



READING LINKS

Phonics Manual

Participants and Facilitators

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The LINKS Project

The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development of web assisted professional development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website (www.linkslearning.org) as well as on CDs.

Reading LINKS also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information provided in the lessons endeavors to provide teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance that played a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from the Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and be useful in ensuring that all children learn to read and read well by the end of third grade and to continue their reading skills development throughout their school experience.

Shirley McCune
Links Project Director

Reading LINKS

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The LINKS project wishes to thank the many persons who contributed to the training materials that support and extend 18 Reading LINKS videos. (www.linkslearning.org)

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LINKS Video Lessons

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NOTES TO THE FACILITATOR

Before beginning a Reading Links training session, please read the “Tips to Facilitating the Reading Links Modules.” It is found in the back of this manual under tab 10, “Tips to Facilitating.” It outlines the essentials for conducting successful training. The sections “Equipment and Materials,” “Introducing Yourself and Participants,” and “Workshop Expectations” are particularly useful, because they describe how to begin a session. “Room Arrangement” may also be helpful.

The Agenda opposite this page is written as a generic guide to Reading Links training. Before you begin, personalize the top portion by adding the date, times, location, and module to the training you will be delivering. This can also be adapted to serve as an advertisement or flyer.

Materials to gather before beginning Phonics:

- 1.) *The Report of the National Reading Panel* – find this downloadable document at www.nationalreadingpanel.org.
- 2.) *Put Reading First: The Research Building Blocks for Teaching Children to Read* – also downloadable at www.nifl.gov.

SUPPORT MATERIALS

OH/PPT #1: Phonics

OH/PPT #2: Agenda

SESSION ACTIVITIES**Introductions**

1. Put up OH/PPT #1 and welcome the participants to your training.
2. Introduce yourself, your background, and experience in education.
3. Have participants do a nametag or tent according to your preference.
4. Introductory activities for participants are outlined in the “Tips” document. Choose one according to how well the participants know each other, how much time is allotted for the training, and how many people are present.
5. Walk through the Agenda, connecting the information to the times and particular module you are delivering.

READING LINKS AGENDA

10 minutes	Introduction and Expectations
10 – 15 minutes	Overview Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 – 30 minutes	Section 1: Review Participant Background Knowledge and Understanding
15 minutes	Section 2: Overview Key Learning Goals Building Blocks
15 minutes	Section 3: Presentation Research-based Information and Content
10 minutes	BREAK
75 – 85 minutes	Section 4: Engagement and Practice Classroom Strategies and Applications Assessment Video Modeling Action Planning
10 – 15 minutes	Section 5: Summarizing Key Learnings
10 – 15 minutes	Evaluation and Feedback

NOTES TO THE FACILITATOR

The opposite page is to provide the participants with an overall understanding of the Reading Links project and how it fits into the Links Learning Web site. Be sure to read it carefully before beginning your training session in order to answer questions as they arise. There is no need to have your participants read it. Your overview of the contents will be sufficient.

A FAQ about these materials is, “How can a school or district use them?” Along with the Reading Links overview, tell the participants why the materials were developed and guide them to finding the best use for their school or district if needed. The Director of Curriculum or Building Principal often decides this. Here is a list of suggested purposes:

1. To explain the scientific evidence-base of teaching children to read using teacher-friendly materials.
2. To model reading research within classroom practice.
3. To explain assessment choices to match instruction of that module.
4. To provide additional support to schools/districts so they can view their curriculum critically in order to find their strengths and weaknesses.
5. To provide teachers with a resource for further observation and study.

SUPPORT MATERIALS**SESSION ACTIVITIES**

1. Continuing with the Overview of the training, explain the Reading Links project to the participants, highlighting how it began and what it is being used for in our state.
2. Suggest the above list as a tool for school or district personnel to focus their use of the materials.



Reading LINKS Lessons

Parent: Early Oral Language Development	Joan Moser: Comprehension II
Marti MacPhee: Oral Language/ Pre-Reading Development	Robin Totten: Upper Elementary Comprehension Strategies (Non-Fiction)
Kessler School: Phonemic Awareness	Robin Totten: Upper Elementary Comprehension Strategies (Fiction)
Kessler School: Phonics Instruction	Judy Rex: Comprehension and Vocabulary
Anita Archer: Primary Grades Reading	Judy Rex: Vocabulary and Pre-writing
Gail Boushey: Early Guided Writing	Kathy Garcia: ESL Instruction I
Gail Boushey: Early Comprehension/Fluency	Kathy Garcia: ESL Instruction II
Anita Archer: Intermediate Grades Reading	Kessler School: Turning a School around
Joan Moser: Comprehension I	Mark Jewell/Tom Murphy: Strategic Change

Also available at: www.linkslearning.com

NOTES TO THE FACILITATOR

The manuals are written using an advanced organizer known as ROPES. It stands for Review, Overview, Presentation, Engagement and Practice, and Summary. Each section has a purpose to the overall training session and content of the manual. Go over the ROPES structure with the participants, pointing out the purpose each section serves in helping them learn new material. Note the acronym and connect it to the manual's tabs. For example, the purpose of "R" or Review is to activate the participant's prior knowledge, provide entry learnings, and focus the session. Continue to go through each ROPES acronym, purpose, and connection to the manual. The pages holding that information are then found under the Presentation tab. Be sure to credit Dr. Robert Carkhuff for its development. You may wish to use this power point slide as you introduce each new section during your training. Put this OH/PPT up on the overhead projector as an advanced organizer.

SUPPORT MATERIALS

OH/PPT #3: ROPES: A
Guiding Structure

SESSION ACTIVITIES

1. Explain the ROPES structure to the participants, outlining each section's purpose to the training session.
2. Highlight the acronym.
3. Connect each section of ROPES to the tabs on the participant's manual. Have them locate each one.
4. The footer indicates the current section of ROPES with the use of capitals.

ROPES: A GUIDING STRUCTURE FOR LEARNING

R	Review – entry learning designed to activate and assess prior knowledge and to focus the session
O	Overview – explicit statement of the goals and objectives of the session
P	Presentation – presentation and discussion of research-based concepts that are needed to build background knowledge
E	Engagement and Practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	Summary – summarizing key learnings

(adapted from a model designed by R. Carkhuff)

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REVIEW NOTES



PHONICS

SECTION 1: REVIEW

NOTES TO THE FACILITATOR

The purpose of this Think-Ink-Pair-Share activity is to help participants activate their prior knowledge and establish some common understandings.

