

Linguistic Foundations

Linguistic Foundations forms the core of the *SpellRead* program. Over three program phases, 105 carefully sequenced lessons explicitly and systematically teach students all the sounds and spellings that form the foundation of the phonetic and alphabetic system of English. A systematic progression of activities builds fluency and mastery, and progress monitoring tools such as Speed-Reading cards allow teachers and students to track their success.

Description of Phonemic Activities

Students progress through a carefully structured set of activities that are consistent throughout each phase of *SpellRead*. This consistency allows students and teachers to focus on mastering sounds and spellings. During the build, blend, listen, analyze, and analyze-blend activities, students must also be consistent in the procedure they follow to identify and point to the sounds represented on instructional cards. When conducting the activities, show students how to point with the index finger of their writing hand and how to point precisely and directly under a sound. When students point to a vowel, such as [a_e], show them how to “swoop” from the “a” to the “e” and then how to sweep the sounds together. When they point to a syllable, show them how to begin where the syllable begins and end where the syllable ends. Remind them to always blend individual sounds together and sweep the entire syllable or word. As you progress through the lessons, frequently reinforce this consistent procedure with students.

The section that follows describes these *SpellRead* activities:

- Build
- Analyze
- Listen
- Blend
- Synthesize
- Analyze-Blend
- Visualize
- Spell
- Read Three Ways

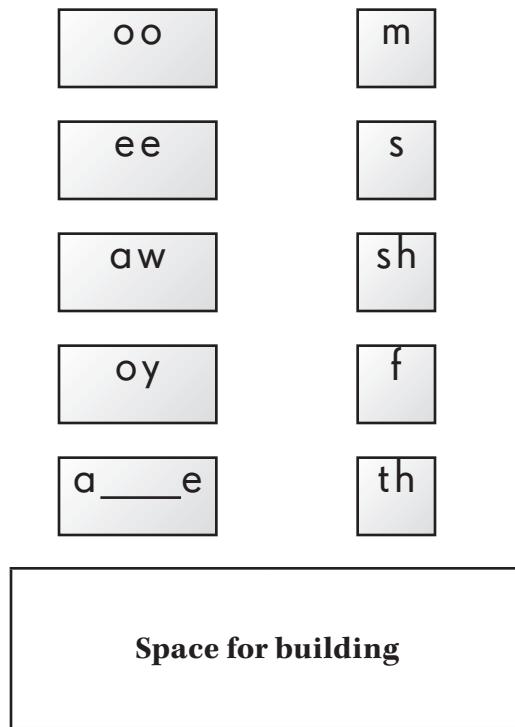
Build

Building is a phonemic activity in which a student listens to a syllable, identifies its individual sounds, or phonemes, and then uses cards to reconstruct the syllable.

Building Step-by-Step

Students follow these steps to build:

- Place the vowel cards face up on the table in front of them.
- Place the consonant cards to the right of the vowels.
- Leave space for building directly in front of them.

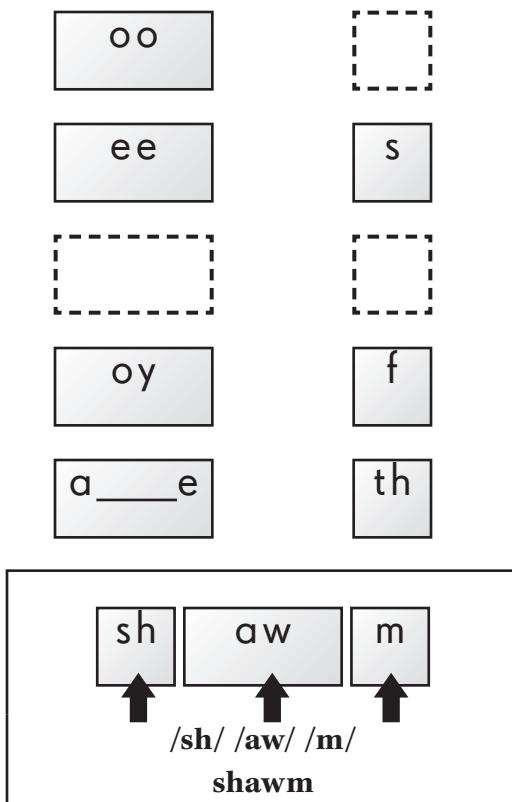


Students listen as you say and repeat a syllable, such as **shawm...shawm**; then students:

- Locate and select the cards in the order in which they hear the sounds.
- Place the cards in the same order in the building space.
- Point to each card and say its sound.
- Sweep and say the entire syllable.

An Example of Building

Say shawm...shawm.



Analyze

Analyzing is a phonemic activity in which the student listens as you say a word or syllable, then orally separates the individual sounds in the order in which you said them.

