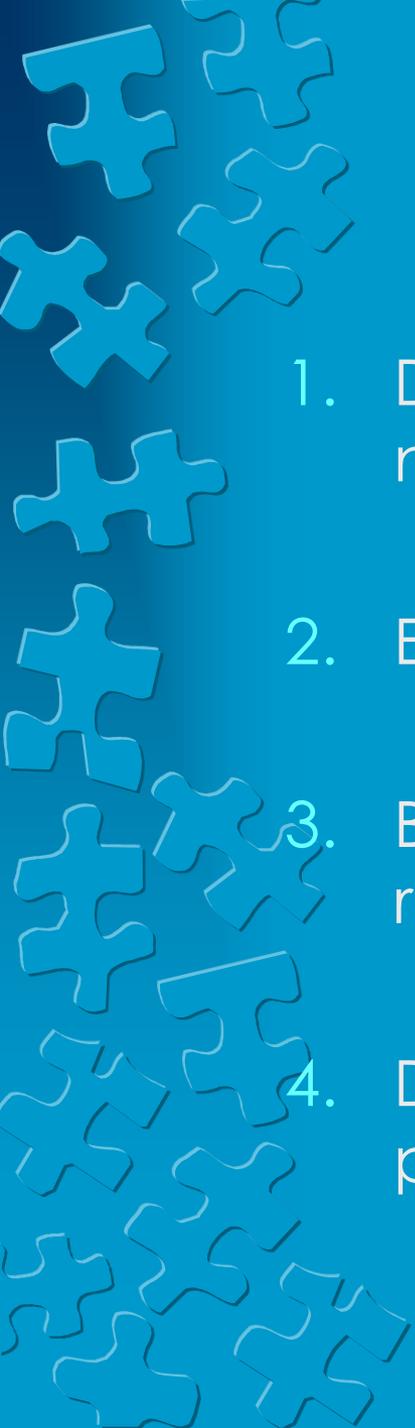




Using *Teaching Analogy Phonics (TAP)*

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Slide Show Purposes

1. Define seven phonics terms (for teachers, not necessarily students)
2. Explain three proven phonics approaches
3. Briefly review historical and brain-based research for analogy phonics
4. Describe an explicit daily or weekly lesson plan for teaching with analogy phonics

Seven Phonics Terms

- 1. Phonics:** a method of reading instruction that teaches English phoneme/grapheme patterns for reading and spelling of simple words
- 2. Phoneme:** a single sound (consonant or vowel) that does not carry meaning - but can change meaning (bat to cat, hit to hot)
- 3. Grapheme:** a letter (or group of letters) that represents a single sound in print (m, u, sh, ea, tch, dge)



4. **Blend:** an important reading skill that combines sounds or syllables into meaningful words presented in isolation or context (m+e+n=men)

5. **Segment:** another important reading skill that separates words into sounds or syllables for more accurate spelling (trunk=t+r+u+n+k)

6. **Decode:** to use knowledge of phonics, syllables, prefixes, suffixes, and roots to accurately read or recognize known and unknown words

7. **Encode:** to use knowledge of phonics, syllables, prefixes, suffixes, and roots to accurately spell and write known and unknown words



Three Phonics Approaches

(see TAP, page 3; one is not better than the other)

1. **Synthetic:** teaches English letter-sound patterns for blending (reading) and segmenting (spelling) of simple words
2. **Analytic:** teaches analysis of English letter-sound patterns in known words for application to reading and spelling of unknown words
3. **Analogy:** teaches English phonogram patterns (or rimes) and blending with onsets (or consonants) to form rhyming word families



Analogy Phonics History

(see TAP, page 4)

Analogy phonics has a long history in American reading instruction. It dates as far back as the 1600s and was frequently used in many or most one-room schoolhouses across the country! It has been successful for centuries because some new readers find it easier to divide words into onsets and rimes, rather than into individual letters and sounds.