Participants are asked to rate themselves from 1-5 on the familiarity scale. (They do not have to share this number with anyone at the table.)

Ask the participants to think about the two questions and jot down brief responses.

- What are some terms or labels people use when discussing phonics?
- What can children who understand phonics skills do?

Once the participants have done this alone, they proceed by sharing their responses with a partner, then sharing with others at the table.

SUPPORT MATERIALS

OH/PPT #4: What Do I
Already Know About Phonics?

If you are not familiar with the Think-Ink-Pair-Share procedures, please refer to the section on Cooperative Learning Strategies in your facilitator's materials.

SESSION ACTIVITIES

Think – Ink – Pair - Share

What Do I Already Know About Phonics?

THINK - INK - PAIR - SHARE

THINK - INK: Rate your familiarity with phonics by placing an X on the continuum and completing the Guiding Questions Chart.

1	2	3	4	5
Unfamiliar			Very familiar	

Guiding Questions Chart

What are some terms or labels people use when discussing phonics?	What can children who understand phonics skills do?
---	---

NOTES TO THE FACILITATOR

Highlight the following **relationship**:

Printed Letters (graphemes) are connected to **Spoken Language** (phonemes).

Review related terms and labels:

- **Graphophonic cues**
Refers to the sound relationship between the grapheme (a letter or group of letters) and the phoneme or sound it represents and the cues it provides for pronouncing the word(s) seen in print.
- **Letter/sound relationship or letter/sound correspondence**
Refers to how a letter is pronounced
- **Sound/symbol relationship or sound/symbol correspondence**
Refers to the relationships between letters and sounds
- **Sound/spelling**
Refers to the spelling of various sounds

Provide examples of how students can isolate the first, medial, or final sounds in words.

Suggested Examples

Beginning sounds: **car /c/, bat /b/, ant /a/.**

Medial sounds: **bed /e/, bake /a/, hop /o/.**

Final sounds: **jump /p/, fast /t/, dog /g/.**

Show a copy of *Put Reading First* and comment on its utility.

SUPPORT MATERIALS

OH/PPT #5: What is
Phonics?

Resource:

Book: *Put Reading First*
(2001)

SESSION ACTIVITIES

What Is Phonics?

Phonics is knowing the **relationship** between **printed letters** (graphemes) of written language and the **individual sounds** (phonemes) of spoken language.

The following terms or labels are often used when people discuss phonics:

- Graphophonic cues
- Letter/sound relationship or letter/sound correspondence
- Sound/symbol relationship or sound/symbol correspondence
- Sound/spellings

Children who understand phonics skills can

- tell you which letter makes the first sound in *bat*
- tell you which letter makes the last sound in *car*

(Armbruster, Lehr, & Osborn, 2001; IRA's Position Statement on PA, 1998)

NOTES TO THE FACILITATOR

Emphasize: Phonics is a means to an end – the “end” being **comprehension**.

Some participants may have negative associations when they hear the word “phonics.” Acknowledge these concerns and explain that English does have irregularities, but that this should not preclude the teaching of phonics.

Talking Points

- Phonics must be taught **explicitly** and **systematically**.

Explicit and systematic instruction is better than non-systematic instruction or no phonics instruction at all.

- There are **predictable relationships** between written letters and spoken sounds.

Teaching these relationships helps students learn and apply the alphabetic principle.

What Is the Purpose for Teaching Phonics?

The purpose for teaching phonics is to enable students to learn and apply the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds.

Knowledge of these relationships contributes to the ability to comprehend or to read and understand words in isolation as well as in connected text.

Thus, the ultimate goal of teaching phonics is comprehension of written language.

(Armbruster, Lehr, & Osborn, 2001)

NOTES TO THE FACILITATOR

Big Idea: Students use their **ears** and their **eyes** when learning to read.

Although phonemic awareness and phonics are discrete skills (and teachers should know the difference), the most effective classroom instruction takes place when phonemic awareness and phonics are taught in conjunction.

Note: Explain to the participants that a letter between / / means the sound, rather than the name of the letter.

Use the examples from the overhead to explain the differences between phonemic awareness and phonics.

Phonemic Awareness: is an understanding about and attention to spoken language. It refers to the ability to recognize and manipulate speech sounds.

Phonics: is knowing the relationship between printed letters and spoken sounds.

SUPPORT MATERIALS

OH/PPT #6: How are
Phonemic Awareness and
Phonics Connected?

SESSION ACTIVITIES

How Are Phonemic Awareness and Phonics Connected?

Phonemic Awareness  Sounds	Phonics  Letters
Given the spoken word “dog,” the student can tell you that the beginning sound is /d/. (isolation) Given the separate sounds /d/ /o/ /g/, the student can tell you that they make up the spoken word “dog.” (blending) Given the spoken word “hat,” the student can separate the word into three separate sounds /h/ /a/ /t/ (segmentation). Given the spoken word “cart” and asked to take off the last sound, the student can say “car.” (deletion)	Given the spoken word “dog,” the student can tell you that the beginning letter is “d.” Given the word “dog” in print, the student can make the sounds for each letter and blend them into the word “dog.” Given the spoken word “hat,” the student can tell you that the letters that spell the sounds in hat are h-a-t and/or write the word “hat.” Given the spoken word “cart,” the student can spell c-a-r-t. If the final “t” is erased/covered, the student can read the word as “car.”

Although phonemic awareness and phonics are two separate skills, phonemic awareness instruction is most effective for strengthening reading and spelling when children are taught to use the letters in conjunction with manipulating the phonemes.

(Armbruster, Lehr, & Osborn, 2001)

OVERVIEW NOTES



PHONICS

SECTION 2: OVERVIEW

NOTES TO THE FACILITATOR

This begins Section 2: Overview in the manual

SUPPORT MATERIALS

OH/PPT #7: Key Learning Goals

SESSION ACTIVITIES**Key Learning Goals**

1. Read through each of the goals, emphasizing the main idea of each one such as “connecting,” “learn the difference,” “learn to assess,” and “create an action plan.” Be sure to note that the 3rd bullet is the classroom application portion that provides the practical instruction piece to the training.
2. Explain that the goals pertain to the session as well as the manual.

