



Foundational Principles of English Reading: Applications to Adult English Learners – Part 2

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Talk prepared for:
Adult Training and Development Network (ATDN)
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Today, we'll cover:

- 01 Brief recap of talks 1 & 2
- 02 Understanding phonics
- 03 Teaching Phonics to Adults



The top section of the slide features a light gray background with several decorative elements: three pink circles of varying sizes and a large, horizontal, rounded pink rectangle. The word "Brief" is centered within this pink rectangle in a dark green, serif font.

Brief

The bottom section of the slide features a light gray background with several decorative elements: a large, horizontal, rounded dark green rectangle, a dark green circle, and three pink circles of varying sizes. The word "RECAP" is centered within the dark green rectangle in a pink, sans-serif font.

RECAP

ESSENTIAL LANGUAGE

Based on Paulo Freire's approach to teaching illiterate adults in Brazil.





Students' "Essential" Language Needs and Funds of Knowledge

Describe ways to identify
your students' essential
language needs.

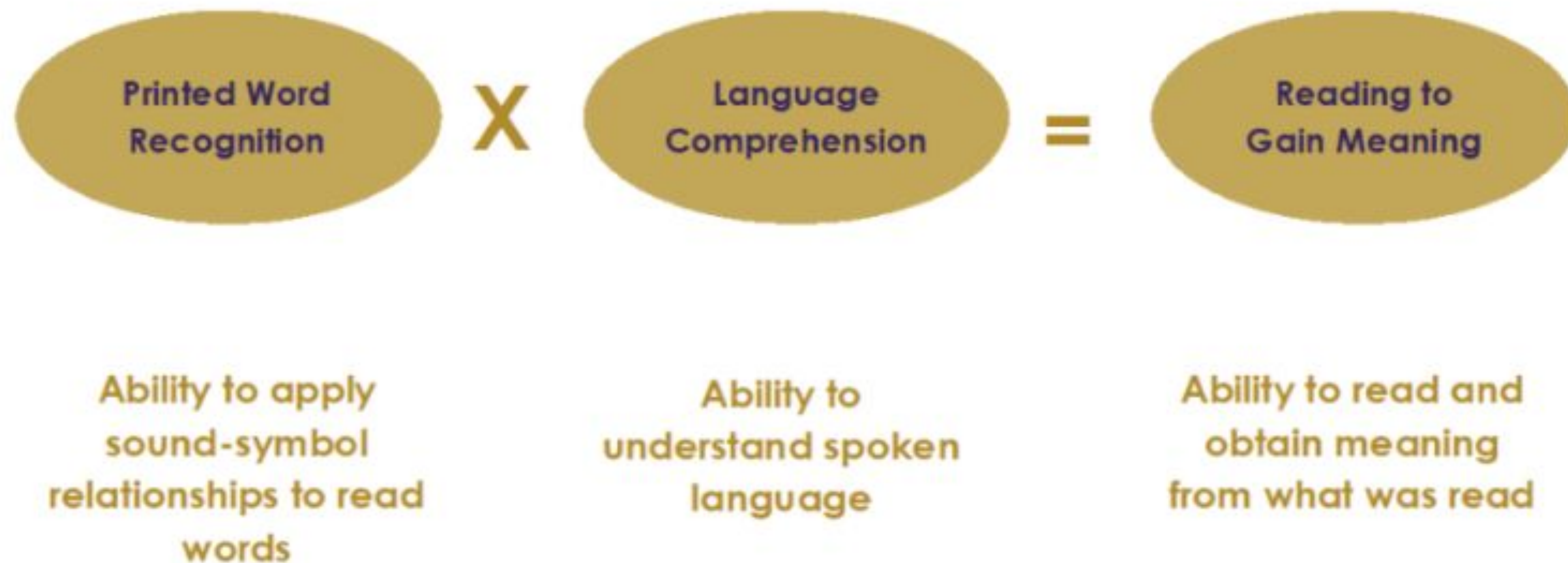
Plan to discover your
students' funds of knowledge.

TEACH STUDENTS TO SAY AND
READ THEIR ESSENTIAL
LANGUAGE FIRST

READING : TEACH PHONICS

RULES IN THE STUDENTS'
ESSENTIAL LANGUAGE SO
STUDENTS FEEL SUCCESSFUL

The Simple View of Reading



Gough and Tunmer 1986; Hoover and Gough 1990

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

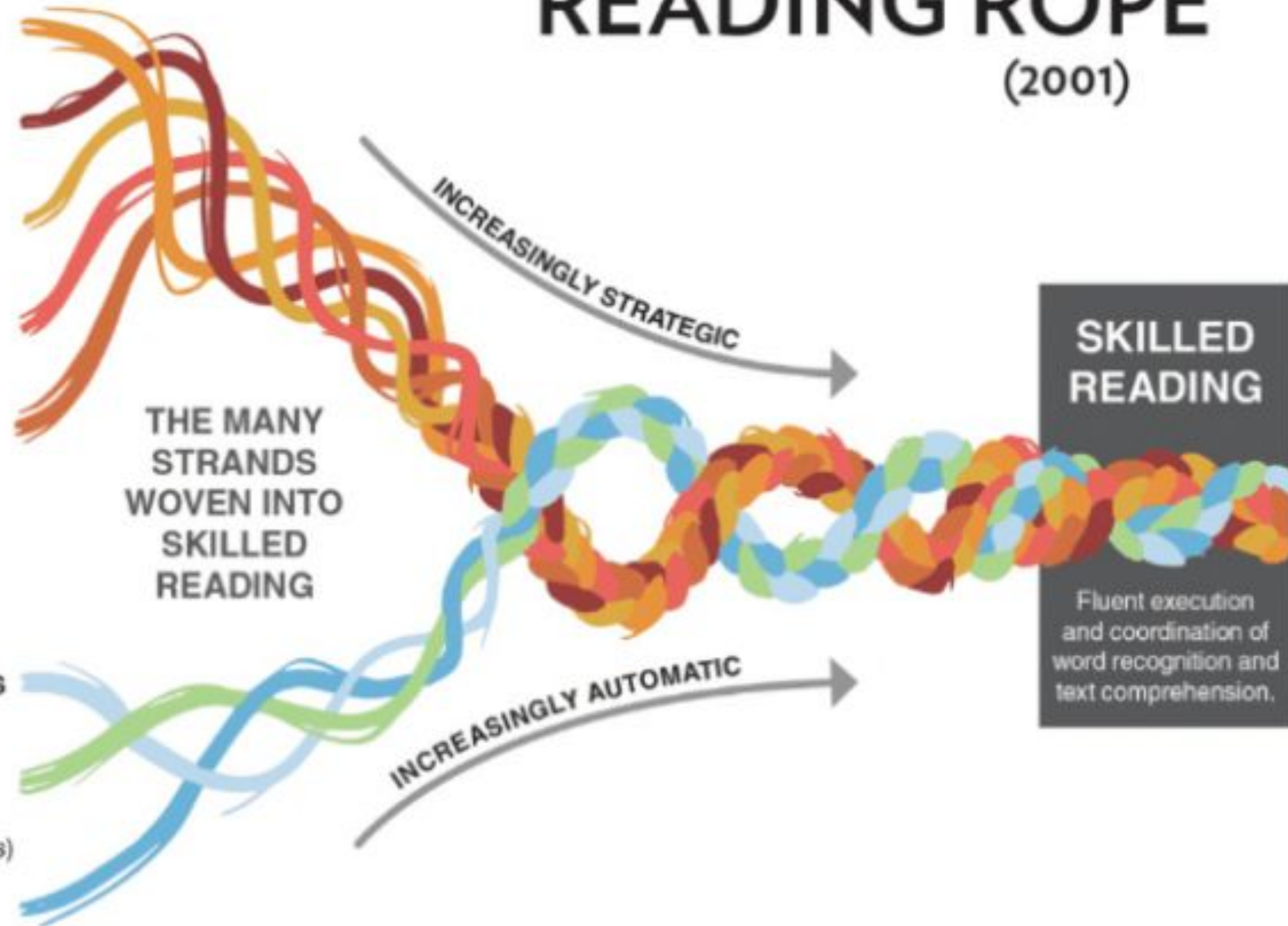
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



What is the main precursor to learn to read?

the ability to understand
SPOKEN
LANGUAGE

Awareness of oral language



How do we get to
understand oral language?

Phonological Awareness

*Prerequisite to phonological awareness is **basic listening skill**; the **acquisition of a several-thousand word vocabulary**; the **ability to imitate and produce basic sentence structures**; and **the use of language to express needs, react to others, comment on experience, and understand what others intend** (Moats & Tolman, 2009)*



Phonological Awareness: Basic Listening Skills

Alliterations

**Rhyme
recognition**

**Syllable
awareness**

**Onset-Rime
awareness**

**Phoneme (or
phonemic)
awareness**

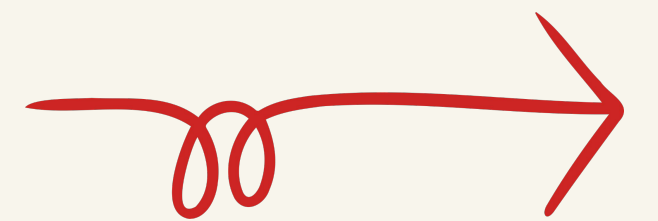


**Remember
this is all
oral
language!**

Alliterations	“practice promotes progress” “healthy habits help happiness” “kindness keeps kindness growing”
Rhyme recognition	What word rhymes with think? drink - bank - town
Syllable awareness	How many syllables in the words “coffee”, “banana”, and “student”? co-ffe ba-na-na stu-dent
Onset-Rime awareness	p-et s-et l-et j-et
Phonemic awareness	Phoneme isolation: What’s the first sound in the word “card” Phoneme blending: Say /b/ /a/ /t/. Put the sounds together (/bat/) Phoneme segmentation: Say “same”. Say each sound in “same” (/s/ /ey/ /m/ Phoneme manipulation: Sound replacement, addition, and deletion Say “same”. Change the sound /ey/ for /ow/. Say “at”. Add /p/ at the beginning. Say “tame”. Take away /t/



Let's use AI to help us build PA lessons!





