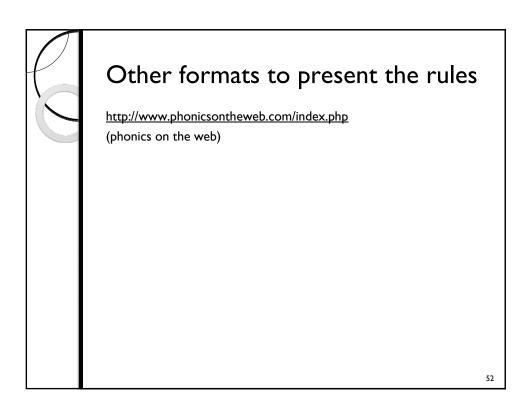












C	What role should KK play?
	Should our students learn phonics and KK phonetic symbols (by John Kenyon & Thomas Knott, 1953) at the same time?
	"k" is pronounced as /k/ "c" is pronounced as /k/, etc.
	The most commonly used KK symbols are /dʒ, ʒ, θ, ∫, ŋ, ð/ /æ, ε, ι, ɔ, ə/
	53