Key Learning Goals



The participants will:

- Understand the connection between phonics and reading development.
- Learn, model, and teach using research-based instructional practices.
- Learn how to analyze reading programs and supplemental materials for research-based phonics instruction.
- Apply key learnings from this module in a plan for their classroom.

NOTES TO THE FACILITATOR

The “Building Blocks for Teaching Children to Read” are the five major reading instruction components included in the report of the National Reading Panel. The Reading Links project has highlighted the five essential components in teaching children to read as outlined in the Report of the National Reading Panel. However, Reading Links also acknowledges other important factors. Therefore, other components of a student’s reading growth such as Oral Language Development and Connecting Reading and Writing are also included. There are manuals and training sessions to cover the other major reading components.

SUPPORT MATERIALS

OH/PPT #8: Building Blocks
for Teaching Children to
Read

SESSION ACTIVITIES

Building Blocks

1. This graphic explains the “blocks” for teaching children to read as adapted by the LINKS Project. They include five instructional components identified by “Put Reading First” and the National Research Panel. LINKS has added oral language development as well as reading, writing across the curriculum.
2. Explain that by participating in the Reading Links training, participants are receiving research-based and classroom applications for all of these components.

Building Blocks for Teaching Children to Read

Comprehension
of Written
Text

Fluency
Practice

Reading
& Writing
Connections

Vocabulary
Development

Oral
Language
Development

Phonemic
Awareness

Phonics
Instruction

NOTES TO THE FACILITATOR

This graphic organizer provides a big picture of the Alphabetic Principle and the pieces that make it up.

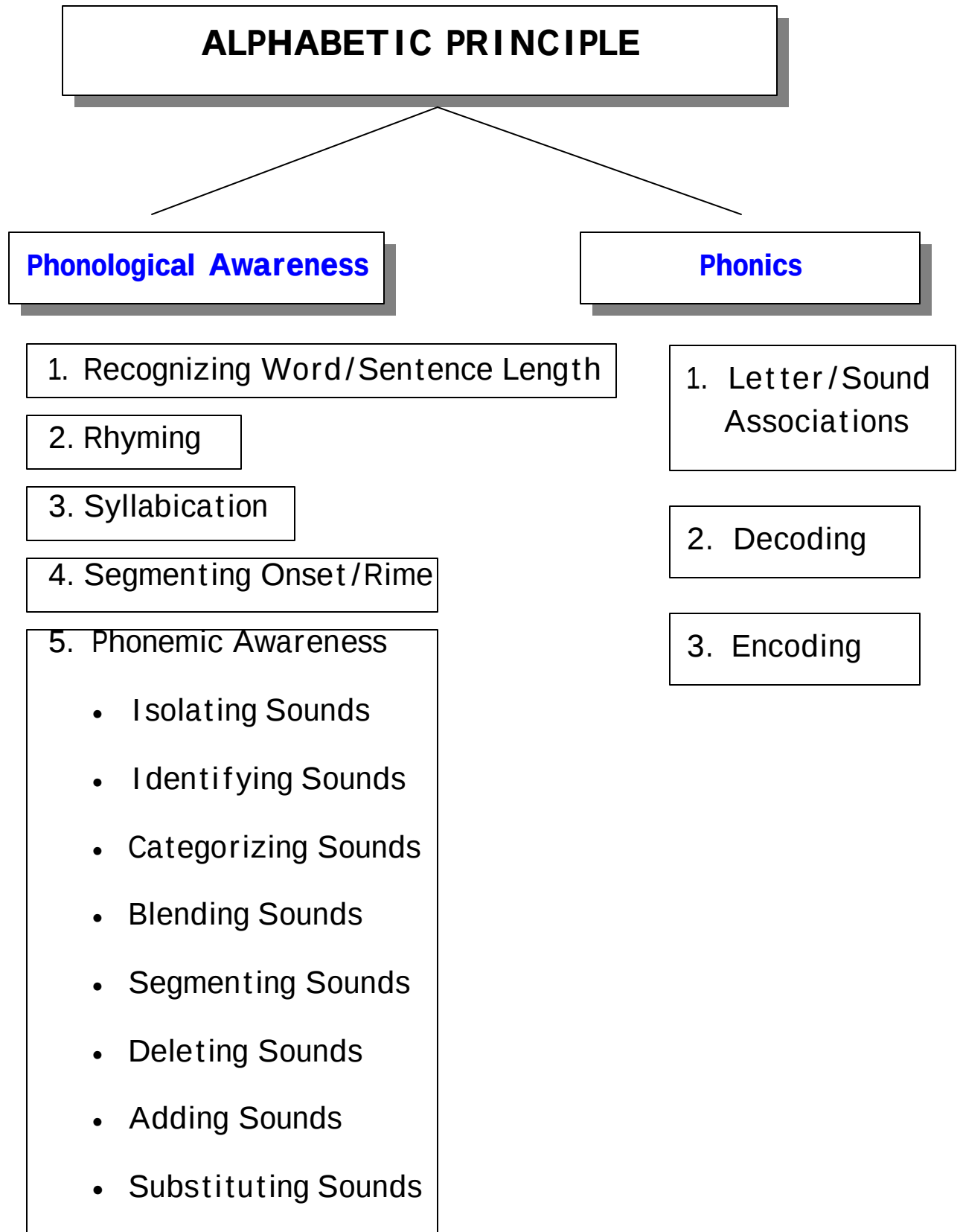
SUPPORT MATERIALS

OH/PPT #9: Alphabetic
Principle Graphic Organizer

SESSION ACTIVITIES

Alphabetic Principle

- Show the graphic organizer.
- Explain that the English language is categorized as an alphabetic system. Therefore Phonological Awareness and Phonics Instruction are both important elements.
- Explain that Phonics is comprised of decoding – blending sounds into words, and encoding – breaking words apart into their sounds.



PRESENTATION NOTES



PHONICS

SECTION 3: PRESENTATION

NOTES TO THE FACILITATOR

Helping participants understand the connection between phonemic awareness instruction, (which is auditory and oral) and phonics instruction (which is visual) will facilitate their ability to teach students to read. According to the Report of the National Reading Panel, "Teaching students to segment and blend benefits reading more than a multi-skilled approach." (p.2-42). Be sure participants understand that phonics instruction builds on students' phonemic awareness to enable students to connect sounds to letters and blend them into words, or segment those sounds to letters when writing.

SUPPORT MATERIALS

OH/PPT #10: What Are the Two Elements of Phonics?