1

Go to ChatGPT or your preferred AI

Prompt example:

Create a lesson that teaches the following phonological awareness skills in this order: alliterations, rhymes, syllable awareness, onset rime awareness and phoneme deletion

2

Keep prompting the chat bot

Example:

Use words across the exercises that are relevant for when an adult moves to a new country

3

Look for errors or poorly designed examples!

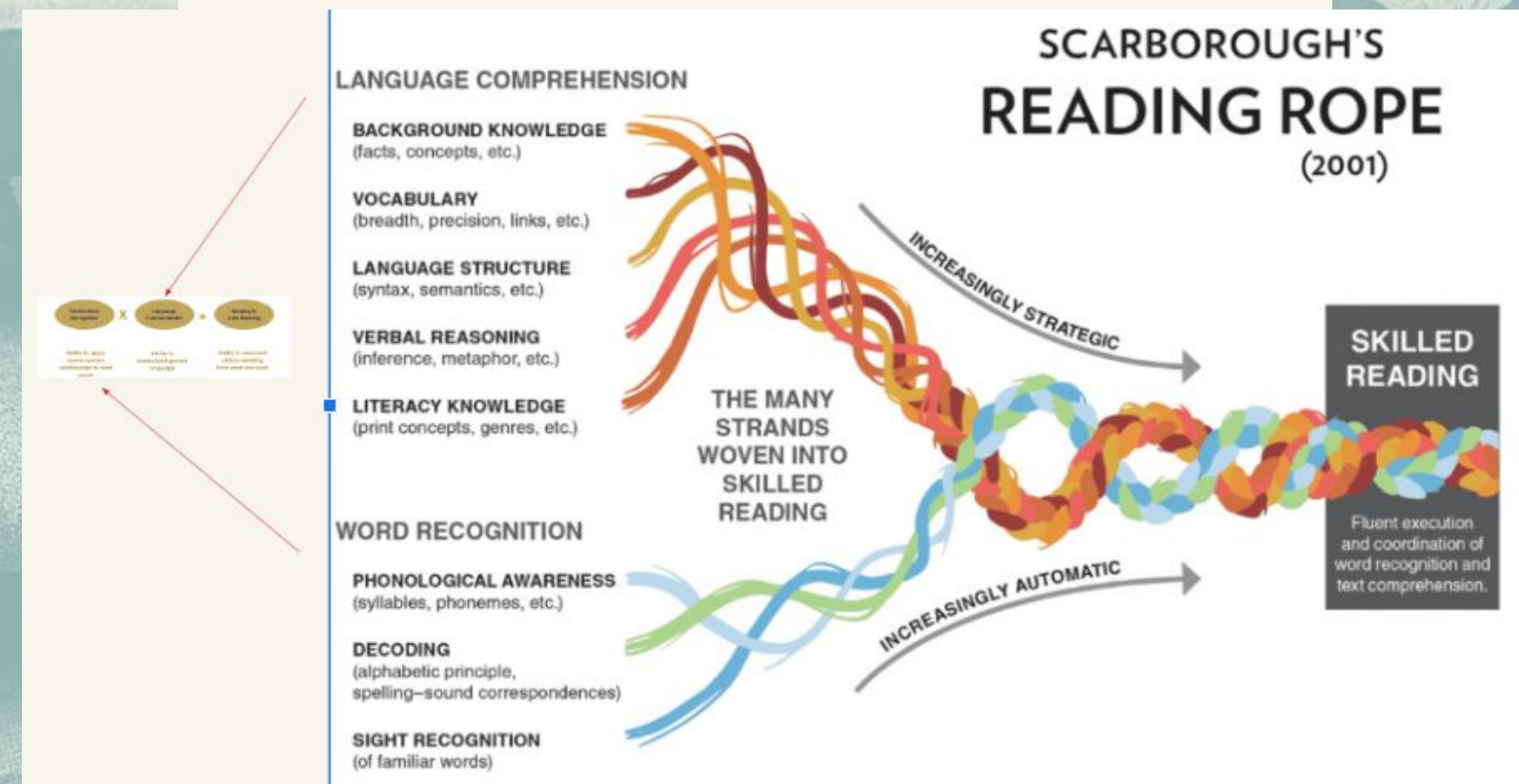
Example:

Alliteration provided by ChatGPT:

"Sam shops for shoes"

PA is great!
But your
students need to
learn a lot
more!

It's critical that
you dedicate time
in each lesson to
develop all the
skills needed to
learn to read.



"I got pulled over for having a broken light and was asked for my license and registration."

Word recognition:

Sound words out

Phonics rules and strategies (e.g., past tense -ed (pulled, asked); -tion; -ight)

Sight word recognition (e.g., I, over, was, for, my, and)

Language comprehension:

Background knowledge:

In the US, if you see a police patrol flashing their lights behind you, you **MUST** pull over. **NEVER** get out of the car, unless you're asked to. If your lights don't work, you may be causing a safety hazard. You can get a ticket for that.

Vocabulary:

2-word verbs (e.g., pull over)

light, license, registration

Language structure:

Compound sentence structure (two independent clauses joined with "and")

Direct object usage ("me" is tacit and "my license and registration" are direct objects of the verbs "pulled" and "asked")

Ellipsis: Subject ("I") is omitted in second clause

Gerund as object of preposition: "for having a broken light"

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
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SIGHT RECOGNITION
(of familiar words)

LANGUAGE COMPREHENSION

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VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

MINIMAL PAIRS

Bent / Vent

Fan / Van

Vine / Fine

Save / Safe

Thumb / Sum



Teaching

Minimal

Pairs



ship

/ɪ/



sheep

/i:/

English Vowel Chart

phonics symbol (printed)



<i>/i/</i> e 1. me 2. these 3. see 4. eat 5. chief 6. happy 7. key 8. either	<i>/ɪ/</i> i 1. sit 2. gym	<i>/e/</i> a 1. baby 2. make 3. rain 4. play 5. eight 6. vein 7. they 8. great 9. straight	<i>/ɛ/</i> ě 1. pet 2. head	<i>/æ/</i> ă 1. cat	<i>/ai/</i> ī 1. item 2. time 3. pie	<i>/ə/</i> ə 1. about 2. lesson 3. elect 4. definition 5. circus	<i>/a/</i> ă 1. fox	<i>/ʌ/</i> ă 1. saw 2. pause 3. call 4. dog 5. wall	<i>/o/</i> ō 1. go 2. vote 3. boat 4. show 5. toe	<i>/u/</i> oo 1. moo 2. ruby 3. tube 4. chew 5. blue 6. suit 7. soup	<i>/u/</i> oo 1. rook 2. put 3. could	<i>/ɔ/</i> aw 1. her 2. fur 3. sir
--	--	---	---	----------------------------------	---	---	----------------------------------	--	--	---	--	---

international phonetics symbol (handwritten)



<i>/ɔi/</i> oi	<i>/ɔy/</i> oy	oil boy	<i>/ɛr/</i> er	her fur sir
<i>/aʊ/</i> ou	<i>/oʊ/</i> ow	out cow	<i>/ɑr/</i> ar	cart
			<i>/ɔr/</i> or	sport

Note: The order of spelling examples reflects the relative frequency of incidence for that spelling of the phoneme.
 Vowel Chart based on Mack, L.C. (2015). LEFES: Language Essentials for Teachers of Reading and Spelling, Module 2 (p. 96). Adapted with permission of the author.
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Ear Training Practice



Always first: Explain the how to position the mouth (chin) to produce the vowel sound. Use a visual or better, a video!

<https://www.youtube.com/watch?v=aR5yyKFLI64>

Same or Different

Teacher: I'll read two words. You tell me if they're the same or different. See how I do it first. (use and example)

Teacher says: "ad - odd"
Student says: "different"

Teacher says "bag - bag"
Student says: "same"

1-2-3 Which is different?

Teacher: I'll read three words. You tell me which one is different from the other two: word 1, word 2, or word 3. You answer "one", "two" or "three". Watch how I do it first.

(use an example)

Teacher says: "lack - lock - lack"
Student says: "two"

Teacher says "cancellation - cancellation - consolation"
Student says: "three"

Listen and Circle

Circle the number of the word with /æ/

Ear training: Circle the number of the word with /æ/

Instructions: Listen carefully as I read three words. Only ONE word will have the /æ/ vowel. Circle the number of the word with the /æ/ sound.

Example: I say 'knack knock neck'
You circle ①

1.	rack	rock	wreck	①
2.	lake	lock	lack	②
3.	knack	knock	neck	①
4.	add	aid	Ed	
5.	pot	pat	pet	②
6.	top	tape	tap	③

Ear training: Circle the number of the word with /æ/

1.	①	2	3
2.	1	2	③
3.	①	2	3
4.	①	2	3
5.	1	②	3
6.	1	2	③



Production Practice Examples

Guess...

Teacher:

PRODUCTION : Guess the Animal focus /æ/

Directions : I'll say some characteristics of an animal and you will guess the name of it.

