



Introduction to ***Phonics Steps to Reading Success***

Glossary of Selected Terms

Basic Phonics Concepts

How to Teach and Improve Reading Skills

How to Avoid Teaching Error-causing Strategies



**If you have students who are struggling,
this information may help.**

After you view the presentation, feel free to contact us.

Call 480-570-3888, if you have any questions
or go to www.edu-steps.com/.

Pat Doran is available to speak with your group or to advise
you how you can raise reading scores effectively,
efficiently, and quickly.

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Alphabet

- ... letters or symbols representing sounds
- English alphabet letters (symbols):
a b c d e f g h i j k l m n
o p q r s t u v w x y z



ALPHABET

TWO TYPES OF LETTERS

- **Consonants**
- **Vowels**

Consonant

...speech sound produced
by **stopping** and
releasing the air stream
as with the letter (symbols)
like **p, t, k, b, d, g.**



Consonant Sounds

b at	c at	d og	f ish
g um	h at	j ump	k ite
l ion	m op	n ose	p ig
q ueen	r at	s ail	t en
v an	w eb	a x *	z igzag

The “ks” sound of x is most common.
“X” in x-ray or Xylophone is not common.



Vowel

A speech sound made by

- (a) air passing in a continuous stream**
- (b) through open mouth**
- (c) with little or no obstruction.**

A **letter (symbol)** as *a*, *e*, *i*, *o*,
and *u*, represents such a sound.

Pronounce "**short vowels**" :

ă **ě** **ĭ** **ǒ** **ŭ**

These are **short** because of the "short time"
or "short breath" used to say them.

Notice mouth shape
as you
pronounce sounds.

Example: h / **ǒ** /t



Decode



Read =

to translate from a **code**
- a letter or symbol -
into language or sound.

**The English language
is a *code*.**

When you read



**say the letters'
sounds**



across the word

left → to → right



**reading from
first to last.**


READ = **DE**CODE

Going from symbol to sound.

When I see the letter (symbol) **m**
and say /**m**/, I **de**code.

When I see the letter (symbol) **a**
and say /**a**/, I **de**code.

When I see the letter (symbol) **p**
and say /**p**/, I **de**code.



Decode (read) **the sounds**

for these symbols:

m

a

p



When we **decode**,

we **see the letter** symbol
and **say the sound** for it.

We “**sound out**” words.

That is the *reading code*.



SPELL = ENCODE

Going from sounds to symbols.

Spell: to convert
sound into code
letter or symbol



Phonemic Awareness:
Hearing the sounds of individual letters in words

When I **hear** the
word ***map***,

I hear **3 sounds**:
/m/ /a/ /p/.

Encode

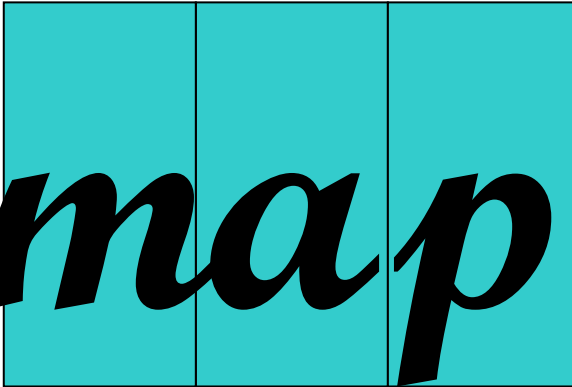
When we **encode**,
we **hear the sound**
and **write the letter (symbol)**
for it.

We “**encode**” or **spell** words.

That is the spelling code.



Spell or write the
symbols for the sounds /m/ /a/ /p/:



m a p




Encode



Phonics

The method of teaching reading by training learners to **decode** and **encode**.



When you read

and spell,
use the code!





Read left to right!

1.

**Read across
the word,**

left → to → right.