SESSION ACTIVITIES

1. Explain the two elements of phonics (decoding & encoding) and the relationship of the elements to the two phonemic awareness skills (blending & segmenting), which are the basis for reading.
2. Go over the information in each bullet with examples. To differentiate between decoding and encoding. (Your example would show a single word and how it could be blended or read, and segmented or spelled.)

Examples:**digraphs**

th

sh

ch

phongrams

ay

igh

ow

common rimes

___ap

___ot

___ick

What Are the Two Elements of Phonics?

- Decoding
- Encoding

Decoding – Blending Sounds to Form Words

- Readers convert letters into sounds and blend them to form recognizable words. The letters might be individual letters; or digraphs (such as *th*, *sh*, *ch*); phonograms (such as *ay*, *igh*, *ow*), or spellings of common rimes (such as ____*ap*, ____*ot*, ____*ick*).
- The ability to convert letter subunits into sounds comes from the reader's knowledge of the alphabetic system.
- The primary way to build a sight vocabulary is to apply decoding or analogizing strategies to read unfamiliar words. These ways of reading words help the words become familiar by creating alphabetic connections that establish the words in memory as sight words.

Encoding – Segmenting Words into Sounds for Spelling

- Systematic phonics instruction contributes in helping kindergartners and first graders apply their knowledge of the alphabetic system to spell words.
- Encoding reinforces the learning of decoding.
- Systematic phonics instruction for students older than first grade does not produce gains in spelling. For older students, spelling is less a matter of applying letter-sound relationships and more a matter of combining word parts.

(NRP, 2000)

NOTES TO THE FACILITATOR**SUPPORT MATERIALS**

OH/PPT #11: What Is Phonics Instruction?

Graphemes	Phonemes
Letters	Sounds
	
What a student sees	What a student hears

SESSION ACTIVITIES

1. Explain that phonics is the understanding that there is a predictable relationship between phonemes (the sound of spoken language) and graphemes (the letters and spellings that represent those sounds in written language.)
2. The goal of phonics instruction is to help children learn and use the alphabetic principle – the understanding that there are systematic and predictable relationships between written letter and spoken word.

What Is Phonics Instruction?

Phonics instruction is reading instruction that teaches students the relationship between:

- the letters of written language (**graphemes**), and
- the individual sounds (**phonemes**) of spoken language.

NOTES TO THE FACILITATOR

Since phonics has been an area of controversy for many years, it is important that the participants understand that systematic phonics instruction has been widely used over a long period of time with positive results (*National Reading Panel, 2000*). Many teachers have been teaching phonics systematically and explicitly for years and their results, along with the findings of three decades of research, confirm the importance and effectiveness of systematic phonics instruction (*Armbruster, Lehr, and Osborn, 2001*).

SUPPORT MATERIALS

OH/PPT #12: Why Is Phonics Instruction Important?

SESSION ACTIVITIES

1. Explain that when students understand the relationships between written letters and spoken sounds, they can begin to apply those relationships to reading and writing. The letter-sound relationship is the key that unlocks the door to reading.
2. When instruction begins in kindergarten and first grade, it significantly improves children's ability to read, so phonics instruction needs to start early.
3. Children from all types of backgrounds benefit from phonics instruction.

Why Is Phonics Instruction Important?

- **Phonics Instruction** leads to an understanding of the alphabetic principle—the systematic and predictable relationships between written letters and spoken sounds.
- **Systematic and explicit Phonics Instruction** significantly improves kindergarten and first grade children's word recognition, spelling, and reading comprehension.
- Systematic and explicit Phonics Instruction is **beneficial regardless of the socioeconomic status** of the students.

(Armbruster, Lehr, & Osborn, 2001, p. 14)

NOTES TO THE FACILITATOR

It is critical that participants understand that in order for phonics instruction to be effective it must be both systematic and explicit. Talk through the definitions of systematic and explicit so that participants understand the terms.

SUPPORT MATERIALS

OH/PPT #13: What Does Systematic and Explicit Phonics Instruction Mean?

SESSION ACTIVITIES

1. **Systematic** – the logical sequence essential for providing decodable text for students to apply their knowledge and practice reading.
2. **Explicit** – instruction is essential so that children understand, receive feedback on their performance, and are given opportunities to apply what they know.
3. Explain the steps of explicit instruction by quickly demonstrating for the participants an example such as teaching the sound of the letter “m.”

What Does Systematic and Explicit Phonics Instruction Mean?

- **Systematic** -- the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.
- **Explicit** – the program provides teachers with precise directions for the teaching of these relationships.

The steps of explicit instruction typically include the following:

1. Direct explanation
2. Modeling
3. Guided practice
4. Application

(Armbruster, Lehr, & Osborn, 2001)

NOTES TO THE FACILITATOR

The conclusion about systematic and explicit phonics in the Report of the National Reading Panel is clear – phonics makes a significant difference in learning to read.

Knowing the research will help teachers and administrators make good decisions about which curriculum to buy for the students in their school.

SUPPORT MATERIALS

OH/PPT #14: What Does the National Reading Panel Report Say About Systematic Phonics Instruction?

Materials: The Report of the National Reading Panel

SESSION ACTIVITIES

Explain

1. Talk through each bullet.
2. Explain that they can get more information by reading the Report of the National Reading Panel.

What Does the National Reading Panel Report Say about Systematic Phonics Instruction?

Systematic phonics instruction . . .

- Makes a bigger contribution to children's growth in reading than unsystematic or no phonics instruction. All approaches of systematic phonics instruction are more effective than no-phonics approaches in promoting substantial growth in reading.
- Is effective one-on-one, in small groups, and in whole class settings.
- Taught early proved much more effective than phonics instruction introduced after first grade.
- Is significantly more effective than non-phonics instruction in helping to prevent reading difficulties among at-risk students and in helping to remediate reading difficulties in disabled readers.
- Should be integrated with other reading instruction to create a comprehensive reading program.

(NRP, 2000)

NOTES TO THE FACILITATOR

Explain that there is not just one way to teach phonics.

Synthetic phonics	Analytic phonics	Analogy-based phonics
Phonics through spelling	Onset-rime phonics	Embedded phonics

Phonics instruction which is systematic and explicit has been shown to be effective in teaching children to read over non systematic or no phonics instruction.

Ensuring that your approach is systematic and explicit will help you be a more effective reading teacher.

SUPPORT MATERIALS

OH/PPT #15: Different Approaches to Phonics Instruction.