- * This animal lives in China. It has been the inspiration of thousands of teddy bears. Panda
- * This animal turns into a butterfly. Caterpillar
- * This animal eats the crops. Grasshopper
- * This animal lives in the tropic. It eats insects. Dragonfly

Student:

PRODUCTION : Guess the animal. focus /æ/

camel grasshopper
 panda bat
 giraffe kangaroo
dragonfly caterpillar

Finish the Sentence

Teacher:

PRODUCTION Question - answer /æ/ focus (completion)

Directions: I'll say the beginning of some sentences. You'll provide the end.
 Example: I say: 'you play tennis with a...'
 You say: 'racket'.

It was raining ... cats and dogs
 I ask and you ... answer
 She is slow and he is ... fast
 I want this and he wants ... that
 You look worried. What ... happened
 You play tennis with a ... racket
 Skimos live in ... Alaska
 Cats, dogs, and rabbits are ... animals
 I don't like rock, but I like ... Jazz

Student:

PRODUCTION Completion /æ/ focus

Directions: I'll say the beginning of some sentences. You'll provide the end.

... cats and dogs ... racket
 ... answer ... Alaska
 ... fast ... animals
 ... that ... Jazz
 ... happened

Repeat After Me (Target Sound Only)

PRODUCTION Repetition /æ/

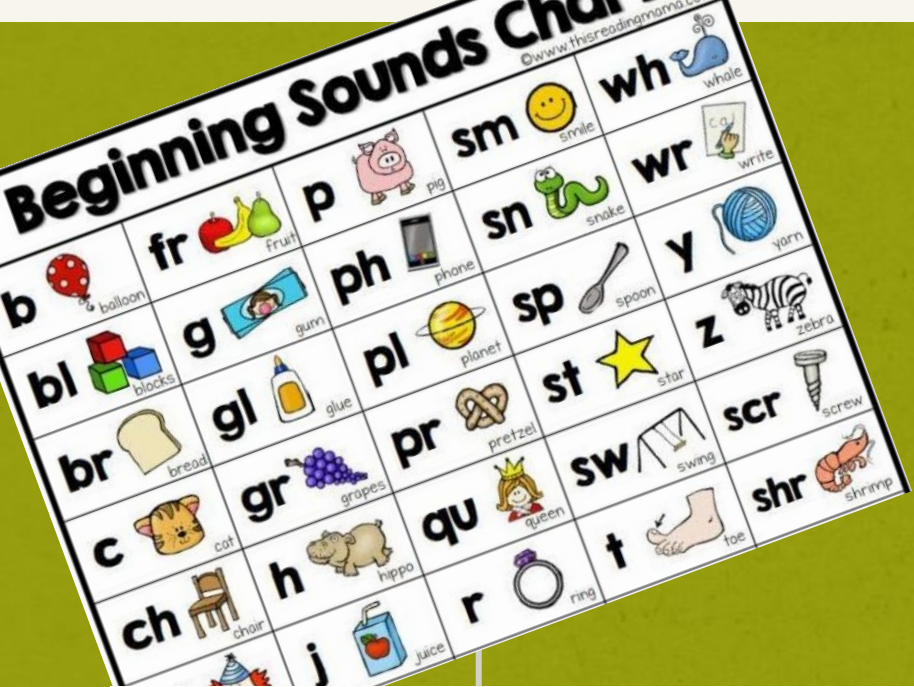
Directions: Listen and repeat after me.

<u>a</u> x	<u>a</u> ctive	<u>c</u> ancel	<u>H</u> alloween
<u>b</u> ag	<u>a</u> dapt	<u>c</u> rackers	<u>r</u> acket
<u>c</u> ab	<u>a</u> nger	<u>l</u> abs	<u>s</u> plash
<u>c</u> an	<u>b</u> and	<u>L</u> arry	<u>v</u> alley



What is Phonics?





What is Phonics?

Phonics is a method of instruction to teach the systemic relationship between the letters and letter combinations (graphemes) in written language and the individual sounds (phonemes) in spoken language and **how to use these relationships to read and spell words.**" (Honig et al., (2018), p. 170)

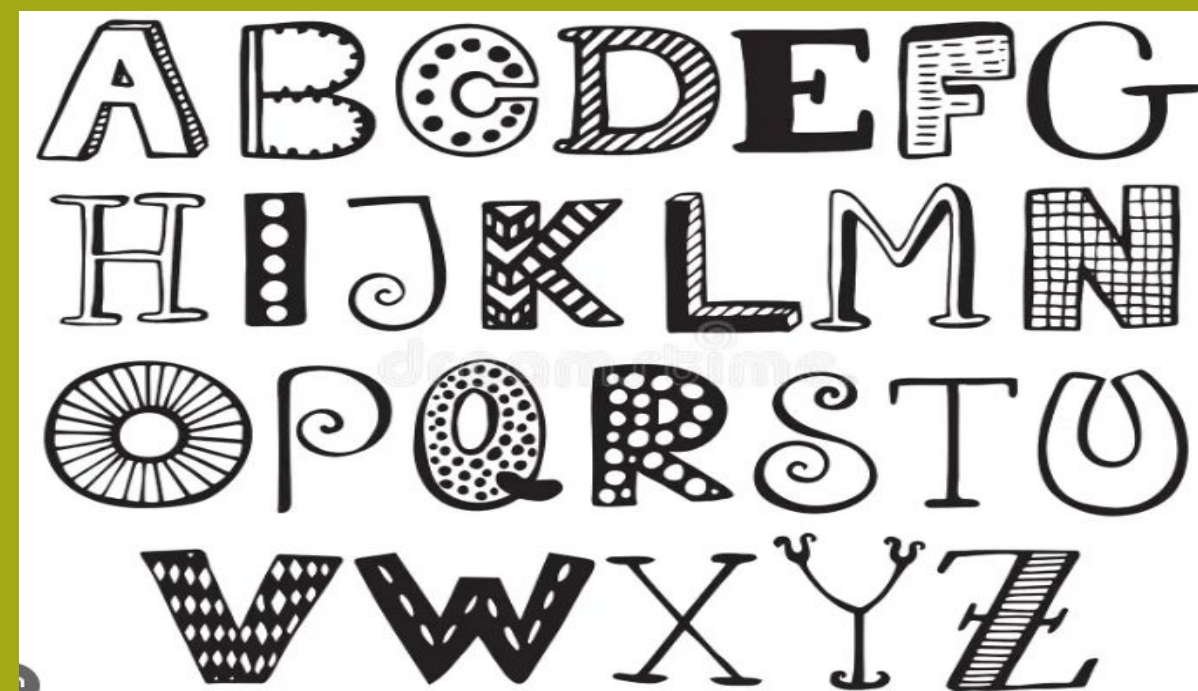
Phonic English words sound in Hindi

A	- ऐ	- APPLE	N	- न	- Nest
B	- ब	- Bat	O	- ओ	- Owl
C	- क	- Cat	P	- प	- Parrot
D	- ड	- Dog	Q	- क्व	- Queen
E	- ए	- Egg	R	- र	- Rat
F	- फ	- Fan	S	- स	- Sun
G	- ग	- Goat	T	- ट	- Tent
H	- ह	- Hen	U	- अ	- Umbrella
I	- इ	- Ice, Ink	V	- व	- Van
J	- ज	- Jug	W	- वाँ	- Web
K	- क	- Kangaroo	X	- क्स	- Box
	- ल	- Lion	Y	- य	- Yak
	- म	- Mango	Z	- ज़	- Zoo





Start with Letter Names

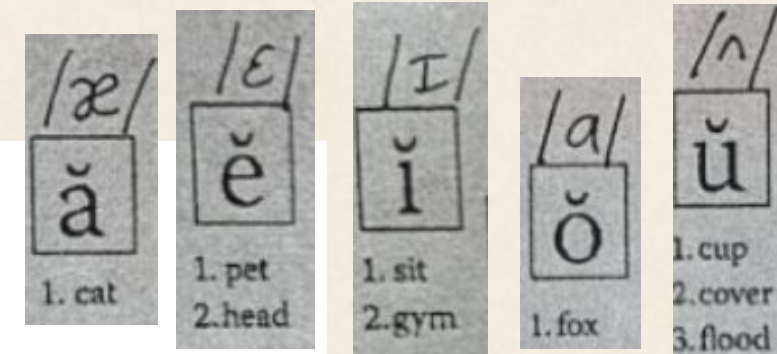


Letter Iconicity

The name of a letter contains
the sound that the letter
represents!

General sequence to teach phonics

/m/ /n/ /s/ /k/ /g/ /t/ /d/



- single consonants and short vowels
- consonant digraphs
- long vowels with silent *e* (CVCe pattern) **cake, like, poke, tune**
- long vowels at the end of words or syllables
- *y* as a vowel **fly, candy, gym, sky**
- *r*-controlled vowels
- silent consonants **f, s, t, h, c, p,**
- vowel digraphs (vowel teams) **bead, team, cart, house, read**
- variant vowel digraphs and diphthongs

ph, ch, sh, th, wh, ck, gh

me, basic, music, hi

her, fur, sport

day, now, go

Pronunciation of English and Spanish Letter Names

Letter	English	Spanish
a	/ā/	/o/
b	/b/ /ē/	/b/ /ā/
c	/s/ /ē/	/s/ /ā/
d	/d/ /ē/	/d/ /ā/
e	/ē/	/ā/
f	/e/ /f/	/e/ /f/ • /ā/
g	/j/ /ē/	/h/ /ā/
h	/ā/ /ch/	/o/ • /ch/ /ā/
i	/ī/	/ē/
j	/j/ /ā/	/h/ /ō/ • /t/ /o/
k	/k/ /ā/	/k/ /o/
l	/e/ /l/	/ā/ • /l/ /ā/
m	/e/ /m/	/e/ /m/ • /ā/
n	/e/ /n/	/e/ /n/ • /ā/
o	/ō/	/ō/
p	/p/ /ē/	/p/ /ā/
q	/k/ /yū/	/k/ /ōo/
r	/är/	/e/ /r/ • /ā/
s	/e/ /s/	/e/ /s/ • /ā/
t	/t/ /ē/	/t/ /ā/
u	/yōo/	/ōo/
v	/v/ /ē/	/ōo/ • /b/ /ā/
w	/d/ /ə/ • /b/ /ə/ /l/ • /yōo/	/ōo/ • /b/ /ā/ /d/ /ō/ • /b/ /l/ /ā/
x	/e/ /ks/	/ā/ • /k/ /ē/ /s/
y	/w/ /ī/	/ē/ • /g/ /r/ /ē/ • /ā/ • /g/ /o/
z	/z/ /ē/	/s/ /ā/ • /t/ /o/

With the students who have some literacy, determine what graphemes and phonemes are common across languages.