2. Read each sound as it appears
in a word, **left** → **to** → **right**.

pants

pon**y**

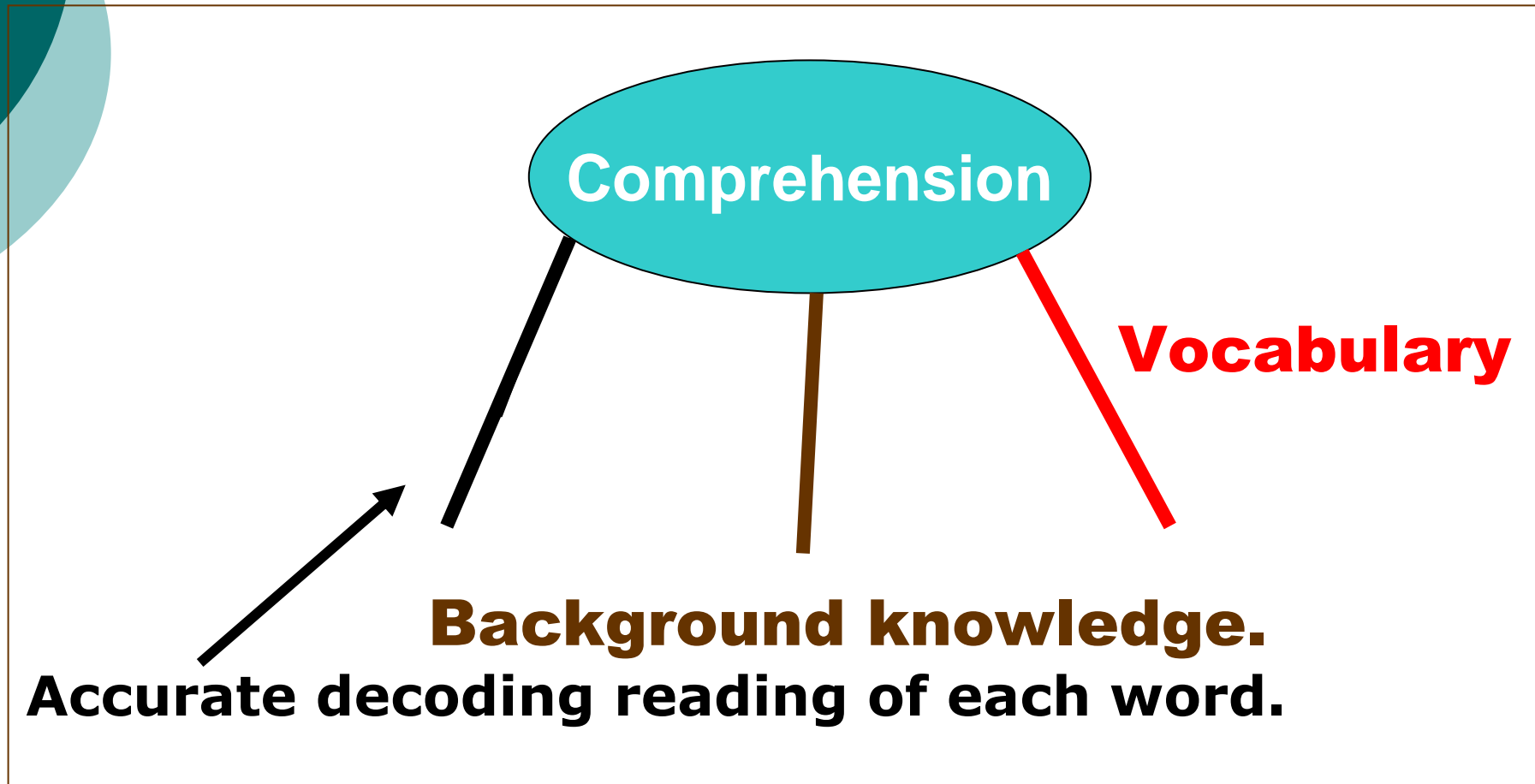
paints

pon**d**

This avoids mistakes.

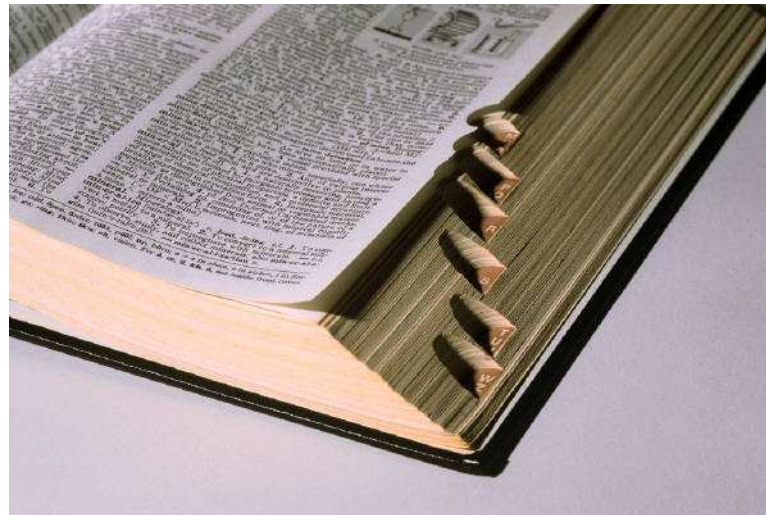
COMPREHENSION is like a three-legged stool. If one of the legs is missing or weak, then comprehension “wobbles” and is weak.

Sight-words, guessing, or limited phonics concepts = a missing or weak leg.



VOCABULARY: Understanding the words used in a passage or text.