SESSION ACTIVITIES

Explain

1. Talk through each approach to phonics instruction.
2. Emphasize that Embedded Phonics is not systematic or explicit; therefore not shown to be effective.
3. On page 14, participants are going to be asked to think about whether the phonics instruction in their reading programs are systematic and explicit. Encourage them to use this page for that task.

Note: Just because a phonics method is presented systematically and explicitly does not mean it is the best way to teach phonics. These approaches are not all equally effective.

What Are the Different Approaches to Phonics Instruction?

Approach	Definition	Example
Synthetic phonics	Children learn how to: •convert letters or letter combinations into sounds •blend the sounds together to form words	Teacher points to letter and says the letter name and sound, for example, “ m ” says / m /, a says / a /, and t says / t /.” Students blend the sounds together to say “mat.”
Analytic phonics	Children: •learn to analyze letter-sound relationships in previously learned words •do not pronounce sounds in isolation	Teacher points to the word “ mat ” and says, “This word starts with the same letter as man and ends like the word cat . Put the parts together and tell me the word.” Children: “ mat .”
Analogy-based	Children learn to: •use parts of word families they know to identify words they don't know that have similar parts	Teacher: “We know that at says / at / and that m says / m / . Let's put them together to make a new word. Children: “ mat .”
Phonics through spelling	Children learn to: •segment words into phonemes •make words by writing letters for phonemes	Teacher: “Write down the sounds in the word mat .” Children segment the word into sounds and write the sounds as a word. Teacher: “Read me the word.” Children: “ mat .”
Embedded phonics	Children are: •taught letter-sound relationships during the reading of connected text	Not systematic or explicit since children encounter different letter-sound relationships as they read.
Onset - rime phonics	Children learn to: •identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime)	Teacher: “Find the vowel in the word (mat) on your paper and point to the letter that comes before it.” Children find the “ a ” then point to the m . Teacher: “What sound does it make?” Children: / m / . Teacher: “What is the sound of the rest of the word?” Children: / at / . Teacher: “What word is it?” Children: “ mat .”

(Armbruster, Lehr, & Osborn, 2001)

NOTES TO THE FACILITATOR

The participant's page identifies the importance of letter identification to phonics. This is a key concept for the facilitator to emphasize.

SUPPORT MATERIALS

OH/PPT #16: "Sound"
Instruction

SESSION ACTIVITIES

Introduce

1. Put OH #16 on the overhead.

Explain

1. Discuss the points concerning letter identification designated by the last three bullets.
2. It is important to emphasize the importance of letter identification to phonics instruction. Knowing the letter names (both upper and lower case) is a high predictor of success in reading.

What Are Components of “Sound” Instruction?

- Programs of phonics instruction are a means to an end with the end being comprehension.
- Children need to be taught major consonant and vowel letter-sound relationships.
- Children need ample reading and writing activities that provide practice containing words using the specific letter-sound relationships they are learning.
- Phonics instruction helps children learn to identify words and increases their ability to read.
- An important component of learning letter-sound relationships is learning the forms of letters and other symbols. Children need to recognize forms and symbols automatically, without conscious effort, to be able to recognize words fluently.
- Research identifies knowledge of letter names as one of the best predictors of success in reading.
- Letters and symbols need to be displayed where children can see them; where children can refer to them as they read, write, work, and play; and where children can manipulate them.

(Adams, 1990; Neuman, Copple, & Bredekamp, 2000; Snow, C., Burns, M.S., & Griffin, P., 2001)

NOTES TO THE FACILITATOR

This activity will give participants time to process the research about phonics. It will also enable them to reflect on the program they are currently using to teach reading and whether that program aligns with the research on reading instruction.

SUPPORT MATERIALS

OH/PPT #17: How Does the Phonics Instruction in My Reading Program Align with Research?

Refer to the section on Cooperative Learning Strategies in your facilitator's materials for information on Think-Ink-Pair-Share.

SESSION ACTIVITIES

Think-Ink-Pair-Share

How Does the Phonics Instruction in My Reading Program Align with Research?

Think, Ink, Pair, Share

SYSTEMATIC

Y N

- ☐ ☐ Is there a systematic order of introduction of letter-sound relationships?
- ☐ ☐ Does this order facilitate early decoding of words?

EXPLICIT

- ☐ ☐ Does the program give precise directions for teaching letter-sound relationships?

LETTER-SOUND INFORMATION

- ☐ ☐ Is phonics applied daily in students' reading and writing?

INTEGRATION

- ☐ ☐ Are phonemic awareness and letter knowledge activities included?
- ☐ ☐ Are there materials that allow students to practice decoding and writing?
- ☐ ☐ Is literature used to develop a sense of story, vocabulary, and comprehension?

NOTES TO THE FACILITATOR

Effective phonics instruction presents some challenges to the teacher. It is important to identify a few of these and discuss what the teacher can do to help support student learnings.

SUPPORT MATERIALS

OH/PPT #18: What Are the Challenges for the Teacher?

SESSION ACTIVITIES

Introduce

1. Put OH # 18 on the overhead.
2. Explain that you will discuss just a few challenges of effective phonics instruction.

Explain

1. Phonics instruction cannot be effective if it is taught in isolation. It is important for the teacher to demonstrate how it transfers to reading. This can be done through teacher modeling and applying newly learned letter-sound relationships across the curriculum. Encourage the group to offer other suggestions.
2. Active participation is crucial in all lessons, not just phonics instruction. Highlight the importance the LINKS project has given to adult active participation. Starting on page 20 of this manual are a few ways to incorporate active participation into phonics instruction.
3. Student motivation is crucial. Discuss ways participants have been able to motivate students. Emphasize that teachers' energy, support and positive attitudes are reflected in their students.

What Are the Challenges for Teachers?

The challenges are for teachers to



- Understand, choose, model, and use varied teaching and learning strategies that emphasize transfer
- Design lessons requiring active participation
- Motivate students with energy, support, and positive reinforcement

NOTES TO THE FACILITATOR

Just as we learned previously, active participation is vital to the transfer of new learning into long-term memory. This page gives each participant a chance to “chew” on the pieces of new learning presented thus far.

SUPPORT MATERIALS

OH #19: Checking for
Understanding, Partner
Review

Stopwatch or timer
Note cards on the table

SESSION ACTIVITIES

Introduce

1. Put OH#19 on the overhead.
2. Explain active participation is just as crucial for adult learners as it is for our students. This page gives participants a chance to “chew” on the chunks of new learning presented in this module.