Analogy Phonics Evidence

(see TAP, page 4)

According to current research, our brains are more natural “pattern detectors” than “rule appliers” (this is part of our survival instinct). This means that if our brains have successfully stored a variety of phonogram patterns, we are more inclined to automatically search that storage and detect known parts (or chunks) in unfamiliar or unknown words.



Analogy Phonics First Step:

High-Frequency or Sequential? (see TAP, page 5)

Pages 13-17 provide 37 high-frequency phonograms and word families in rank or frequency (not vowel) order (Fry, 2006). If you have limited time for analogy phonics, teach these phonograms and word relatives.

Pages 18-90 provide over 100 phonograms and word families organized by increasing complexity and alphabetical order. If you have regular time for analogy phonics, teach most of these phonograms, but carefully select word relatives your students should know.



Analogy Phonics Explanation (as needed)

(see TAP, page 6)

“I am going to teach you English phonograms. Learning phonograms will help you read and spell more words. I will begin by showing you a simple pattern. Then we will add other letters to make words you should know. All of the words will sound the same at the end or rhyme. This will help you remember the pattern. Together, the pattern and other words are called a word family. We will read and spell word families many times. Then we will be able to read them in phrases, sentences, paragraphs, or stories.”

Analogy Phonics Drill (3-5 minutes)

(see TAP, page 6)

Visual: Teacher shows and reads a list of taught –ay words: bay, day, gay, hay, Jay, lay, may, pay, ray, say, way (and if appropriate: quay, clay, slay, bray, fray, gray, pray, stay, tray, sway, spray, stray). Students reread the words.

Auditory: Teacher erases the list, dictates the same (or some) of the words, and students spell aloud, air write, or spell on paper. Immediate correction is provided.

Analogy Phonics Modeling (10 minutes)

(see TAP, pages 6-7)

1. Teacher shows and blends the new phonogram: *i + ll = ill*.
2. Teacher shows and blends a set of *-ill* words with single consonant onsets: bill, dill, fill, hill, gill, Jill, kill, mill, pill, quill, sill, till, will.
3. Students reread *-ill* and the word family as the teacher underlines *-ill* in each word.
4. Teacher quickly defines unknown words or gives simple contexts: "Fish use gills to breathe in water. A till, like in a cash register, stores money."



Analogy Phonics Guiding (10 minutes)

(see TAP, pages 6-7)

1. If appropriate, teacher shows and blends another set of –*ill* words with consonant digraph or blend onsets: chill, drill, grill, frill, trill, skill, spill, still, twill, shrill, thrill.
2. Teacher quickly defines unknown words or gives simple contexts: “A chill is when you feel cold. A frill, like lace or ribbon, can be added to clothing.”
3. Students reread the other relatives as the teacher underlines –*ill* in each word.
4. Teacher dictates some of the taught –*ill* words and students spell on paper. Immediate correction is provided.

Analogy Phonics Application (10 minutes)

(see TAP, page 7)

1. Students practice reading a set of sight or high frequency words.
2. Teacher models reading short sentences with *-ill* and taught sight or high frequency words:

Bill has a chill. The cat sat on the sill.

Jill works at the mill.

He will take a pill. It will look for birds.

3. Students echo or chorally read the short sentences.



More Analogy Phonics Application (10-15 minutes)

1. Students write and read other sentences with taught *-ill* and sight or high frequency words.
2. Teacher and students collaboratively read aloud published text (more than once) at appropriate grade levels.
3. Teacher and students list all or some words from the text that are related to known phonograms.
4. Teacher informally checks comprehension of the text by asking a few 6W questions (Who, What, When, Where, Why, and How).



Analogy Phonics Resources

(see TAP, page 91)

https://lincs.ed.gov/readingprofiles/PF_Instant_Words.htm for Fry's First 300 Instant Words

<http://atlasabe.org/resources/ebri/ebri-fluency> for a variety of FREE leveled text resources

<http://www.literacyconnections.com/WordFamilies.php>

Literacy Connections, Promoting Literacy and a Love of Reading. *Word Families Can Help Struggling Readers.*



Questions?
Comments?
Successes?

Email Marn (mfrank06@hamline.edu) at any time!