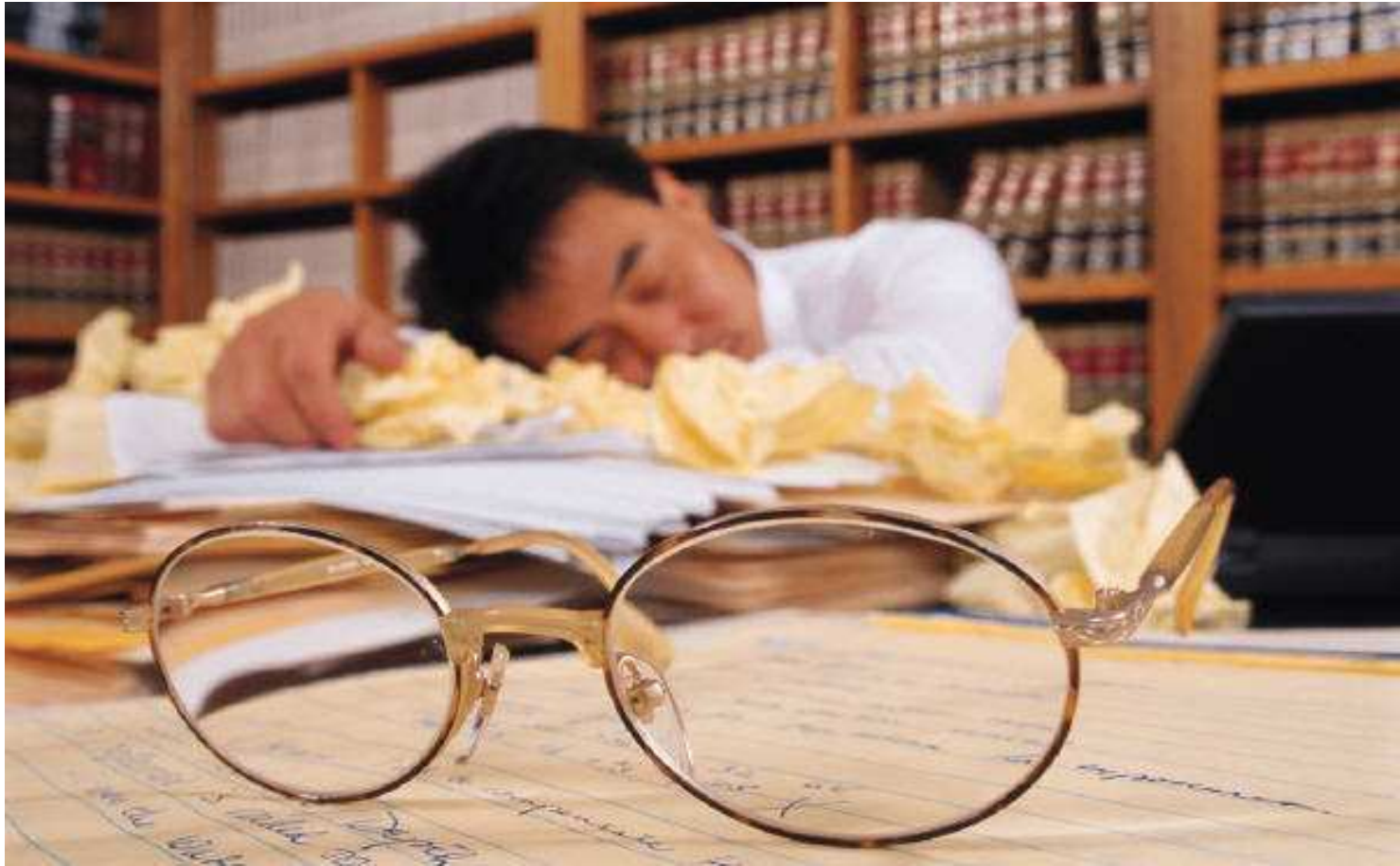
Good start: **DICTIONARY**



BACKGROUND KNOWLEDGE: The more you know, the more you can grow!



This does not develop background knowledge at the library!





Accuracy: One little letter will
make a big problem!

The artist used **pants**
and a brush.

The artist used **paints**
and a brush.



***Memorizing words by
their shape causes
problems!***



Error-causing Strategies

- 1. Skipping**
- 2. Substituting**
- 3. Looking at the illustrations to figure out what a word is**
- 4. Reading the first couple of letters and guessing**
- 5. Saying “Whatever.”**

CAUTION!

Some reading programs actually teach these error-causing strategies as types of guessing and shortcuts.

Struggling readers may be smart and are using these error-causing strategies very well!



These strategies make smart people into poor readers.



Reading is **not a guessing game!**



No guessing needed!

Learn the code.

Use the code.

**Take phonics steps
to reading success.**



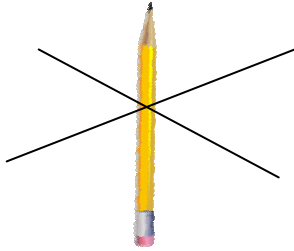
Use a pointer or your
finger as a guide
under or over *each*
sound as it is
pronounced,

left → ***to*** → ***right***.



Do not place pointer at the *middle*
of the word. This can confuse the reader.