This will help you to determine what phonemes and graphemes to focus on.

It will help the student use their knowledge of the L1.

Continue phonics training with **single consonants**


From EASY to DIFFICULT:

Continuous consonants are the easiest:

/m/ /n/ /f/ /s/

Stop consonants are harder:

/k/ /g/ /t/ /d/



What essential words to teach first, following the phonics sequence? Classify them using AI

bank

how

what

rain

name

kid

school

check

food

money

<https://openai.com/index/chatgpt/>

Let's try

Classify the following words based on their single consonants, close vowels, CVCe, long vowel at the end of word or syllable, y as a vowel, r-controlled vowel, silent consonants, vowel teams, and diphthongs:

bank, how, what, rain, name, kid, school, check, food, money

CAVEAT: AI makes mistakes!

Always check and use your knowledge to correct as needed.

Next,
Vowels!

SHORT VOWELS

ă apple ă cat ă map

ĕ eggs ĕ bed

ĭ pig ĭ igloo

ŏ box ŏ octopus

ŭ sun ŭ umbrella

Long Vowels

ā	ē	ī	ō	ū
pail	wheel	pie	boat	mule
plane	seal	bike	rope	bugle
rake	keys	ice	stove	tube
tape	leaf	kite	hose	ukelele
cake	peach	dime	globe	cube

In American
English:

15-20 distinct
vowel sounds

Depending on

How to teach vowel sounds?



PHONICS

**MINIMAL
PAIRS**



Tips for Phonics



Help students memorize a key word to remember the sound. - You can use their essential words!

e.g., bank, kid



Use visuals and multisensory instruction.

e.g. touching picture, gesture



Research techniques and adapt for your adult students.



Minimal Pairs - Ear Training FIRST!

Always first: Explain the how to position the mouth (chin) to produce the vowel sound. Use a visual or better, a video!

<https://www.youtube.com/watch?v=aR5yyKFLI64>

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Teacher: I'll read two words. You tell me if they're the same or different. See how I do it first. (use and example)

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You circle ①

1.	rack	rock	wreck	①
2.	lake	lock	lack	②
3.	knack	knock	neck	①
4.	add	aid	Ed	
5.	pot	pat	pet	②
6.	top	tape	tap	③

Ear training : Circle the number of the word with /æ/

1.	①	2	3
2.	1	2	③
3.	①	2	③
4.	①	2	③
5.	1	②	③
6.	1	2	③

Teach the 6
syllable types to
help your
students predict
the sounds of
vowels in printed
words



Spoken vs. Written Syllables

Word	Spoken syllable division	Written syllable division
lemon	le-mon	lem-on
blackout	bla-ckout	black-out
headache	hea-dache	head-ache
bleeding	blee-ding	bleed-ing

Syllable types

**WRITTEN syllables! They don't correspond to syllable breaks in spoken language)
help students determine the vowel sound in one- or two-syllable words**

closed

**silent e
"magic e"**

open

**vowel
Teams**

**r-controlled
vowel
"bossy r"**

**consonant
-le**

Syllable types

are typically taught in following this sequence

1

closed

2

silent e
"magic e"

3

open

4

vowel
Teams

5

r-controlled
vowel
"bossy r"

6

consonant
-le

what do you notice?

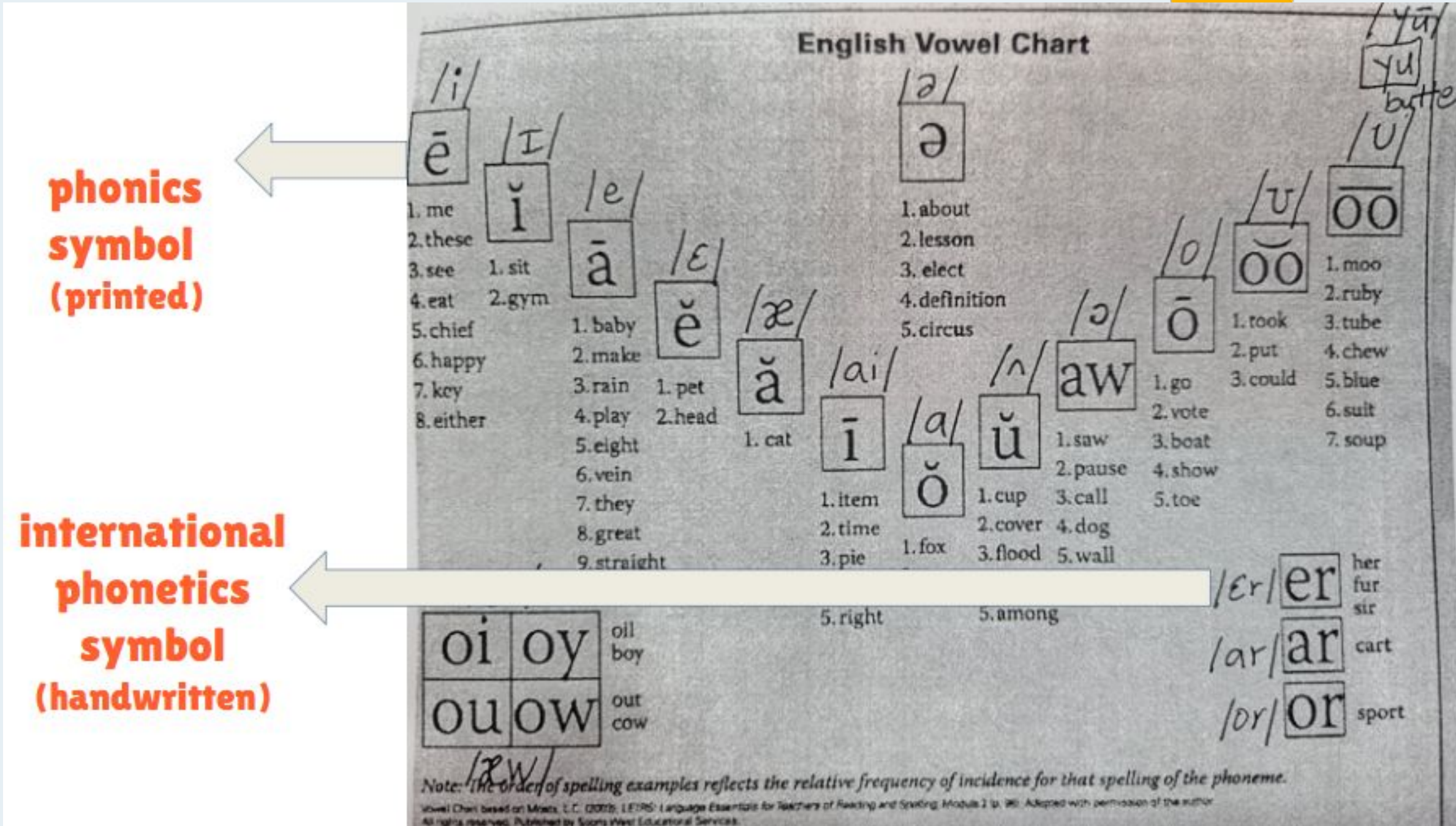
bit

tap

cut

hop

can



1. Closed Syllable

- has a CVC pattern
- short vowel sound
- has just 1 vowel and ends in a consonant

examples

pen	hot
pig	him
sun	
run	tip
dog	kin

prerequisites

- differentiate consonants from vowels
- know short vowel sound

Stick to CVC words when you teach this first syllable type **AS MUCH AS YOU CAN!** Adult ELs will need to recognize and say multisyllabic words that contain closed syllables, but also other syllables (e.g., mon-ey, com-pu-ter, etc.)

Closed Syllables in Multisyllabic Words:

These should be taught later, after students master CVC words.

inhabitant

warthog

detonate

supper

radish



Now you!

