

12-1-2012

# Phonics Instruction

Katelyn C. Pace

Western Kentucky University, [katelyn.pace540@topper.wku.edu](mailto:katelyn.pace540@topper.wku.edu)

Rebekah Pribula

Western Kentucky University, [rebekah.pribula360@topper.wku.edu](mailto:rebekah.pribula360@topper.wku.edu)

Shea Thrash

Western Kentucky University, [christopher.thrash@topper.wku.edu](mailto:christopher.thrash@topper.wku.edu)

Follow this and additional works at: <http://digitalcommons.wku.edu/appliedbehavior>



Part of the [Special Education and Teaching Commons](#)

---

## Recommended Citation

Pace, Katelyn C.; Pribula, Rebekah; and Thrash, Shea, "Phonics Instruction" (2012). *Applied Behavior Analysis (SPED 432) and Intervention Strategies for Literacy (SPED 431)*. Paper 11.  
<http://digitalcommons.wku.edu/appliedbehavior/11>

This Presentation is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Applied Behavior Analysis (SPED 432) and Intervention Strategies for Literacy (SPED 431) by an authorized administrator of TopSCHOLAR®. For more information, please contact [connie.foster@wku.edu](mailto:connie.foster@wku.edu).

## **Phonics**

*Keywords: Instructional methods, iPad, beginner reading, reading strategies*

**Authors:** Katelyn Pace ([katelyn.pace540@topper.wku.edu](mailto:katelyn.pace540@topper.wku.edu)), Rebekah Pribula ([rebekah.pribula360@topper.wku.edu](mailto:rebekah.pribula360@topper.wku.edu)), and Shea Thrash ([christopher.thrash@topper.wku.edu](mailto:christopher.thrash@topper.wku.edu))

**Faculty Advisor:** Wanda G. Chandler ([wanda.chandler@wku.edu](mailto:wanda.chandler@wku.edu))

**Abstract for SPED 431**

One of the main research questions answered through this poster presentation is as follows: Is it possible to teach phonics in non-phonemic language? Can we in fact teach students to read phonetically when everyday language does not always follow the rules of phonics. Phonics instruction is essential for beginning readers both with and without disabilities. Phonics instruction has evolved over time from traditional approaches to ever advancing and engaging interactive methods, most recently via interactive tablets. Tablets support the delivery of instruction to students in the area of phonics. Overall, research conducted for this poster presentation highlighted effective strategies and key components of phonics instruction in the modern day classroom.

**Helpful Apps for teaching students with and without disabilities phonics are:**

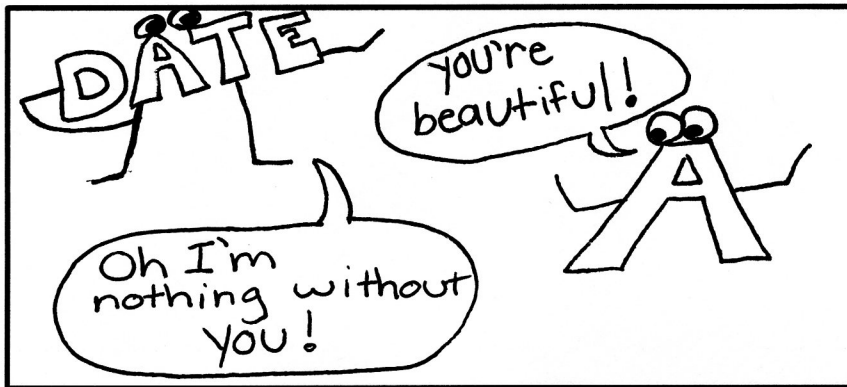
- STARFALL
- WORD MAJIC
- POCKET PHONIC
- WORD FAMILY
- PCS BINGO
- TIME READING
- ABC...TOUCH
- LETTER SOUND
- SOUND SORTING
- SIGHTWORDS
- PHONICS GENIUS
- LETTER OF DAY
- PHONICS ESSAY
- KIDS...WORDS [ LITTLE READER]
- TIC TAC TOE [PHONICS]
- TW DELUXE