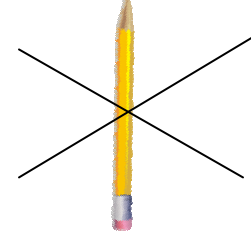
version



horizon



martial



marital



Code Problems!

- 1. Most consonant sounds are stable and don't change.**
- 2. Vowels cause more problems.**
- 3. Don't worry. You are smarter than vowels!**



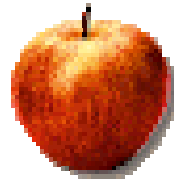


After learners know consonants,

start with *short* vowels.

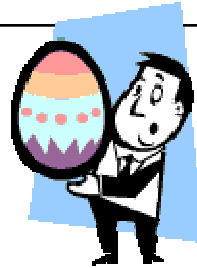
a

Ann's apple



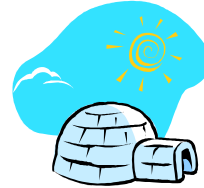
e

Ed's egg



i

In the igloo



o

The ox says, "Aah!"

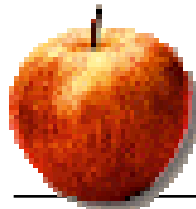
Open wide.



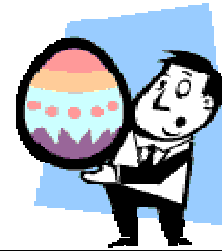
u

Up, up! Umbrella up!

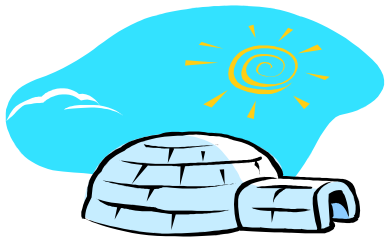




map



zet



bin



tud



sod



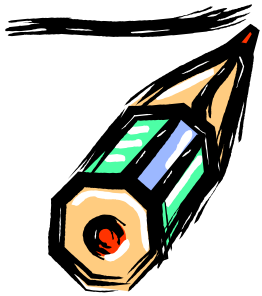
a

o

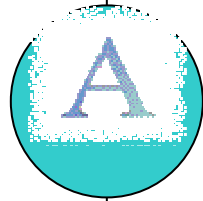
a

e

m a p o n t a z e t



WHEN A VOWEL IS THE ONLY VOWEL IN A WORD, THE VOWEL SAYS ITS SHORT SOUND .



fast
map
trap
Sam

stamp
ask
hand



f **a** **s** **t**



What?

“*the*TM” is a
TROUBLEMAKER!

It says, “*thuh*.”

Only a **few** troublemakers such as *two*, *one*, *the* need to be memorized as “sight words” by their shape. Words like *it*, *if*, *on*, *girl* are decodable. **Learn (teach) the code first.**

Was this work hard?

Of course not.

Can you read this next word?

Annisonthebed

Of course, you can see that
it says ***Ann is on the bed.***

Remember that long words
are just short word “**patterns**”
of letter symbols in a long line!

When is a
girl a gril?



The
answer
is:
NEVER!