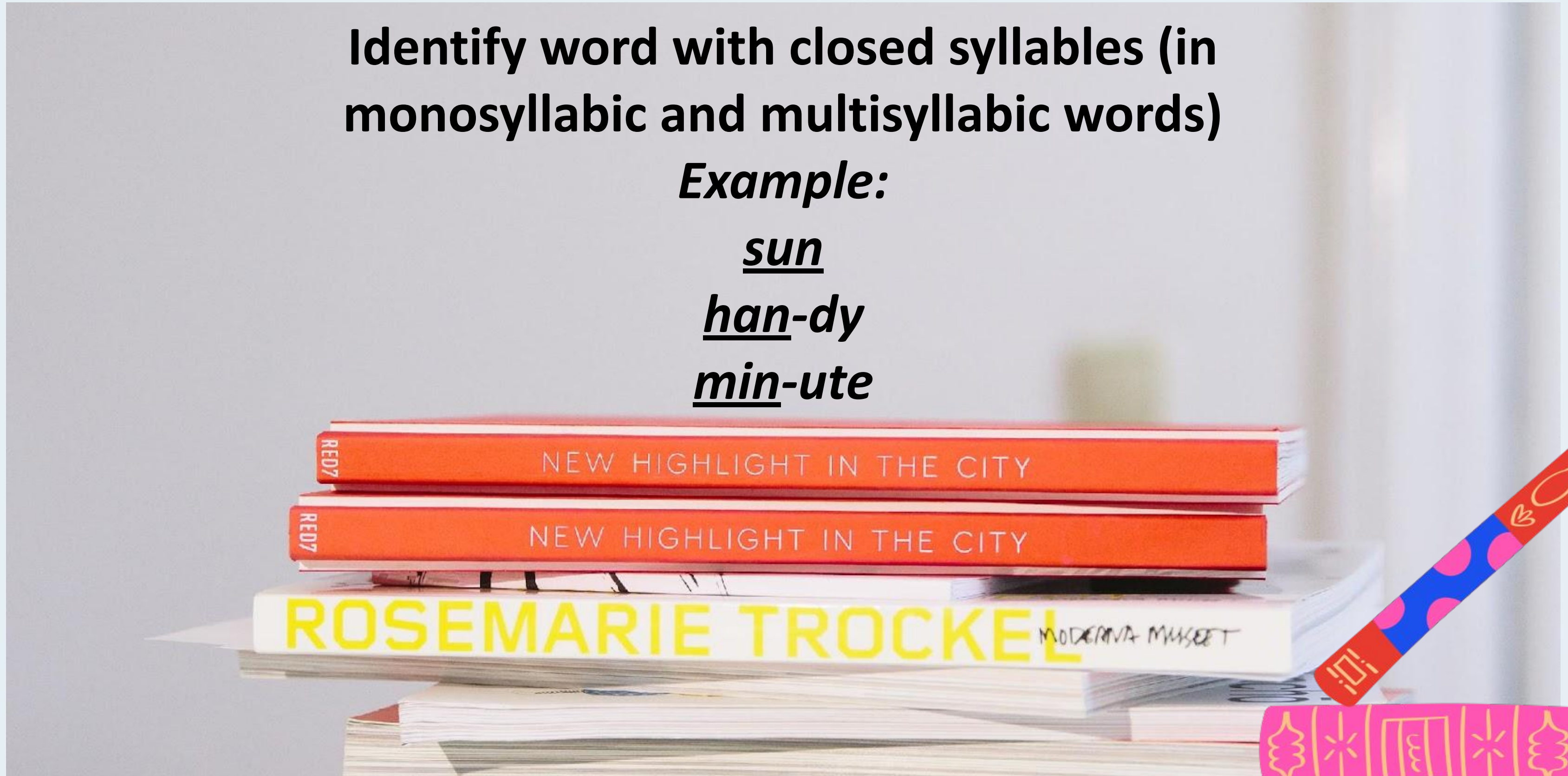
Identify word with closed syllables (in monosyllabic and multisyllabic words)

Example:

sun

han-dy

min-ute



what pattern do you notice?

bit	bite
tap	tape
cut	cute
hop	hope
can	cane



2. CVCe + "Magic -e)

- has a CVCe pattern
- long vowel sound
- has just 1 consonant before final e

examples

site
page
tone
tune
Pete

prerequisites

- differentiate consonants from vowels
- know long vowel sounds



Now you!

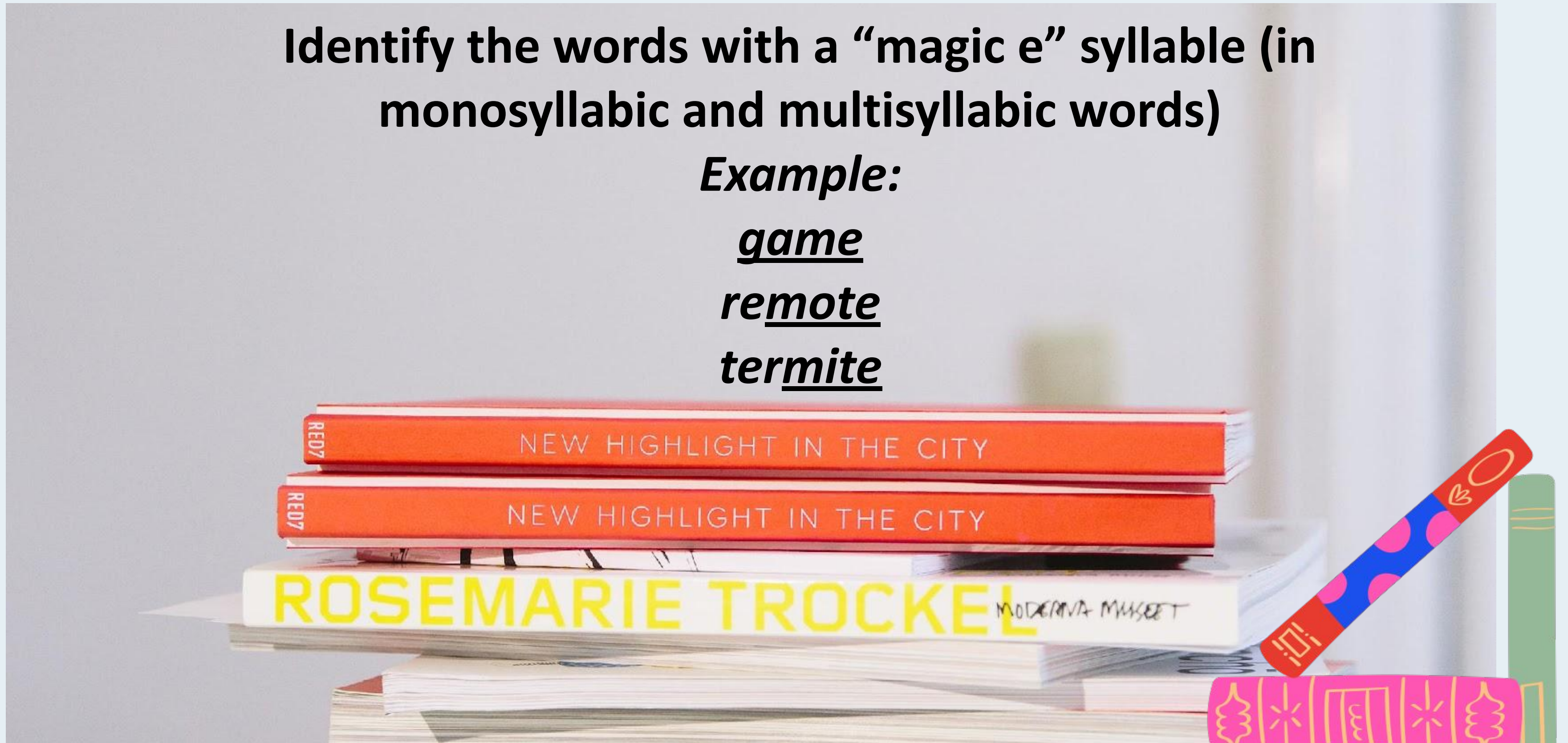
Identify the words with a “magic e” syllable (in monosyllabic and multisyllabic words)

Example:

game

remote

termite



what pattern do you notice?

no

me

she

spider

over



3. Open Syllable



examples

no baby

she raven

try

so began

- LONG vowel sound
- has just 1 vowel - last letter of syllable

- many one-syllable word with open syllable are common sight words

Now you!

Identify the words with an open syllable
(in monosyllabic and multisyllabic words)

Example:

try

cooperate

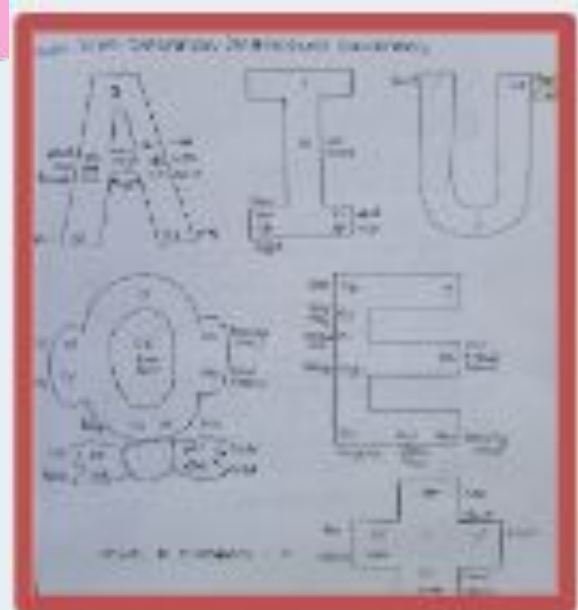
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4. Vowel Team Combinations



