

Phonics Strategy

Strategy: Decoding: R-Controlled Vowels. The students will decode words that contain R-Controlled vowels (-or, -ar, -er, -ir, -ur).

Appropriate Grade Level: K-2

Materials Needed:

- Reading material at the students' instructional reading level that contain words with r-controlled vowels.

Procedures/Steps: An r-controlled vowel is a pattern found in words that contain an r after a vowel. The vowels in these words are pronounced differently because the sound of the vowel is changed in anticipation of the /r/ sound. Examples include *car, fur, fir, far, her, and mark*. Present words with r-controlled vowels in isolation. Then,

1. Conduct a comprehension/vocabulary preview.
2. Have students begin reading the selected material. If they have difficulty with any words containing an r-controlled vowel, remind them that the *r* changes the sound of the vowel, and have them attempt to decode the word again, paying attention to the way the vowel changes sound as they pronounce the /r/ sound.
3. After a student has decoded a word, have her or him go back to the beginning of the sentence containing that word and read it again. This is a VERY important step!
4. After reading the entire book or passage, encourage comprehension by discussing what happened in the story and the students' reaction to it.

Comments/Tips:

- If the students are having difficulty with particular r-controlled vowel words or patterns, write the words on 3x5 cards to review during a word analysis/spelling lesson, or for their word folder.
- For *English language learners*, preview any unfamiliar vocabulary and word meanings before beginning to read. R-controlled vowels may be difficult for some students if these sounds are not present in their first language, or if they are represented by other letter symbols in their first language.

Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.