---

## Phonics

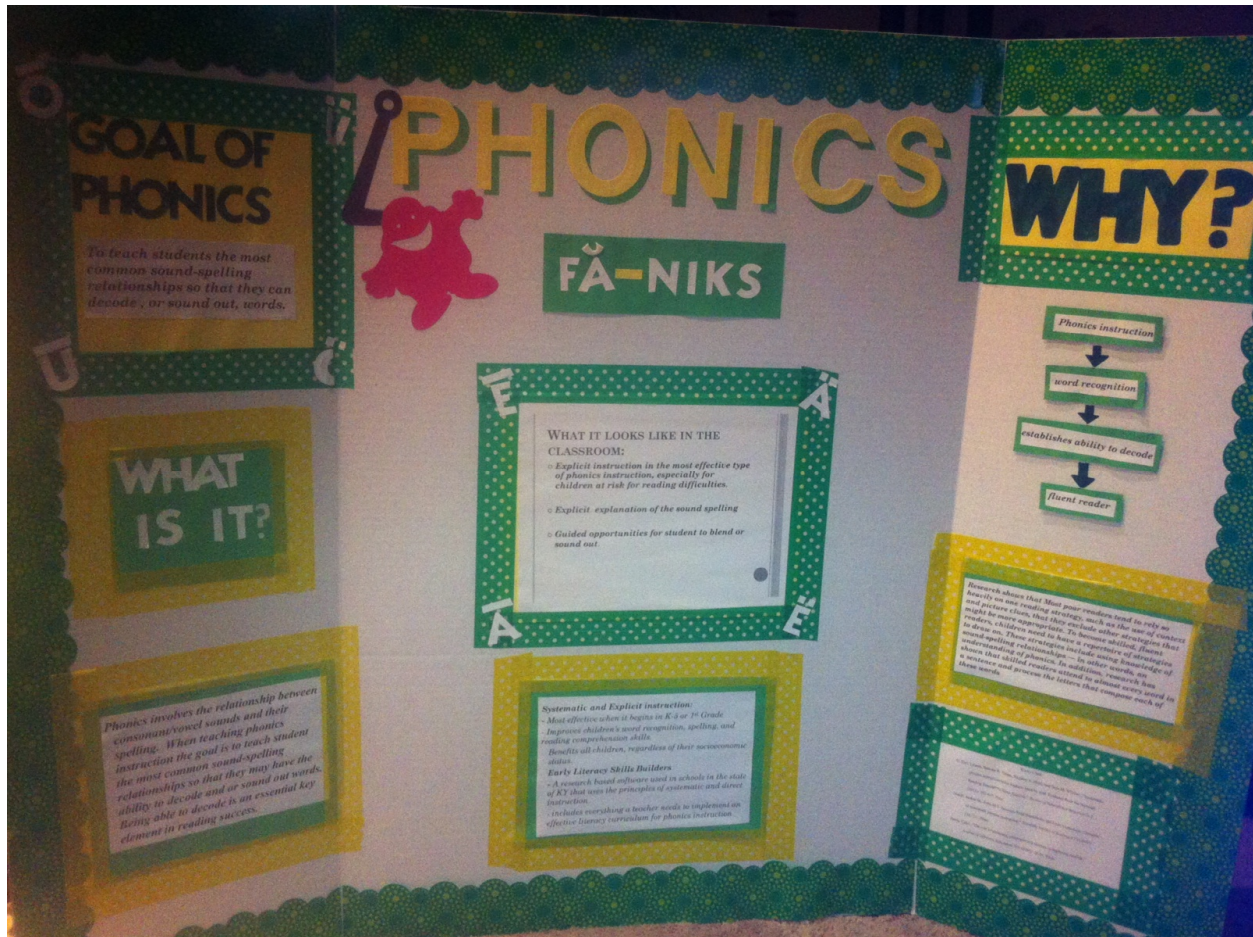
### “READ THIS OUTLOUD”

Did you actually read it out loud? Go back and read it again—this time out loud! Now, could you do it? If you could then your phonetic skills are functioning appropriately. Below will explain why:



*Phonics is the understanding that sounds and letters have a relationship*

1. Phonics is a beginning reader strategy—it is important to begin practice at an early age.
2. The goal of phonics instruction is to teach students the most common sound-spelling relationships so that they can decode, or sound out, words.
3. There are 26 letters (grapheme) that make up all words in the English language and there are 44 sounds (phoneme) that make up all words in the English language.
4. When reading your brain interprets what letter or word is seen (graphemic awareness) and allows you to read the letter or word aloud (phonemic awareness) (i.e. the letter “d” makes the “d” sound).
5. Putting letter sounds together is known as blending allowing an understanding of the alphabetic principle.



**Poster-APA Citation:**

Pace, K., Pribula, R., & Thrash, C. (2012, November). *Instructional technology: Improving performance for students with educational challenges*. Poster presented at the Kentucky Teacher Education Division, Kentucky Exceptional Children Conference, Louisville, Kentucky.

**References**

Bursuck, W.D. & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities, a multi-tier approach*. Upper Saddle River: Pearson.

Herron, J. (2008). Why phonics teaching must change. *Educational Leadership*, 66(1), 77.

Ivey, G. I. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, 61(6), 35.