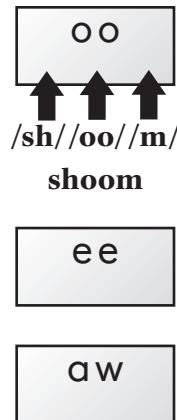
Analyzing Step-by-Step

Students follow these steps to analyze:

- Place the vowel cards face up on the table.
- Listen as you say and repeat a syllable: **shoom...shoom**.
- Identify the correct vowel card.
- Say each sound of the syllable, while pointing to the position of each sound on the vowel card.
- Sweep the sounds together.

An Example of Analyzing

Say **shoom...shoom**. The student analyzes /sh/ /oo/ /m/, pointing to the appropriate position of each sound on the [oo] vowel card, then sweeps: **shoom**.



Listen

Listening is a phonemic activity in which a student indicates the initial, medial, or final position of a sound in a spoken syllable.

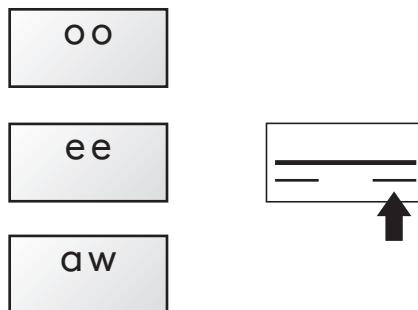
Listening Step-by-Step

Students follow these steps to listen:

- Place the vowel cards face up on the table.
- Place the appropriate listening card to the right of the vowels.
- Listen for the vowel sound in a spoken syllable.
- Point to the corresponding vowel card as you say the vowel sound.
- Point to its position on the listening card as you say the sound again.

An Example of Listening

The student listens as you say the CV syllable **shoo...shoo**, points to [oo], and says /oo/. Then the student points to the final position on the 2-Sound Listening Card and says /oo/ again. When you say a CVC syllable, the student identifies the correct vowel sound but does not need to position the sound on the listening card because the vowel is always in the medial position.



Blend

Blending is a phonemic activity in which a student orally combines a consonant with a set of several different vowels, substituting each vowel, in turn, to form and say CV, VC, or CVC syllables or words, using consonant and vowel cards.

Blending Step-by-Step

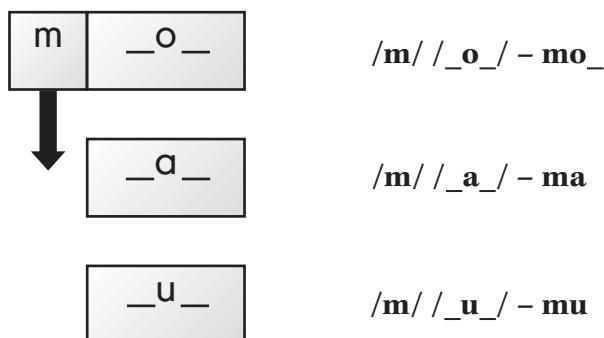
Students follow these steps to blend:

- Place vowel cards face up on the table.
- Choose a consonant card or cards.
- For CV syllables, place the consonant to the left of the first vowel.
- Point to and say each sound, then sweep the syllable.
- Blend the consonant with the remaining vowels in the same way.
- Move the consonant card back to the top.
- This time, just sweep the syllable with each vowel.
- Blend the consonant with the remaining vowels in the same way.
- Repeat the same sequence for VC syllables with the next student, saying the vowel first, then the consonant.

An Example of Blending

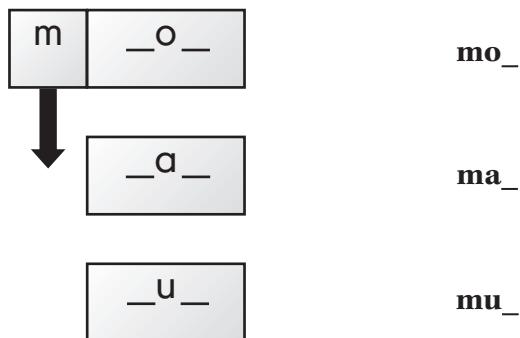
To blend CV syllables, a student chooses the consonant [m] and places it to the left of the first vowel, points and says each sound, then sweeps. After blending the consonant with the first vowel (in this case [_o_]), she slides the consonant card down beside the next vowel and follows the same procedure.

Points and says each sound, then sweeps.



Next, the same student moves the consonant card back to the top of the vowels and reads the syllable while sweeping, using the index finger of her writing hand.

Sweeps the syllable.



To blend VC syllables, the second student repeats the steps, this time moving the consonant to the right of the first vowel to blend VC syllables.

Synthesizing

Synthesizing is a phonemic activity in which students listen to two or more sounds, then orally blend them together and say the syllable or word, or in which one or more syllables are blended together orally to form a two-syllable or a multisyllabic word, such as **gar den – garden**.

Synthesizing Step-by-Step

Keep these points in mind when conducting synthesizing activities:

- Pronounce each sound clearly and distinctly once without running them together.
- Simply say each sound in sequence without additional words in between each sound: say /f/ /ee/ instead of /f/ **and** /ee/.
- Students who experience difficulty may say the sounds while pointing under the appropriate lines on a 2- or 3-Sound Listening Card, then sweep along the word line on their listening cards with their index fingers while blending the sounds together.