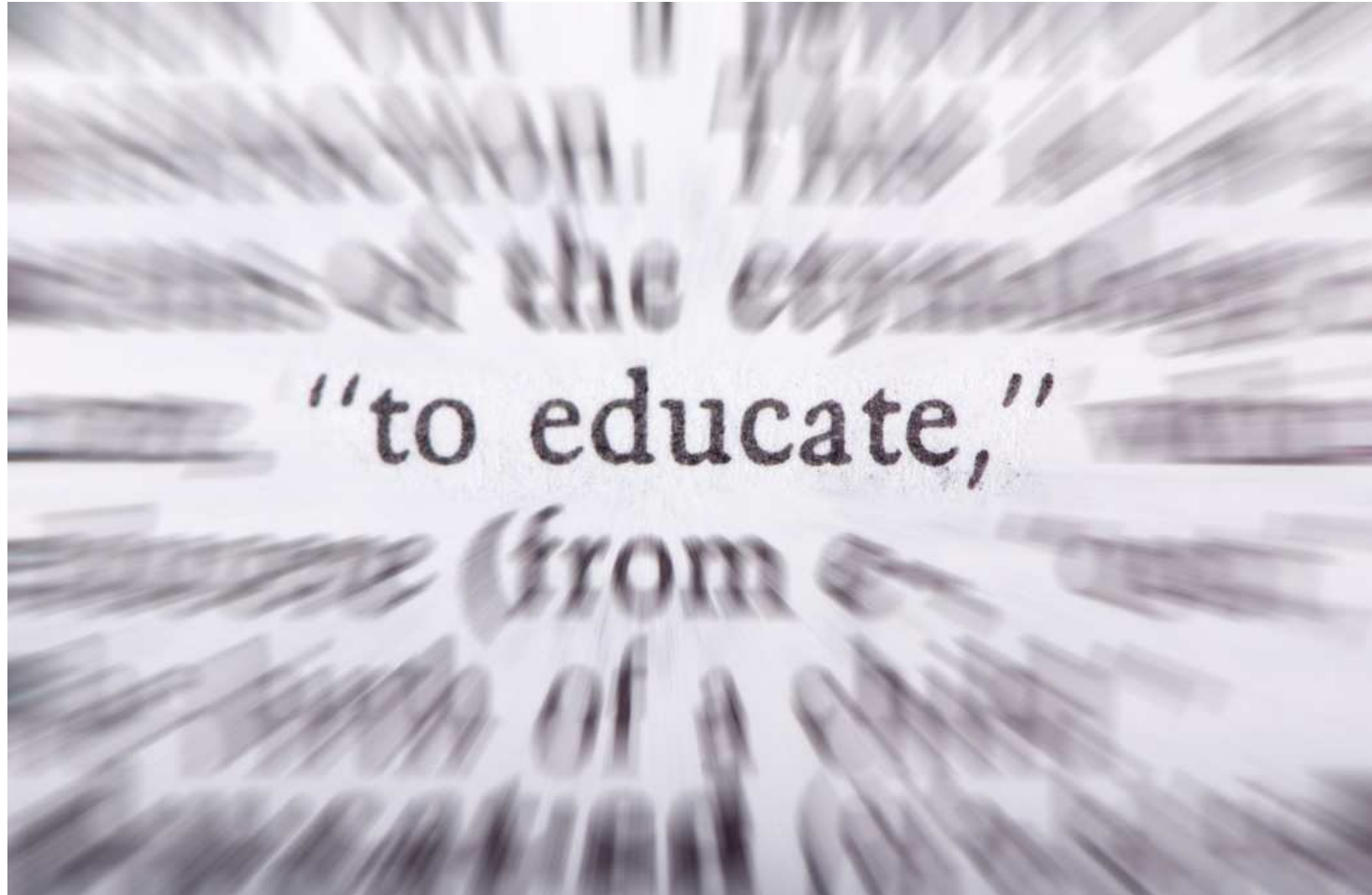


Poor methods lead to poor spelling!

Some students are taught to spell by **memorizing the patterns and shapes of letters in a word.**

Example: Students observe the shape of a letter and its position in a word.

There are almost 1,000,000 English words!



Memorizing them all by shape would cause our brains to blur!




This can cause

BIG spelling
problems.




Sight-word reading does **not**
use the code.



**Do you think you are a bad speller?
You may have learned this way.**

Is **g** **i** **r** **l** the same as **g** **r** **i** **l** ?

**If you read and spell sounds from
left → to → right,
you will not make this kind of error.**



Many whole-word readers
may be thought to have *dyslexia*.

Letters are reversed

g i r l / g r i l

or backward

saw / was.

Dyslexia *symptoms* may have been developed because students are taught to read *anti-code*, whole-word strategies, **plus** with some phonics.



It may make sense to adults who can read but it is very confusing to learners.

Some dyslexia is a neurological problem.



- It must be diagnosed by a neurologist, not an educator or school psychologist.
- Often, “neurologically-caused dyslexia” can be reversed by systematic phonics instruction.

Some dyslexia is instructionally-induced dyslexia!



- Can be diagnosed by an educator.
- “Instructionally-induced dyslexia” can be reversed by systematic phonics instruction.



Phonics is a better way!

Teach the phonics concepts.

Once the students learn the phonics sounds' code, they can use the code to read almost all of the **1,000,000** words.

Even the “irregular” words are mostly decodable, with some irregular parts.

For example:

**Here is a little
irregular troublemaker:**

Words with *e* at the end.

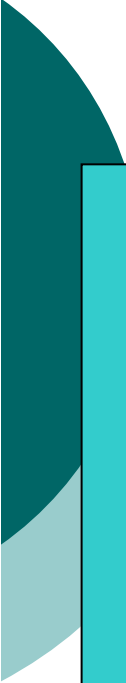
Teach:

The *e* is silent.

It makes no sound.

- ***E* at the end of English words
is usually silent!**

However, when **e** is the
only vowel in a word
and is at the end of the word,
it says its **name: he, me, we, be, she**



**Yes, there *is* a way
to teach and learn to read
with
“troublemaker words”
and
“troublemakers within words!”**



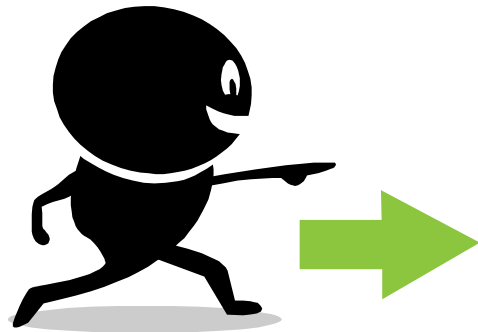
Use the code!