Explain

1. Highlight the fact they are to use all their notes thus far.
2. Walk participants through the steps for a partner review. Make sure you share the reminders at the bottom of OH #19. This adds rigor to the exercise.
3. Make sure all participants have a partner. Groups of three can be used.
4. Time participants as they share. Call out when partners need to switch.
5. If participants have questions about material covered so far, have them write the question on a note card and give it to you. You can then address it at the end of the partner review, individually, or at another time during the module.

Checking for Understanding

Partner Review

What Have You Learned So Far?

1. Review your notes.
2. Partner 1 reviews new learning for 90 seconds.
3. Partner 2 for 45 seconds.
4. Partner 1 again for 30 seconds.
5. Partner 2 finishes by reviewing for 15 seconds.
6. Write any remaining questions.



Remember: You cannot repeat what your partner shares.

ENGAGEMENT & PRACTICE NOTES



PHONICS

SECTION 4: ENGAGEMENT AND PRACTICE

NOTES TO THE FACILITATOR

Section 4: Engagement and Practice, is divided into five different sections. This page gives an overview of the section layout and is important to those who need to see the whole picture first.

SUPPORT MATERIALS

OH/PPT #20: Section 4:
Engagement and Practice

SESSION ACTIVITIES

Introduce

1. Put OH #20 on the overhead.
2. Explain Section 4 is a very large portion of the manual because it provides the classroom applications.

Explain

1. Section 1 - Classroom Strategies and Applications is divided into two parts. The first on decoding – blending and the second on encoding – segmentation.
2. Section 2 – Jigsaw teaching participants will be asked to jigsaw teach one of the strategies or application with the group.
3. Section 3 – Assessment will be discussed, with a sample assessment test provided.
4. Section 4 – Video Modeling will include viewing a video of model teaching and then completing guided questions about the lesson and phonics instruction observed.
5. Section 5 – Action Planning to transfer this new learning on phonics into the participants' daily instruction.

SECTION 4: ENGAGEMENT AND PRACTICE

- Classroom Strategies and Applications
- Jigsaw Teaching
- Assessment
- Video Modeling
- Action Planning

NOTES TO THE FACILITATOR

It is important to note that as the facilitator, you will not have time to cover all the applications in this section. Instead, you must pick and choose which strategies to model. Keep in mind that there are three opportunities for the participants to experience the strategies and applications: once in a whole group setting, again in small groups during Jigsaw Teaching, and individually during Action Planning.

In order to decide how best to present this section of the training session, first review all of the applications. Choose the strategies that best fit your training by considering the following:

- **Background knowledge level of the participants** - It may be best to plan 1 or 2 activities under each category and adjust accordingly.
- **Audience** – If the participants in your session are Pre-K teachers, it may be best to emphasize broader phonics skills because they will most likely be taught on that level. If your audience is primarily first and second grade teachers, the narrow phonics tasks using medial sounds would be a wiser choice.
- **Staff development needs** – The principal or contact person who arranged for you to do the training may have a particular need that he/she wants emphasized.
- **Time allotment** – How much time is remaining? Have I closely followed the timeframe laid out on the Agenda? Or have discussion and questioning been heavy for this session? How much time does the activity take as a whole group? Can I describe some of the activities just as well as model them?
- **Flexibility and adaptability** – Some of the activities are highly adaptable to many phonics tasks. Modeling one as a whole group will generate many ideas from one lesson.
- **Engagement level for adults** – Sometimes what is engaging for children and adults is different. Choose applications you feel adults would like to do. Examples from this manual may be Scavenger Hunt and/or Teacher, May We?
- **Room set up and space available** – Is there enough space for all of the participants to line up in Teacher, May We? Can you demonstrate a lesson using a small group when space doesn't allow for more?
- **Materials and Supplies** – Be sure to review each application you plan on modeling. The materials needed to teach it may require additional supplies beyond the generic list in the "Tips for Training a Reading Links Module."

Use the subsequent blank pages to jot down your own notes about which applications you have chosen to model, the necessary materials, time frames, or other helpful information.

How Can We Focus on Phonics?

- Use language play, a variety of texts, and/or physical activities to introduce children to the similarities and differences in the letter-sound relationships of words to show that language has meaning, message, and form
 - nursery rhymes
 - alliteration
 - poetry
 - tongue twisters
 - patterned books
 - singing
 - dancing
 - fingerplay
 - alphabet/word games
- Use clapping, tapping, marching, naming, and/or counting games to help children discover that some words can be divided into syllables, and words may also be divided into sounds (phonemes) that are represented by symbols or letters (graphemes)

NOTES TO THE FACILITATOR

This page is a brief overview of Decoding – Blending part of section 4.

SUPPORT MATERIALS

OH/PPT #21: Activities for
Developing Phonics

SESSION ACTIVITIES

Introduce

1. Put OH #21 on the overhead.
2. Explain Decoding-Blending is one of the two major diversions of phonics.

Explain

1. Motivational Ideas and Multi-Sensory Information addresses the needs of active participation for students.
2. Applications 1-4 are detailed instructions on how to use Group Word Blending, Word Sorts and Hunts, Onset and Rime, and Word Walls.
3. The last part is on useful phonics generalizations and is helpful as a teacher resource.

Activities for Developing Phonics

Decoding

Blending

Onset and Rime

Multi-sensory Practice

Encoding

Segmenting

Individual Response Card Segmenting

Dictation

NOTES TO THE FACILITATOR

Pages 23 – 35 are detailed applications of decoding and are written with step-by-step directions on how to teach that activity. Participants will be asked to select one activity to jigsaw teach to the group at the end of the encoding part of this section.

Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Activities for Developing Phonics

Decoding

Application #1: Group Word Blending

The purpose of group word blending is to have students see, hear, and say the letter sounds and blend them together into words. This should be a daily routine. First, with teacher modeling; second, as a group response along with the teacher; and third, independently. To assist students with understanding the blended words, students should be asked to use the words in sentences; thus increasing the opportunity to make meaningful connections between letters and words.

