



Phonics Differentiation with Corrective Feedback (Second Grade)

Phonics Activity		If the Student...	Then...
Making Words	Scaffold	<ul style="list-style-type: none"> Has difficulty selecting the correct letter to represent the sound 	<ul style="list-style-type: none"> Reference the Vowel Chart. Run your hand over students' heads and slowly pronounce the word with them, so they see where the sound/letter link is mismatched and needs to be changed. Say the new word slowly, modeling where the change needs to be made. Model how to blend the word. Tell the students the word to make (encoding) instead of which letter(s) to change (decoding).
	Enrich	<ul style="list-style-type: none"> Successfully and fluently selects the correct letters to represent the sounds 	<ul style="list-style-type: none"> Add inflectional endings by providing the additional letters such as <i>ing, ed, and/or s</i> to those students.
Breaking Big Words	Scaffold	<ul style="list-style-type: none"> Has difficulty blending the word after breaking it 	<ul style="list-style-type: none"> Model continuous blending of the parts. Then have the student repeat as you run your hand over the parts. Remove the inflectional ending and have the student use the Breaking Words procedure to break the word at the onset-rime. Then demonstrate adding the inflectional ending back on.
		<ul style="list-style-type: none"> Has difficulty reading the third new word that includes a different onset and inflectional ending 	<ul style="list-style-type: none"> Continue to change the onset but keep the inflectional ending the same for all three words.
	Enrich	<ul style="list-style-type: none"> Successfully breaks and reads words with inflectional endings 	<ul style="list-style-type: none"> Have the student orally produce, then make, break, and read additional words containing the same rime and different onsets and inflectional endings.
Analogy Charts	Scaffold	<ul style="list-style-type: none"> Writes the word in the wrong column 	<ul style="list-style-type: none"> Compare the dictated word to each header word or label. Have the student put their thumb up if it sounds the same or down if it does not. Have the student run their finger under the word as they say it slowly. Reference the Vowel Chart.
		<ul style="list-style-type: none"> Writes the word in the correct column, but it is misspelled 	
	Enrich	<ul style="list-style-type: none"> Writes the correctly spelled words in the appropriate column 	<ul style="list-style-type: none"> Add inflectional endings to some of the words.



Phonics Differentiation with Corrective Feedback (Second Grade) (cont.)

Phonics Activity		If the Student...	Then...
Make a Big Word	Scaffold	<ul style="list-style-type: none"> Misspells the word Misspells the prefix or suffix 	<ul style="list-style-type: none"> Have the student make one syllable at a time. Reference the Vowel Chart. Reteach the prefix or suffix.
	Enrich	<ul style="list-style-type: none"> Successfully makes the word 	<ul style="list-style-type: none"> Have the student make another multisyllabic word containing the phonic element. If applicable, have the student remake the word with a new prefix or suffix (e.g., reloading, unloading). Discuss the new meaning.
Advanced Breaking Words	Scaffold	<ul style="list-style-type: none"> Does not correctly identify the affix 	<ul style="list-style-type: none"> Isolate the affix for the student and review the pronunciation.
	Enrich	<ul style="list-style-type: none"> Successfully breaks and reads words with affixes 	<ul style="list-style-type: none"> Have the student orally produce, then make, break, and read additional words containing the same affix.
Decoding Words in Decodable Text (Super Stories)	Scaffold	<ul style="list-style-type: none"> Has difficulty decoding words containing previously taught and current phonic targets 	<ul style="list-style-type: none"> Model saying each of the sounds in the words, then blending sounds together. Connect the isolated word work activities, procedures, and prompts used (e.g., <i>break it at the vowel</i>) to reading words in connected text.
	Enrich	<ul style="list-style-type: none"> Successfully and fluently decodes and reads words containing previously taught and current phonic targets 	<ul style="list-style-type: none"> Have the student locate words with the target phonic element and ask them to change one letter or letter cluster to make a new word (e.g., <i>Find the word hoop. Change the oo to ea. What is the new word?</i>).