Fidelity Checklist

Sounding out Diphthongs and Diagraphs

Sound and symbol association and phonetic coding or practice blending sounds allow for students to read more words and understand how these letters sound. When students are able to read these sounds, their reading skills are enhanced as they properly decode letters to create the proper sounds. A diphthong is a combination of two or three consonants that keep their own sound identity (Kieffer & Lesaux, 2016). Reading diphthongs and diagraphs require phonological awareness of each syllable and phoneme.

First, the teacher should start by activating prior knowledge by reviewing sounds that the students already know. This will give the students' confidence in realizing that they know particular sounds. The teacher can dive a little deeper and begin by introducing diagraphs and diphthongs, and the sounds they make. Then the class, collectively, will go over all the sounds that the teacher writes on the board. The teacher can pronounce the sound to the class, and they have to say what letters make up the sound. Next, the teacher can read a story to the students and while the story is being read, the students should be encouraged to point out the sounds that they see. This will allow students to recognize the sounds and the letters that make up that sound. After the story is read, a matching game can be played. They are to match each sound to the picture card. After the activity, the students will complete a worksheet with diagraphs and diphthongs written on it, and the student will write words that use the particular sound. This may be used as an informal assessment.

Science of Reading connection: The Scarborough Reading Rope (2018) demonstrates that language comprehension and word recognition make up skilled reading. Phonological awareness is one of the ropes that make up the bigger rope of Word Recognition. The ability to recognize and decode Diphthongs and Digraphs are part of reading a words in print.

DISCUSSION WEB		YES	NO	COMMENTS
1.	Prepare students by activating prior knowledge, raising questions, and reviewing a variety of sounds made by one or two letters.			
2.	The class as a whole will say what letter(s) make up the sounds said out loud by the teacher.			
3.	While reading a story encourage students to point out sounds that were introduced before reading.			
4.	The students are to complete a matching activity with their peers, of the sound with the picture card.			

5. The students will have 3 digraphs already written on a paper and have to write 4 words that use each sound.	
Total steps completed accurately:	
Percentage of steps completed accurately:	
Additional notes or comments:	