Procedure:

1. Write the first letter on the board, **m**, saying the sound as you write it **/m/**. Write the vowel letter next to it, **a**, saying its sound as you write it **/a/**. Then write the next letter on the board, **p**, saying its sound as you write it **/p/**.
2. Tell students they need to listen as you blend the sounds together to form a word. Touch under the first letter, saying the sound **/m/**. Slowly and smoothly move your hand from left to right beneath each letter, saying the sounds continuously, moving from **/m/** to **/a/** to **/p/**.

NOTES TO THE FACILITATOR

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SUPPORT MATERIALS**SESSION ACTIVITIES**

Application #1: Group Word Blending (continued)

3. Have students join you in saying the sounds as you move your hand under the letters. Teacher modeling is key to this procedure.
4. Listen to be sure students are saying the correct sounds for each letter.
5. Have students say the word.
6. To help make a meaning connection between the letters, sounds, and the word, have students tell a sentence with the word.
7. Continue this procedure for each word.

Variations:

Follow the same procedure to introduce or review individual letter sounds. Writing **oi** on the board and then saying **/oi/**. Be sure however that the individual letter practice is immediately followed by word blending with the introduced letter(s) e.g., **oil, boil, toil**.

NOTES TO THE FACILITATOR

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SUPPORT MATERIALS**SESSION ACTIVITIES**

Decoding

Application #2: Word Sorts and Word Hunts

Long Vowels: Word sorts are excellent activities to emphasize phonics generalizations while highlighting the importance of categorizing and discovery in the study of words.

Materials: Select about 20 short /a/ and long /a/ words that are spelled with the CVVC (consonant-vowel-vowel-consonant) pattern (**rain**, **pail**) and the CVCV (consonant-vowel-consonant-vowel) pattern (**cake**, **tape**). These words should be in your students' reading ability. You may also include one or two words that do not fit either expected sound or pattern (was, say). Prepare word cards or write the words randomly on a word study handout template for students to cut apart for independent sorting.

Sample Lesson of Word Sort:

1. Introduce the sort by reading the words together and talking about any whose meaning may be unclear. Invite students to make observations about the words: "What patterns do you notice?"
2. Sort the words first by the sound of the vowel in the middle.
3. After discussing the rationale for the sort, ask students to look for patterns in the long /a/ column and separate them into two categories.
4. Again talk about how the words in each column are alike.

NOTES TO THE FACILITATOR

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SUPPORT MATERIALS**SESSION ACTIVITIES**

Application #2: Word Sorts and Word Hunts (continued)

- Scramble the words and re-sort a second time under designated headers or key words. The categories will look something like the following sort.

Short /a/		Long /a/		Oddballs
cap	fast	cape	chain	march
gas		came	rain	was
back		name	pail	
fan		lake	pain	
has		gate	paint	

- Ask students to sort independently.
- Store words for more sorting and activities on subsequent days.

Variation: Study sounds and patterns for e, i, o, and u in the same manner.

NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application #2: Word Sorts and Word Hunts (continued)

Sample Lesson for Word Hunt

Word hunts are excellent seat work activities. Students can work independently or with a partner. They enjoy going back into familiar texts to look for words that fit a particular pattern. Word hunts will usually turn up many miscellaneous words or oddballs, and interesting discussion can arise as students work together to decide how certain words should be categorized.

1. Ask students to go through text(s) that they have recently read to find words that fit a particular sound pattern: "Find all the words you can that sound like /cake/ in the middle."
2. Words that fit the desired patterns are written down in notebooks.
3. Students meet together in small groups and read their words aloud. The children or the teacher may record the words on chart paper for display.
4. Students are asked what words could be grouped together.
5. Students check to see what words they can add to their word study notebooks.

NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application #2: Word Sorts and Word Hunts (continued)

Sample Lesson for Word Hunt

Variations:

1. Students hunt for sight words, similar vowel patterns, compound words, or words to which inflected endings or plural forms may be added.
2. Use newspapers or magazines for the hunt. Teams are sent in search of various long vowel patterns (an *ai* team, an *ay* team, a CVC team, etc.) Words fitting the desired patterns are circled or highlighted, written down, and shared in small-group instruction.

(Bear, Invernizzi, Templeton, & Johnston, 2000)

NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application # 3: Onset and Rime

Syllables divide into two primary parts: onsets and rimes (*rimes* are related to, but distinct from *rhymes*.) The rime is the part of the syllable that consists of the vowel and any consonant sounds that come after it. The onset consists of any consonant sounds that precede the vowel (e.g., in the word “stand,” the onset is **st-** and the rime is **-and**).

Instruction with onsets and rimes helps readers acquire word recognition skills as well as develop vowel generalizations. Nearly 500 primary words may be derived from a set of only 37 rimes:

-ack	-ail	-ain	-ake	-ale	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock	-oke
-op	-ore	-or	-uck	-up	-ump
-unk					

(Adams, 1996)

Practice may include substituting either onsets or rimes to make new words. (Making nonsense words is acceptable if the purpose of the lesson is decoding).

NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application # 3: Onset and Rime (continued)

Building Houses

Write a word on the chalkboard and draw a rectangle around it. Explain to the students that this is the first “brick” of the house. Draw another brick and ask students to tell you a word that would have the same rime, but a different onset (e.g., if the first brick is “big,” the next brick could be “fig”). As the house building continues, ask students to come to the board and write words. Students could also be “building houses” on their own papers as the house is being built on the chalkboard. Variation: build other kinds of houses such as igloos, forts, cabins.

NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application #3: Onset and Rime (continued)

Basket of Eggs

In this activity, students combine two halves of colored, plastic eggs – one half of the egg has an onset written on it and the other has a rime. (Choose word parts that will result in high-utility words for your students.) Separate the halves, put them in a basket, and scramble them. Students can practice decoding words by combining different egg halves.

If you do not want to buy plastic eggs, you can do the same practice activity by cutting eggs of colored tagboard, cutting the eggs in half, and writing the onsets and rimes. Egg parts may be combined in the same way as the plastic eggs.

As they complete eggs have students put the eggs word-side-out in a real egg carton.

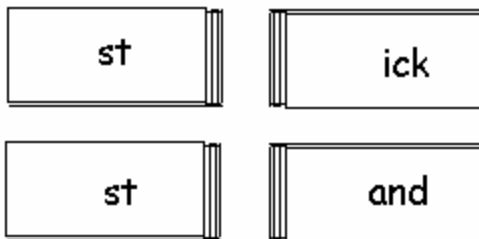
NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES****Rime Flip Book**

If you are going to model this, you could quickly put together a few strips of paper to demonstrate.