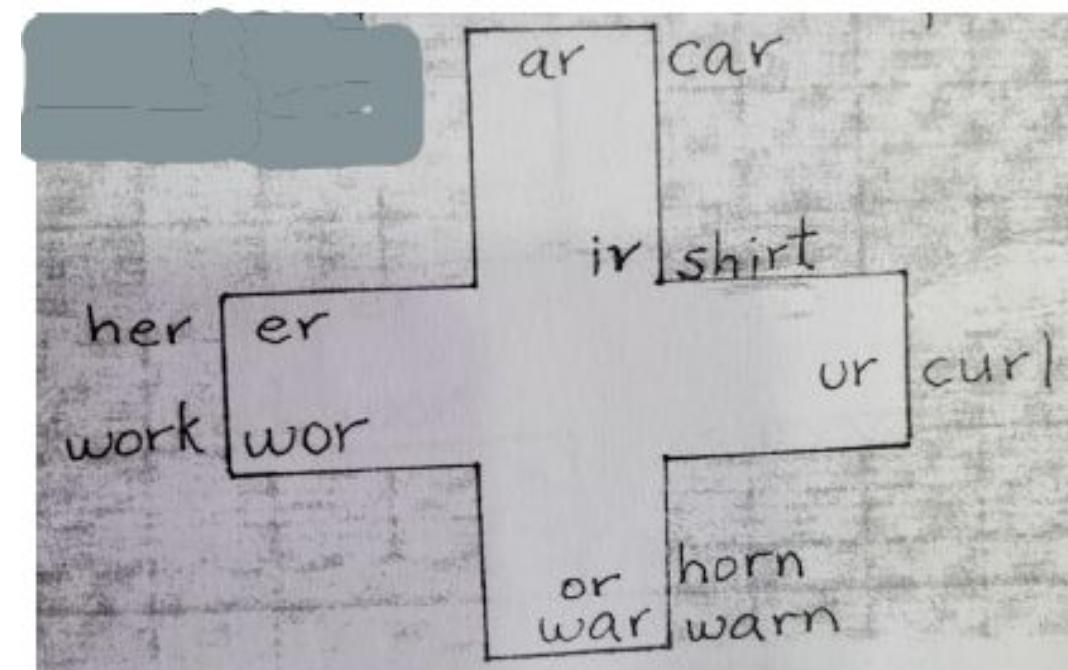
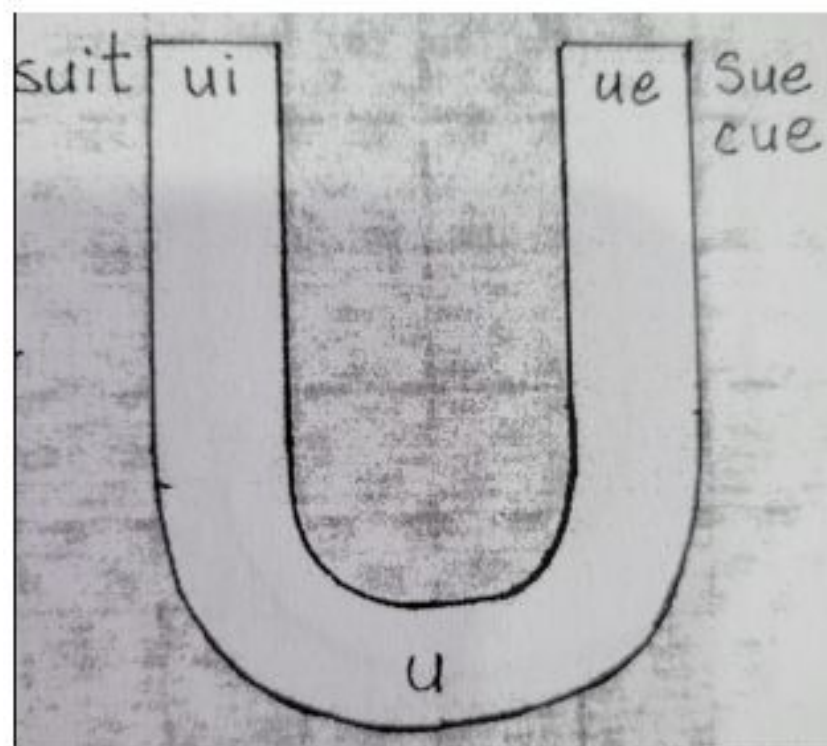
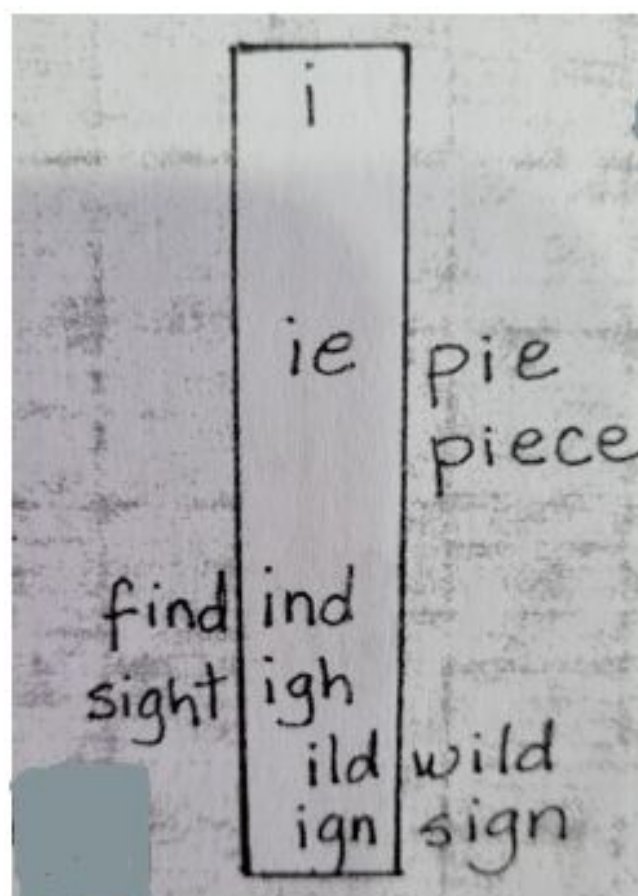
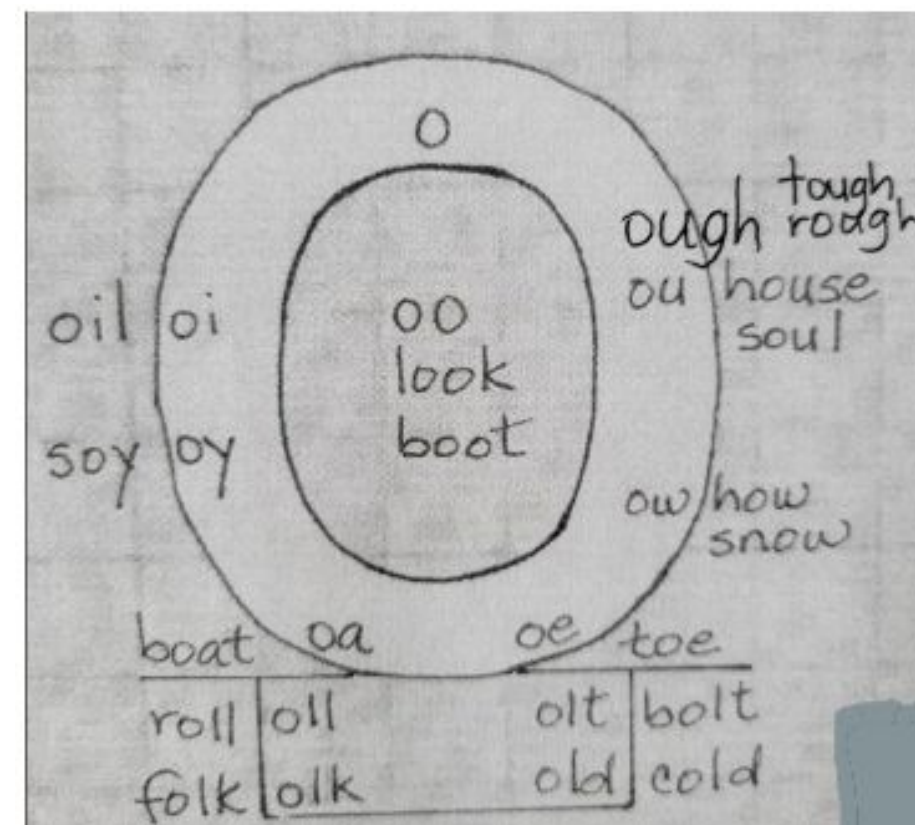
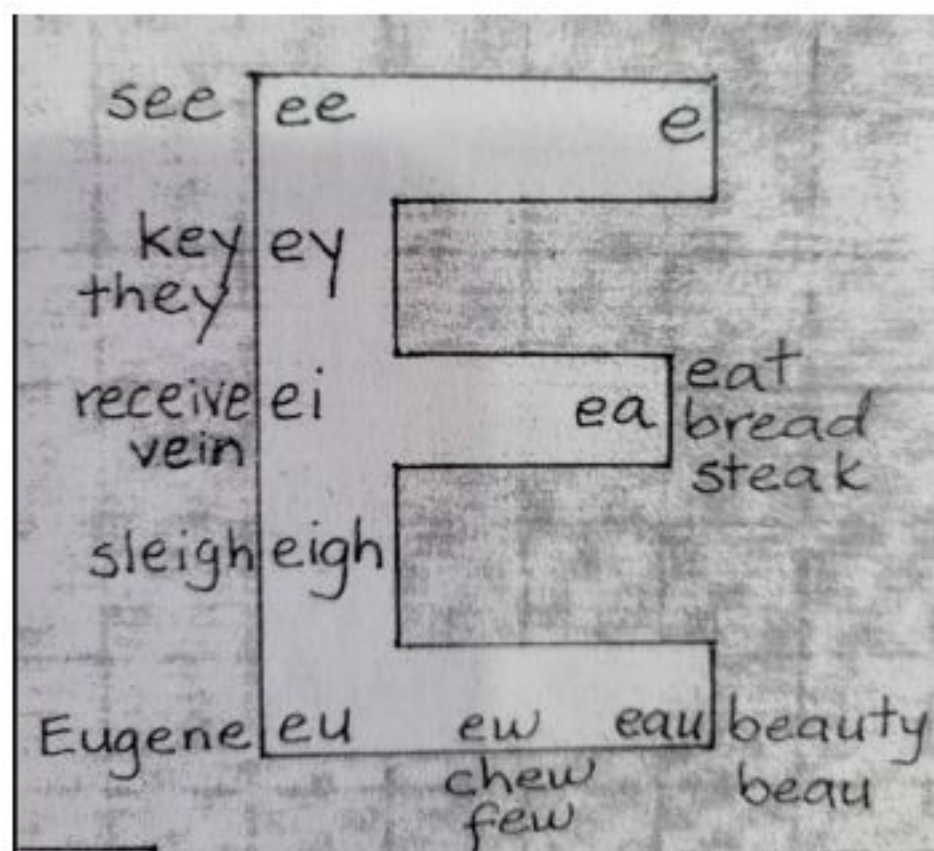
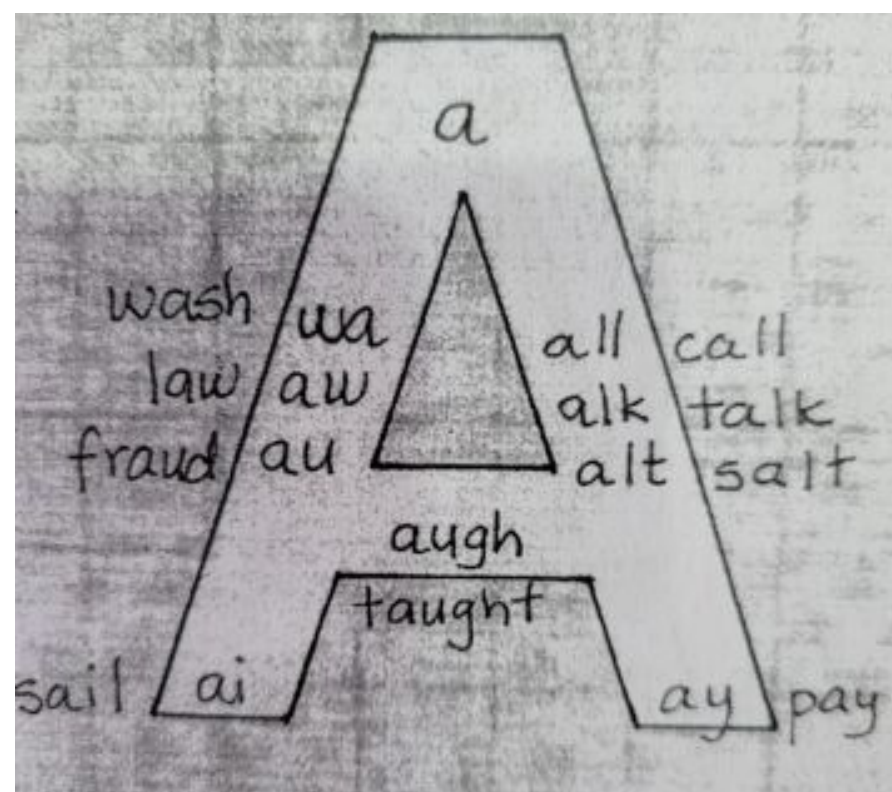
- AKA: “vowel pair”
- Sound varies depending on vowel pattern
- Has a VT pattern (e.g., **ay**, **ai**, **aw**, **ie**, **igh**, **old**, etc.)
- Learned through **word sorting** and **systematic practice**
- Schmerler Diagrams help!