As you read aloud,
form your mouth
to make the sound of the letters
in the order
that they appear in the word.

s p a n f a n b i s u t t l e

Write the letters that are symbols for sounds

left → **to** → **right**,
as you hear them.





To pronounce and read words

clearly and carefully,
you must
enunciate each
sound clearly and
carefully.



Pay attention


to the **spelling** of words
as you read.

Pay attention to the
troublemakers, where
they are and what they
are.

Combine reading and
spelling awareness.

You will be **more confident**
when you write.





The systematic, orderly presentation of concepts
is essential.

Move on to *long* vowels.



“Long vowels” say the vowel’s name.

They are called “**long vowels**” because linguistics (language scientists) say it takes

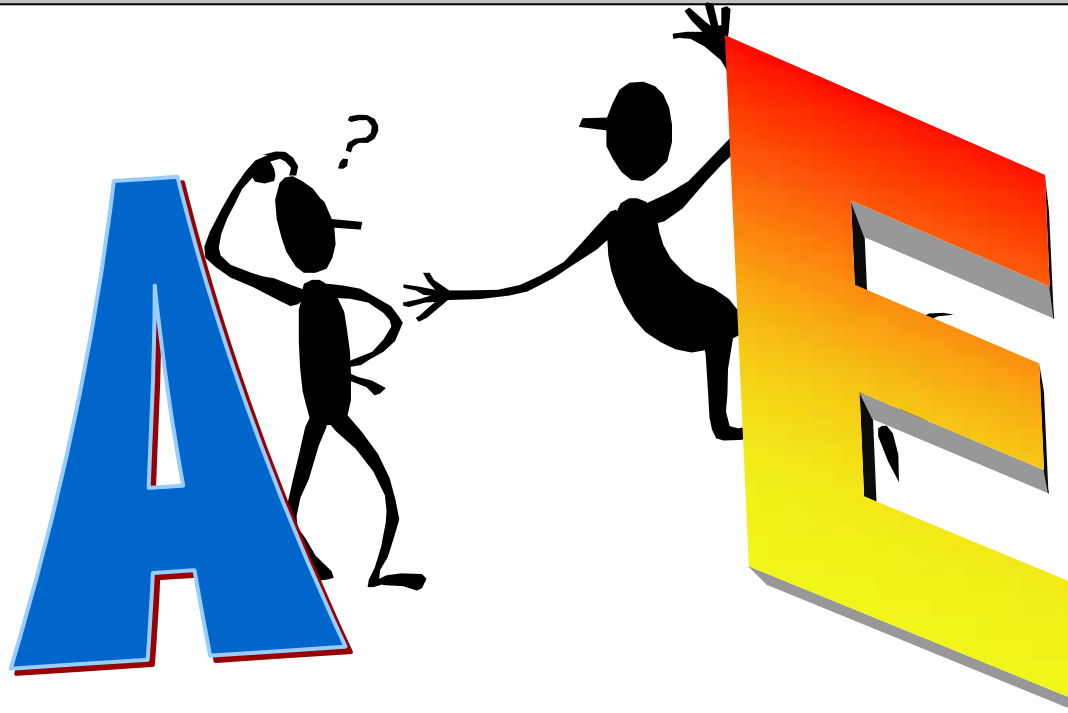
longer to pronounce letters’

names, ā ē ī ō ū

than it does to pronounce

sounds, ă ě ĭ ǒ ŭ.

THE TEAM TALKER “LONG” VOWEL STORY



A vowel by itself says its **sound**.
With a teammate, it says its **name**.

E now acts like a shadow friend.

You can see it, but it is **silent** .





“WHEN TWO VOWELS
GO WALKING,
THE FIRST ONE
DOES THE
TALKING.”

It says its **name**.



Say the **name** of the first only.

āe **ē**e **ī**e

ōe **ū**e

āy **ā**i

ōa **ē**a **ū**i




Try these, one sound at a time.

m**a****e**lstrom*

t**a**e

You didn't read maelstorm, did you?



Try this! Read across, one sound at a time.
For vowel teams, say the first vowel's **name** only.

p r a i t z a n m a y z e p p l e

Complete lessons are in Pat Doran's
Phonics Steps to Reading Success.



Try this nonsense sentence!
Do you know what I had for breakfast?

**Today for breakfast, I
had a warm, fresh
praitzanmayzepple
with my coffee.**

Did you think it might be a breakfast roll?
A doughnut? Coffee cake? Here, **context clues** would help.



Phonics isn't just for little kids!

Don't be fooled!

Sight-reading may appear to help, but it is not the BEST.

If **children, youth and adults of all ages -- English speakers and English learners --** want to be successful readers and spellers, **it's the phonics code that is the key to success!**



The National Reading Panel says:


30+ years of rigorous scientific research tells us that the most effective way to teach reading and to remediate poor reading skills is

- (1) **systematic** - orderly presentation of phonics code concepts
- (2) **synthetic** - blending of sounds left to right, from beginning to end.