Students follow these steps to synthesize:

- Listen as you say the sounds of a syllable (or word).
- Sweep the sounds together to say the syllable (or word); for example, when you say /sh/ /oo/ /m/, the student will say **shoom**.

Analyze-Blend

Analyze-Blend is a phonemic activity in which the student listens while you say a word or syllable, orally says its individual sounds, and then replaces the vowel to form new syllables.

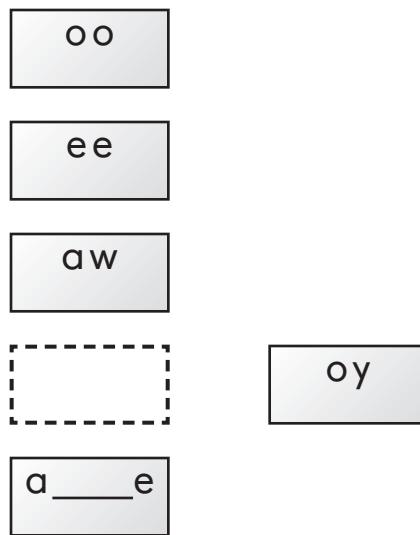
Analyze-Blend Step-by-Step

Students follow these steps to analyze-blend:

- Place the vowel cards face up on the table.
- Identify the vowel sound they hear and move it to the right of the other vowels.
- Say each sound of the spoken syllable, while pointing to its position on the vowel card, then sweep the sounds together.

An Example of Analyze-Blend

Say the syllable **oyf...oyf**. The student finds the vowel [oy] on a card and moves it to the right of the other vowels. He then analyzes the syllable: /oy/ /f/ – /oyf/. The student then replaces the vowel with each of the other vowels ([oo], [ee], [aw], [a_e]) one at a time and says each new syllable as he sweeps the vowel cards: **oof, eef, awf, afe**.



Visualize

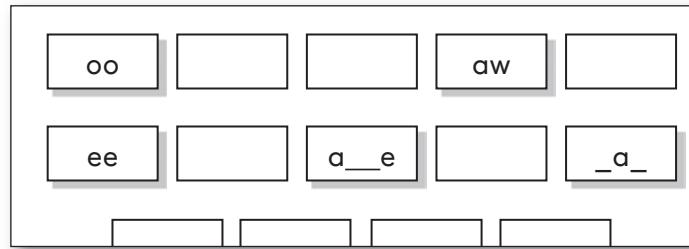
Visualizing is forming a mental image, which helps strengthen the auditory/visual connection. Use any of the following graphic aids, which are reproduced in this book, Step Patterns, Vowel Charts, or Consonant Charts, to help students visualize.

Visualizing Step-by-Step

Visualizing consists of four components in this sequence: Recall, Read, Visualize, and Write. Follow these procedures for visualizing:

Recall

- Have students recall and say the vowels they have learned.
- Write them in their appropriate position on a blank Primary Vowel Chart. For example, a student recalls /oo/, /aw/, /ee/, /a_e/, /_a_/, and you write them in their positions as follows:



Read

- Students read the vowels on the chart in their correct order: /oo/, /aw/, /ee/, /a_e/, /_a_/.

Visualize

- Cover the completed vowel chart with a blank chart.
- Have students visualize the completed chart, saying each sound in its correct order: /oo/, /aw/, /ee/, /a_e/, /_a_/.

Write

- Finally, have students write each vowel in its appropriate location on their own blank charts.

- Have students point and sweep on the charts in the same manner as they do with the vowel cards.

Spell

Spelling is an activity in which students use their student activity books or a blank Spelling Sheet to write the letters that represent either a single sound, the initial, medial, or final sound in a syllable, or an entire syllable or word.

Spelling Step-by-Step

Follow these procedures when doing a spelling activity with your students:

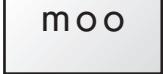
- Say each sound, syllable, or word twice.
- Have students write its spelling in their student activity books.
- If a student is unable to spell a syllable, encourage him or her to move to the next item; at the end of the activity, repeat the syllable or sound for the student to try again.
- Have students correct their spelling using their student answer keys or by looking at the cards as you display them.
- When the students have finished checking their spelling, have them read the spelling list in one of three ways (see next section); do this as a round.

Read Three Ways

Students have three ways to read syllables or words from cards, lists, or charts to internalize the sounds.

1. Sound-Syllable: The student reads each sound, then the syllable (or word).
2. Vowel-Syllable: The student reads the vowel, then the syllable (or word).
3. Syllable: The student reads the entire syllable (or word) as a unit.

Example of Read Three Ways

Show the student:  . The student reads the card using each method:

1. Sound-Syllable: /m/ /oo/ – **moo**
2. Vowel-Syllable: /oo/ – **moo**
3. Syllable: **moo**