steak head
beach count
young you
boulder foot
hoot house
August pool
coin show

- VT can also consist of V+C_s with a consistent sound (e.g., **all**, **igh**)
- Some VT patterns can have more than 1 sound (e.g., **ow** as in “grow” and as in “cow”)
- These have to be tried out and determine by “does it sound right?”

Schmmerler's Diagram



Now you!

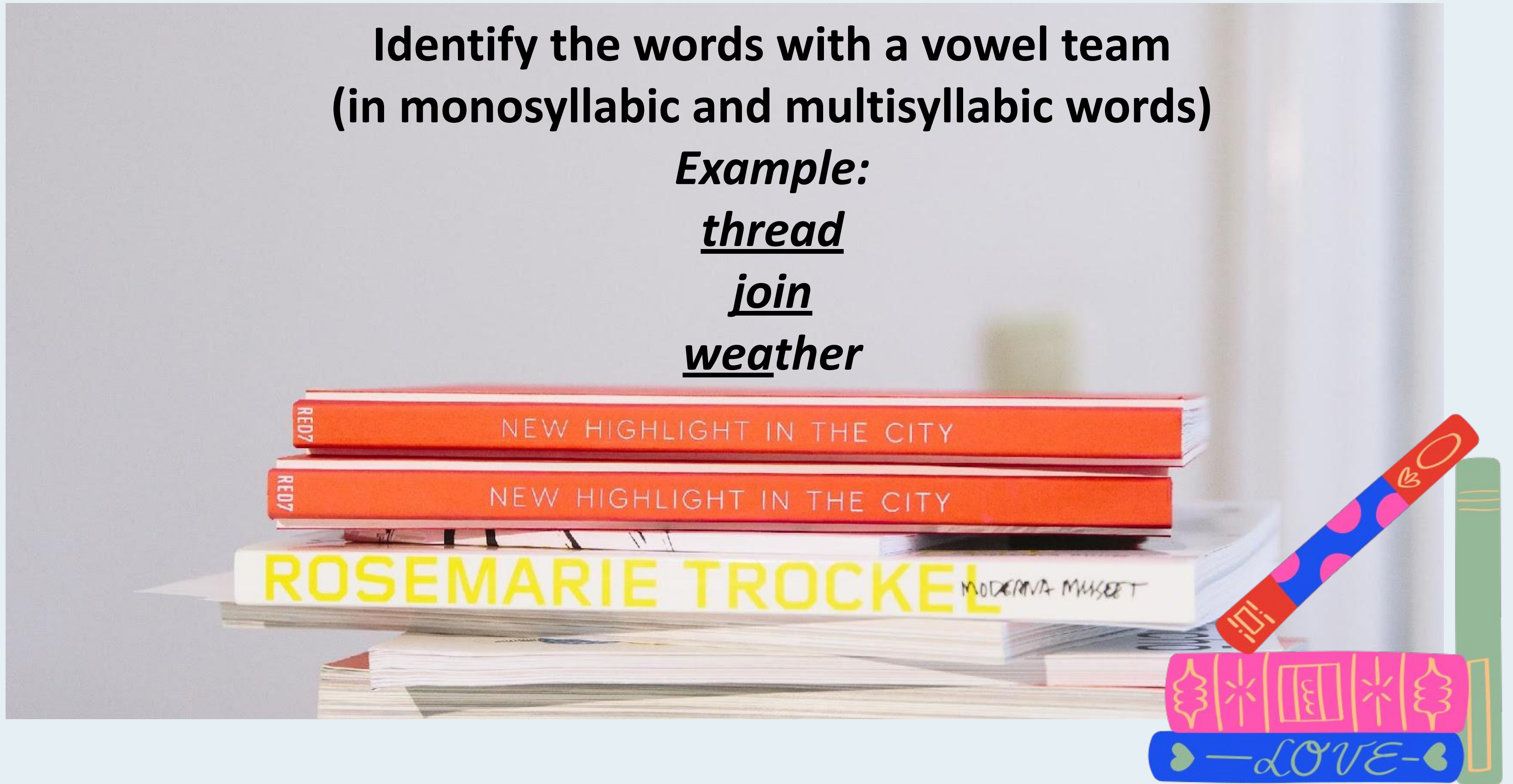
Identify the words with a vowel team
(in monosyllabic and multisyllabic words)

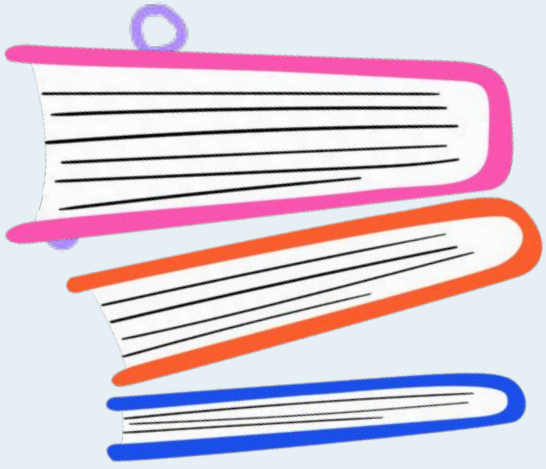
Example:

thread

join

weather





5. R-controlled vowel

AKA: “bossy -r”; “vowel r”

Only teach the type -Vr-CL

examples

—Vr-CL: Varies per pattern
(see Schmerler Diagrams)

Just 1 vowel followed by r

herd, smart, hurt, dart,
shark, shirt, her, word,
stern, for, dirt

**DON'T NEED TO TEACH
Vowel r-ME & Vowel r-VT**

fire, stare, cure, here

**They don't change too much the sound
of the vowel in ME and VT**

fear, chair, pair, oar,
board, steer

Three Types:

- Vr-CL (Closed Syllable)
- Vr-ME (Magic e)
- Vr-VT (Vowel Team)

Now you!