Phonics Steps to Reading Success [PSRS]

uses a **systematic** and **synthetic** approach.

Whole language, sight-word, memorizing of high-frequency words are the opposite.

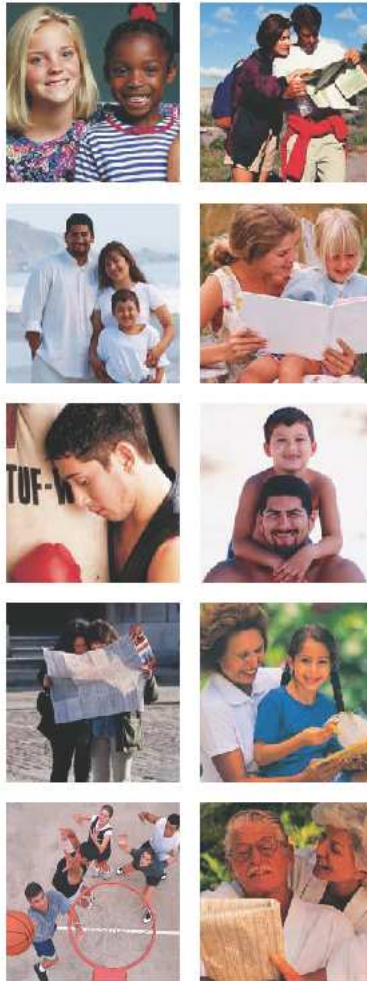


For more information about learning the
Code of the English Language,
contact us today!

***Literacy expert Pat Doran, M.Ed.
makes it easy to teach and
learn to read and spell
using the phonics code in
10-20+ hours!****

**English learners require more time, but they,
too, need to read using the code.*

“A Phonics Teacher in a Book!”



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2nd Edition
For Ages 9-99

Easy to teach. Easy to learn.

Phonics skills to read and spell correctly.

A fast-paced, word-attack
system for developing and
improving reading skills.

INCLUDES:

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PAGE-BY-PAGE GUIDE

SPELLING JOURNAL

PAT DORAN, M.ED.

THERESA MANRIQUEZ, M.ED.

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What are some lessons in PSRS and its easy-to-use format?

Short vowels

Spelling Hints

Word origins

Review and practice

Long-vowel Teams

Digraphs

C-words

Comprehension tips

Words with /e at the end

Reading left to right

Using context clues

Consonant blockers

Multi-syllable words

Double-c words

- 1. Little to no instruction preparation or training needed.**
- 2. Phonics concepts resented in SYSTEMATIC format.**
- 3. Students learn to read SYNTHETICALLY, blending sounds left to right.**



What users say about PSRS!

This is the next best thing since sliced bread!”

– Raques Leyva, Head of Reading Department,
Community College, Arizona

○ **“I feel so grateful, elated, and thankful to Pat for her knowledge of the subject and how she breaks it down so I can understand. Reading is now soothing for me, not frustrating.”**

-- C.M.(72-years old; entered college at age 72)



Jim Janssen,

Author of *Honor Roll Illiterate* (to be published), says:

[Teachers and parents] have to show kids that they are not stupid, but this has to be fast.

“By the time kids get to high school, they have been told so many times, ‘Hey, we have this new thing that is going to help you.’ The kids are burnt out on ‘new things,’ but Pat’s program is fast and it works!”

The Secret Club by Pat Doran, M.Ed.

Answers to the following questions below are just an example of what readers learn in *The Secret Club*:

- **Why do students arrive at upper grades with poor reading skills and how to correct the problem?**
- **Why do post-primary students avoid reading big words, guess at words, or substitute incorrect word while reading?**
- **Why does a student who struggles with reading and homework has a negative attitude about school?**
- **How can lack of phonics lead to symptoms of ADD/ADHD or dyslexia and how can this be corrected?**
- **How can I teach basic phonics skills to post-primary students without damaging their self-esteem?**

“A Literacy Coach in a Book!”

THE SECRET CLUB:

Why and How We Must Teach Phonics and Essential Literacy Skills to Readers of All Ages.

Learning to read is

“...just like joining a secret club; you must be initiated or taught the rules of the club and not be expected to work them out yourself,”

says Wendy Arnold who knows from her experience as learner and teacher.

PAT DORAN, M.ED.

AUTHOR OF PHONICS STEPS TO READING SUCCESS

“This book is a **MUST READ** for administrators, teachers, parents, employers, policy makers and all others grappling with the tragic effects of poor reading skills. Look no further! Hope is here!” Janet Martin, Former President of the Arizona State Board of Education



Invite Pat!

**Order Pat's materials for yourself.
Use it for staff training or teaching.
Invite Pat for in-service training or
to speak to your group.**

**Parents, teachers, administrators,
please call 480-570-3888 or
visit Edu-Steps, Inc.**

www.edu-steps.com



Learn about Pat's materials.

