



Phonics Differentiation with Corrective Feedback, K-2

In a small group, you can see how well your students are controlling newly taught phonics skills and where they might need additional support. The table below provides suggestions for how to scaffold and differentiate phonics instruction based on your observations.

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(s) 	<ul style="list-style-type: none"> Reference the ABC Chart, Vowel Chart, or Digraph-Blend Chart. Take their finger and slowly pronounce the word with them so they see where the sound/letter link is mismatched and needs to be changed. Model your thinking process aloud, saying, <i>I hear this sound, so I need this/these letter(s).</i>
		<ul style="list-style-type: none"> Misreads the word 	<ul style="list-style-type: none"> Take their finger and slowly blend the sounds together with them.
		<ul style="list-style-type: none"> Has difficulty with toggling between phonic elements 	<ul style="list-style-type: none"> Use only encoding. Adjust words to focus solely on target phonic element.
	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 blends and/or digraphs to a series that contains only CVC words (e.g., <i>sap, sat, mat, map, cap, CLAP</i>). Provide the additional letters needed to those students ready for enrichment. Add inflectional endings by providing the additional letters such as <i>ing, ed, and/or s</i> to those students.
Sound Boxes	Scaffold	<ul style="list-style-type: none"> Has difficulty isolating phonemes 	<ul style="list-style-type: none"> Have the student push a chip into each box without writing the letter(s). Take the student's finger and demonstrate pushing it into each box as you slowly say the word. Model how to say a word slowly, stretching the sounds while running your finger under the boxes. Have the student repeat the process.
		<ul style="list-style-type: none"> Has difficulty identifying the correct letter(s) to represent each sound 	<ul style="list-style-type: none"> Reference the ABC Chart Card, Vowel Chart Card, or Digraph-Blend Card.
	Enrich	<ul style="list-style-type: none"> Successfully and fluently identifies the correct letters to spell each sound 	<ul style="list-style-type: none"> Add blends and/or digraphs to a list that contains only CVC words (e.g., <i>sap, map, cap, CLAP</i>).



Phonics Differentiation with Corrective Feedback, K-2 (cont.)

Phonics Activity		If the Student ...	Then ...
Emergent Breaking Words	Scaffold	<ul style="list-style-type: none"> Has difficulty selecting the correct initial consonant to make the new word 	<ul style="list-style-type: none"> Isolate the initial sound for the student. Reference the ABC Chart Card.
		<ul style="list-style-type: none"> Has difficulty breaking words at onset-rime (i.e., breaks apart each individual letter) 	<ul style="list-style-type: none"> Model how to find the vowel and break the word in one place.
	Enrich	<ul style="list-style-type: none"> Successfully breaks, makes, and reads words 	<ul style="list-style-type: none"> Have the student orally produce, then make, break, and read additional words that contain the same rime.
Breaking Words	Scaffold	<ul style="list-style-type: none"> Has difficulty breaking words at onset-rime (i.e., breaks apart each individual letter) 	<ul style="list-style-type: none"> Model how to find the vowel and break the word in one place.
	Enrich	<ul style="list-style-type: none"> Successfully and fluently breaks words, demonstrating control of the rime 	<ul style="list-style-type: none"> Have the student orally produce, then make, break, and read additional words that contain the same rime.
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 they run their finger below the word. 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.



Phonics Differentiation with Corrective Feedback, K-2 (cont.)

Phonics Activity		If the Student ...	Then ...
Advanced Breaking Big Words	Scaffold	<ul style="list-style-type: none"> Does not break the word into correct syllables 	<ul style="list-style-type: none"> Review specific syllable types.
		<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.
Analogy Charts	Scaffold	<ul style="list-style-type: none"> Writes the word in the wrong column Writes the word in the correct column, but it is misspelled 	<ul style="list-style-type: none"> Compare the dictated word to each header word. 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 ABC Chart Card, Vowel Chart Card, or Digraph-Blend Card.
	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.
Writing Words	Scaffold	<ul style="list-style-type: none"> Has difficulty isolating phonemes 	<ul style="list-style-type: none"> Model segmenting the sounds as you tap your finger for each phoneme. Have student repeat with the same word.
		<ul style="list-style-type: none"> Writes incorrect letter(s) to represent sound(s) 	<ul style="list-style-type: none"> Reference the ABC Chart Card, Vowel Chart Card, or Digraph-Blend Card.
	Enrich	<ul style="list-style-type: none"> Successfully and fluently identifies the correct letters to spell each sound 	<ul style="list-style-type: none"> Have the student produce and write an additional word containing the phonic element. Have the student write words containing the phonic element and inflectional endings.
Reading and Writing Words	Scaffold	<ul style="list-style-type: none"> Writes the wrong letter to represent the sound 	<ul style="list-style-type: none"> Reference the Vowel Chart Card or Digraph-Blend Card. Take their finger and slowly pronounce the word with them so they see where the sound/letter link is mismatched and needs to be changed. Model your thinking process aloud, saying, <i>I hear this sound, so I need this/these letter(s).</i>
		<ul style="list-style-type: none"> Misreads the word 	<ul style="list-style-type: none"> Take their finger and slowly blend the sounds together with them.
	Enrich	<ul style="list-style-type: none"> Successfully and fluently reads and writes the words in the series 	<ul style="list-style-type: none"> Add inflectional endings to some of the words in the series.



Phonics Activity		If the Student ...	Then ...
Make a Big Word	Scaffold	<ul style="list-style-type: none"> Does not break the word into correct syllables 	<ul style="list-style-type: none"> Review specific syllable types.
		<ul style="list-style-type: none"> Misspells the word 	<ul style="list-style-type: none"> Have the student make one syllable at a time. Reference the ABC Chart Card, Vowel Chart Card, or Digraph-Blend Card.
		<ul style="list-style-type: none"> Misspells the prefix or suffix 	<ul style="list-style-type: none"> 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., <i>reloading, unloading</i>). Discuss the new meaning.
Write a Big Word	Scaffold	<ul style="list-style-type: none"> Misspells the word 	<ul style="list-style-type: none"> Review specific syllable types. Have student write one syllable at a time. Reference the Vowel Chart Card or Digraph-Blend Card.
		<ul style="list-style-type: none"> Misspells the prefix or suffix 	<ul style="list-style-type: none"> Reteach the prefix or suffix.
	Enrich	<ul style="list-style-type: none"> Successfully writes each word 	<ul style="list-style-type: none"> Have the student write another multisyllabic word containing the phonic element. Have the student produce and write another word with the same prefix or suffix.