Have your Schmerler Diagrams at hand

Identify the words with r-controlled vowel syllable

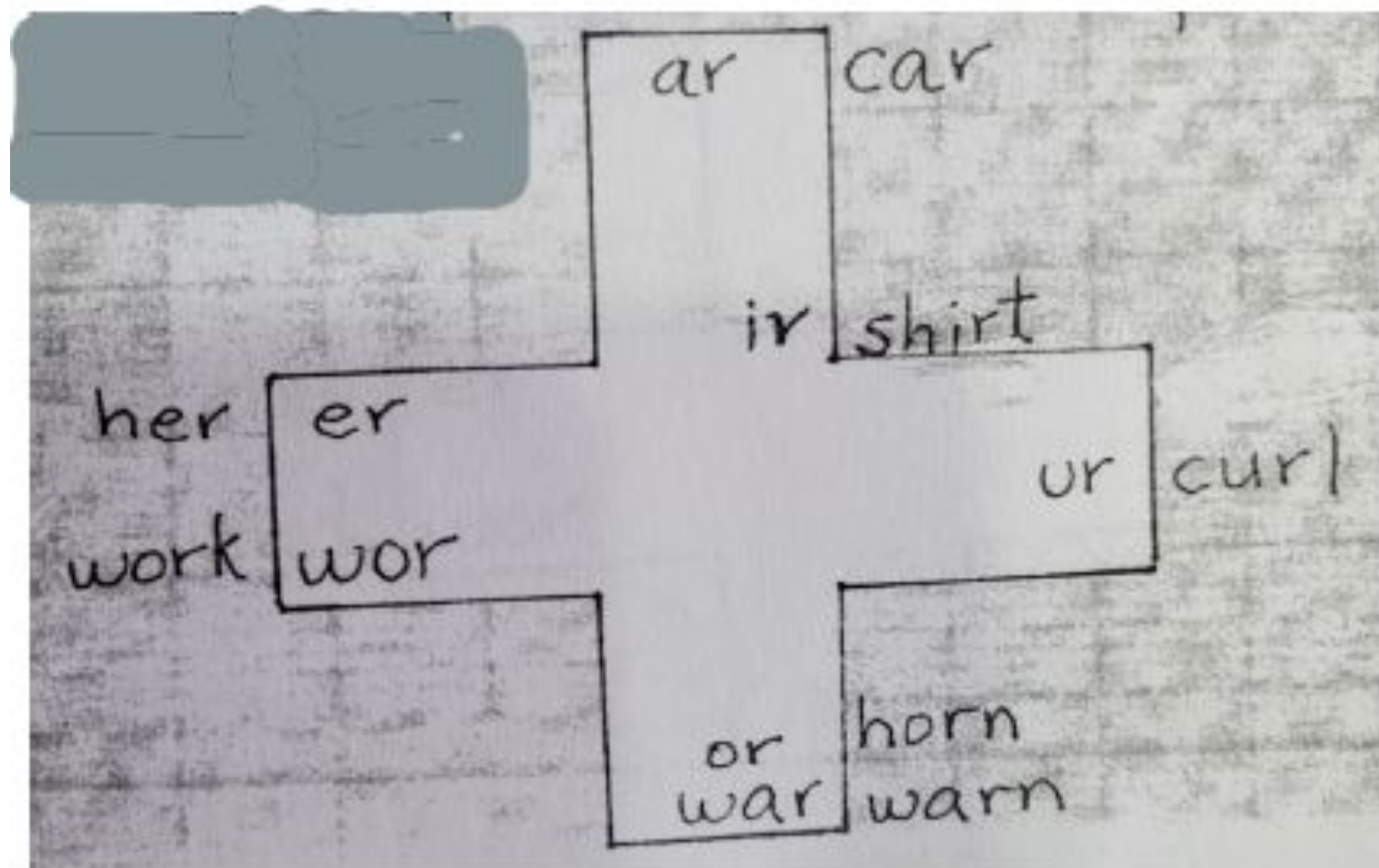
Example:

cheer

hair

roar

Schmmerler's Diagram



6. Consonant -le



- Makes a schwa sound
- A syllable with a **-Cle** pattern: A consonant followed by LE which ends the syllable

examples

gargle noble
waffle dazzle
candle turtle

- It never stands alone
- -Cle syllables are never accented

Now you!

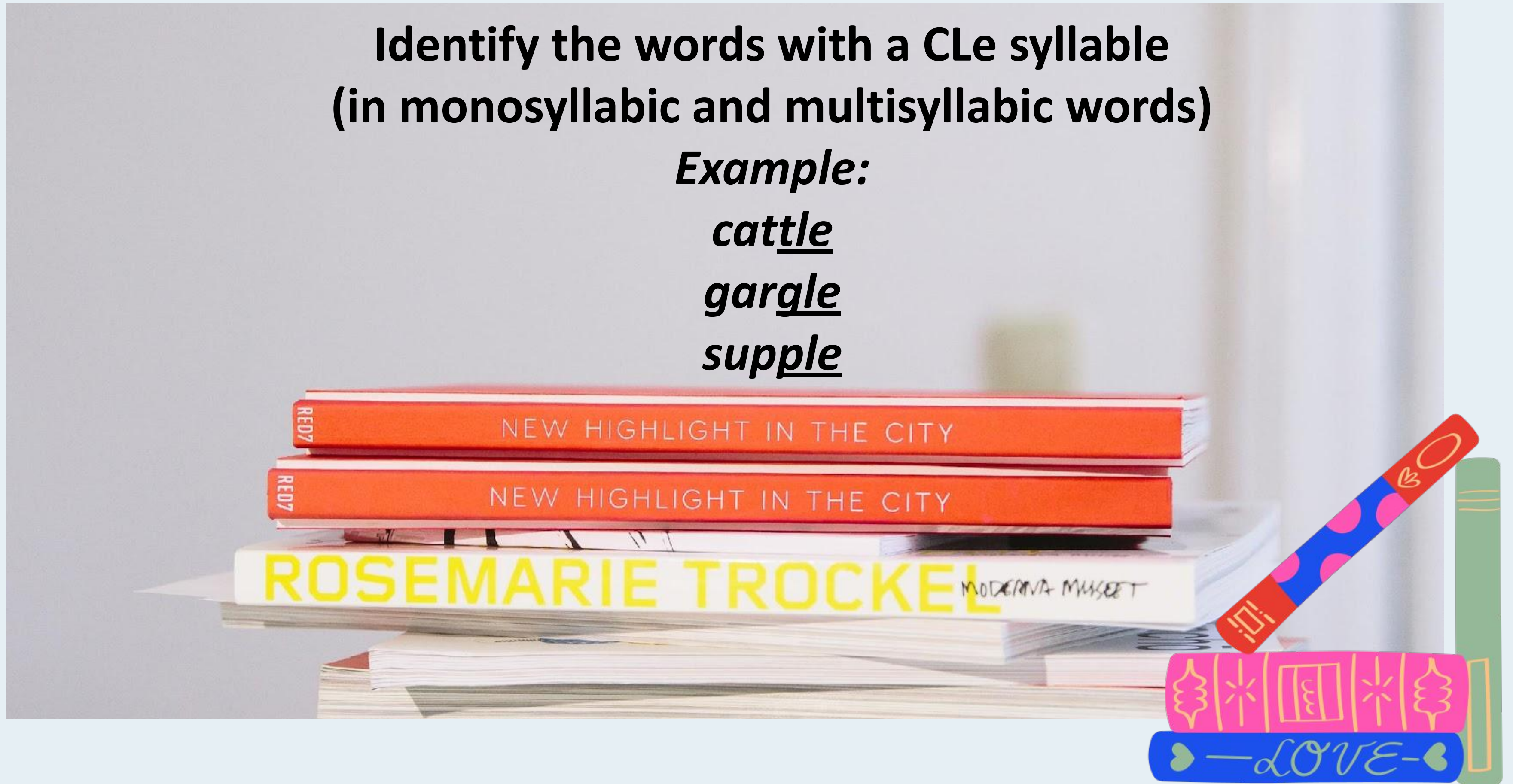
Identify the words with a CLe syllable
(in monosyllabic and multisyllabic words)

Example:

cattle

gargle

supple



high frequency ✨

words

**get more bang
for your buck!**

**See
shared
materials**



Out of the 600,000 + words in the English language...

only 13

account for more than
25% of the words in print
(Johns, 1980)

**a and
for he
is in it
of that
the to
was you**

From: Blevins, 2023

100 words

account for approx. 50% of the words in
printed school English
(Adams, 1990; Fry, Fountoukidis, & Polk, 1985)

The Most Frequent Words						
<small>This chart contains the 150 most frequent words (in order of frequency) in printed school English according to the American Heritage Word Frequency Book.</small>						
the	can	been	three	had	made	right
of	an	long	word	not	over	look
and	your	little	must	will	did	think
a	which	very	because	each	down	such
to	their	after	does	about	only	here
in	said	words	part	how	way	take
is	if	called	even	up	find	why
you	do	just	place	out	use	things
that	into	where	well	them	may	help
it	has	most	as	then	water	put
he	more	know	with	she	go	years
for	her	get	his	many	good	different
was	two	through	they	some	new	away
on	like	back	at	so	write	again
are	him	much	be	these	our	off
but	see	before	this	would	used	went
what	time	also	from	other	me	old
all	could	around	I	its	man	number
were	no	another	have	who	too	
when	make	came	or	now	any	
we	than	come	by	people	day	





Create

decodables

appropriate for your adult ELs



Create a decodable text appropriate for adult English learners who have low literacy levels. The decodable text be mostly made up of closed and CVCe syllable types. The topic must be relevant to adults ELs who are new to the US and are adjusting to the language and culture.



Decodable Text: *A New Start*

Pam is new in the U.S. She has a plan. She will get a job.

Pam's home is small, but it is safe. She likes her home. She has a map of the city. She uses the map to find the bus stop.

Pam must shop for food. She sees a shop. The shop is big. Pam gets a bag of rice, a can of beans, and a box of milk.

At home, Pam makes a meal. She sits and eats. She thinks, "This is not bad."

Pam gets up at six. She goes to her job. She makes beds at a hotel. Pam is glad to work.

Pam has hope. She will learn. She will grow. This is a new start.

A Good Job

Tim has a job. He gets up at six. He packs his bag. The bus is not far. Tim hops on the bus. At work, Tim fills big cans. He lifts the lids and checks the bins. Tim does his job well.

A New Home

Rosa is a new citizen. She came to the U.S. because she has hope for a good life. Rosa can vote in an election. She will take part in her town. Rosa is proud of her home.

Bringing it all together

Lesson Planning



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★ Reading 101 Learning Modules

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Thank You!

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