**To find out more about the Phonics
Steps to Reading Success materials
and *The Secret Club***

visit www.edu-steps.com

Contact Pat or Edu-Steps today.



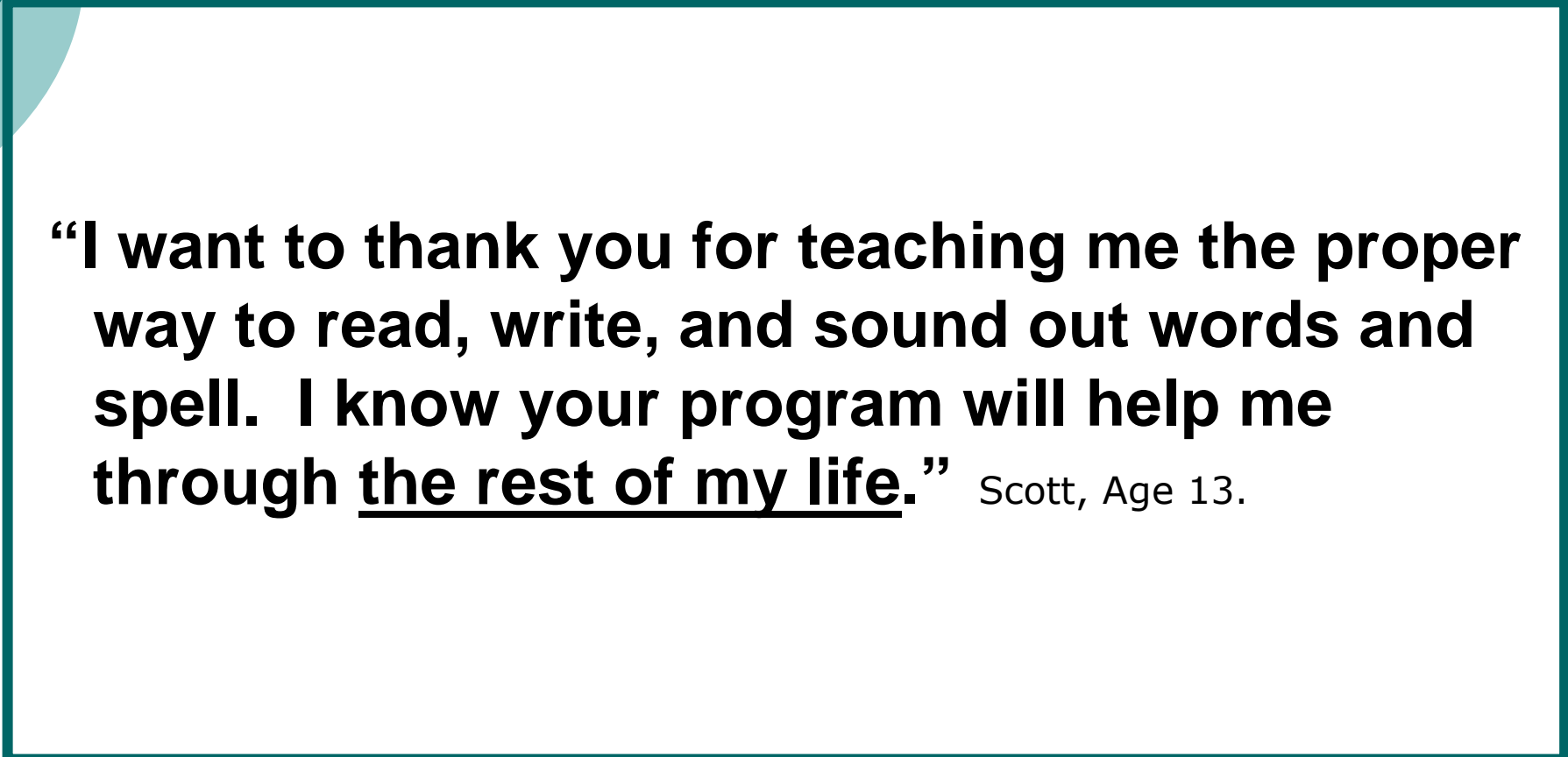
Final comments:

“Taking your course in college was the best thing that ever happened to me. I have discovered that my inability to read was not my lack of talent, but that I did not have the understanding of how to sound out words.

“By going through your course with my thirteen-year-old son, I now sound out words and understand how to spell them.” Leslie C.

A teal oval graphic with a black outline, containing white text. It is positioned at the top of the slide, overlapping a larger teal shape on the left side.

**Please, contact Edu-Steps
today. We CAN help.**

A teal rectangular frame with a black outline, containing black text. It is positioned in the lower half of the slide.

“I want to thank you for teaching me the proper way to read, write, and sound out words and spell. I know your program will help me through the rest of my life.” Scott, Age 13.