

## **A Contextual Phonics Model for American-born Adults**

### **STEP ONE:**

**Determine sound/letter knowledge using word analysis assessments (prior to instruction).**

- *Sylvia Greene's Informal Word Analysis Inventory*. This informal assessment can be administered individually as a reading test or to a group as a spelling test. Student responses are tracked on a Teacher's Copy for scoring and interpretation. Part I assesses knowledge of short vowel sounds, consonant endings, digraphs (sh, ch, th, wh), trigraphs (tch, dge), consonant blends, and long vowel-silent e; Part II assesses knowledge of vowel combinations, silent consonants, r-controlled vowels, and special or irregular patterns. The *Story by Story* selections follow the order of sound/letter patterns assessed by this free informal inventory available from the ARCS website ([www.nifl.gov](http://www.nifl.gov)).
- A similar, but more formal, word analysis assessment designed for children and adults reading at 1<sup>st</sup> - 4<sup>th</sup> grade levels is the *Roswell-Chall Diagnostic Reading Test of Word Analysis Skills* (1997). It is given individually and takes 10-15 minutes to administer, score, and interpret. It also determines knowledge of consonant sounds, digraphs, blends, short vowel sounds, silent e, vowel combinations, diphthongs, vowels controlled by r, and compounds. It can be purchased from Educators Publishing Service, Inc., at [www.epsbooks.com](http://www.epsbooks.com).

### **STEP TWO:**

**Select contextual stories to teach unknown sound patterns (prior to instruction).**

According to word analysis assessment, select contextual phonics stories of need and interest from *Story by Story* (not all have to be used). Prepare individual or small group "readers" that include progress forms, selected phonics stories (front) and decodable/sight/survival word lists (back), additional word lists from *The ART* - Appendix 2 (as needed), and spell check forms (see Appendix B). The blank spaces in the stories are for the student to fill in with his or her name or with the name of someone he or she knows. This can be additional sight reading practice for proper names, which are not always decodable, and makes the stories more personal.

### STEP THREE:

#### **Provide "balanced" reading instruction/tutoring (60-75 minutes total).**

Provide a balanced combination of sound/word study and contextual reading/fluency practice with authentic and adult-appropriate material until mastery (90%) is achieved. The student may choose to begin each story with word study OR fluency training and comprehension.

**Sound and/or word study - 30+ minutes:** includes direct, systematic, sequential, and multi-sensory practice (hear, see, read, trace, spell, and write) of unknown sound patterns using a word list format:

- *Story by Story* decodable words
- *The ART* - Appendix 2 sequential word pages
- Other corresponding word family lists

The teacher or tutor: (1) describes and pronounces the sound/letter pattern, (2) models correct pronunciation of the corresponding word list(s), (3) provides enough oral reading practice until mastery is achieved, (4) dictates the same list(s) for spelling practice, (5) if necessary, provides additional reading and spelling review with mixed lists, and (6) if appropriate, provides extended word study with simple two-syllable forms such as compound words or words with high frequency prefixes and/or suffixes (un-, re-, in-, dis-, -s/es, -ed, -ing, -ly, -er/or).

**Fluency training and comprehension - 30+ minutes:** includes modeling and repeated oral reading of authentic text at or just below the student's reading level:

- *Story by Story* selections (GE 0.5-2.5)
- *Story by Story* sentence writing
- Other student/teacher generated stories

The teacher or tutor: (1) models the use of pre-reading comprehension strategies, such as asking yourself: "What do I already know about \_\_\_\_\_?" or "What would I like to know about \_\_\_\_\_?", (2) models fluent oral reading (reading text with appropriate rate, accuracy, and expression), (3) provides enough oral reading practice (typically 3-5 times) until automaticity (90%) is achieved, and (4) develops vocabulary knowledge for unknown words.

### STEP FOUR:

#### **Assign homework (10-15 minutes per day after instruction).**

Encourage spending time at home to study or read; however, it should not be required. Progress will occur more quickly if practice is frequent or on a daily basis.

- Read aloud and/or spell word lists to someone at home
- Read aloud phonics stories to someone at home
- Write and read sentences using decodable and survival/sight word lists