Application #3: Onset and Rime (continued)

Rime Flip Books

Make a separate flip book for each rime. The many onsets that match the rime are stapled in a pile on the left. The rime is on a long paper at the bottom.

Large Flip Book Variation

Flip books have two sides, with the onsets on the left and the rimes on the right. The book will have binding on both the left side and the right side with a backing of stiff cardboard and pages made of half-sheets. Students make new words by flipping to an onset on the left, and combining it with any of the rimes on the right. Students may be directed to choose one onset and combining it with all the rimes, reading all the onsets with one of the rimes, or randomly combining an onset and rime of their choosing.

Note: Some combinations of onset and rime will create nonsense words, but those words can still be decoded.

NOTES TO THE FACILITATOR

Pages 23 – 35 are detailed applications of decoding and are written with step-by-step directions on how to teach that activity. Participants will be asked to select one activity to jigsaw teach to the group at the end of the encoding part of this section.

Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application #4: Word Wall

A Word Wall is a strategy particularly effective in teaching high frequency words. It is a simple, uncluttered, visual display of words. The teacher selects 4 to 5 words each week from the reading lesson and adds them to a wall or bulletin board in the room. Student participation in the selection of the words is also encouraged for collaborative building of the wall. Sometimes the words have a sound or letter highlighting clue and sometimes they are displayed plain.

Select words that appear in students' reading and writing material and that are often confused with other words. Difficult spelling patterns can also be criteria for the selection.

The Word Wall grows as the year progresses. The words are written with a thick, black ink, permanent marker on different colored construction paper. Words are placed on the wall alphabetically by first letter, and the first words displayed are very different from one another.

The key to a successful Word Wall is to make it interactive. Model the use of it. Help students to make connections between the wall and their reading, spelling, and writing.

Remove words that become automatic.

(Cunningham, 1995; Fountas & Pinnell, 1998; Indiana State Department of Education)

NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Decoding – Blending

The motivational value of:

- associating letters with interesting characters,
 - hand motions, and
 - incorporating this into activities and games that are fun
- is important for promoting young children's learning.

(National Reading Panel, 2000)

Multi-Sensory Practice

Blending sounds into words is a process that involves the eyes, ears, mouth, and occasionally, the fingers.

When decoding (blending) the sounds into a word, students benefit from simultaneously seeing, hearing, and saying the sounds. Students should say (and hear) the sounds as they look at the letters and blend them into words.

Some students may benefit from using fingers to point to and focus upon the letters in the words. As students slide their fingers under the words, they feel the left-to-right movement and the connectedness of the letters and sounds.

NOTES TO THE FACILITATOR

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Please skip over these pages and progress to page 35. Participants will be referred back to these pages for the jigsaw activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Multi-Sensory Practice (continued)

Some students like to point with the “pointer finger” of one hand. Other students find success using the pointer fingers of both hands moving together. The eraser end of a pencil also makes a good “pointer.”

If a student prefers a “marker,” it helps to use one that is transparent. If you use a transparent marker (such as a slice of clear plastic or overhead transparency), the student will still be able to make a “return sweep” and keep reading even if he/she forgets to move the marker down right away.

Pointing and using markers are temporary ways for students to focus their eyes on the letters and words being studied. As they become more proficient, students will use markers and pointing on fewer occasions.

Note: If many students are practicing decoding at the same time, they should be encouraged to vocalize the sounds with a quiet voice. If a student is very distracted by the sound of several students using their voices at the same time, a pair of headphones (not connected to anything) can block out much of the noise and still allow the student to hear him/herself.

NOTES TO THE FACILITATOR

Pages 36 and 37 outline 8 useful phonics generalizations for teachers. These pages are a good teacher resource for decoding-blending.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Useful Phonics Generalizations

1. **The c rule.** When *c* comes just before *a*, *o*, or *u*, it usually has the *hard* sound heard in *cat*, *cot*, and *cut*. Otherwise, it usually has the *soft* sound heard in *cent*, *city*, and *bicycle*.
2. **The g rule.** When *g* comes at the end of words or just before *a*, *o*, or *u*, it usually has the *hard* sound heard in *tag*, *game*, *go*, and *gush*. Otherwise, it usually has the *soft* sound heard in *gem*, *giant*, and *gym*.
3. **The VC pattern.** This pattern is seen in words such as *an*, *can*, *candy*, and *dinner*. As a verbal generalization it might be stated as follows: In either a word or syllable, a single vowel letter followed by a consonant letter, digraph, or blend usually represents a short vowel sound. (Note that C stands for either a consonant letter, consonant digraph, or consonant blend, e.g., *bat*, *bath*, *bask*.)
4. **The VV pattern.** This pattern is seen in words such as *eat*, *beater*, *peach*, *see*, *bait*, *float*, and *play*. As a verbal generalization, it might be stated like this: In a word or syllable containing a vowel digraph, the first letter in the digraph usually represents the long vowel sound and the second letter is usually silent. According to Clymer (1963, 1996), this generalization is quite reliable for *ee*, *oa*, and *ay* (e.g., *fee*, *coat*, *tray*) and works about two-thirds of the time for *ea* and *ai* (e.g., *seat*, *bait*), but is not reliable for other vowel digraphs such as *ei*, *ie*, or *oo*; or diphthongs, *oi*, *oy*, *ou*, and *ow*.

NOTES TO THE FACILITATOR

See page 36 for notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Useful Phonics Generalizations (continued)

5. **The VCE (final e) pattern.** This pattern is seen in words such as *ice, nice, ate, plate, paste, flute, vote, and clothe*. As a generalization, it might be stated this way: In one-syllable words containing two vowel letters, one of which is a final e, the first vowel letter usually represents a long vowel sound, and the e is silent. If the vowel is not long, try the short sound.
6. **The CV pattern.** This pattern is seen in one-syllable words such as *he, she, go, my, and cry*. As a generalization, it might be stated this way: When there is only one vowel letter in a word or syllable and it comes at the end of the word or syllable, it usually represents the long vowel sound.
7. **The r rule.** This rule applies to words like *far, fare, fair, girl, fur, her, and here*. As a generalization, it might be stated as follows: The letter *r* usually modifies the short or long sound of the preceding vowel letter.
8. **The VCCV, VCV, and the Cle patterns are three syllabication rules worth knowing.** For the VCCV pattern, the rule is to divide between the two consonants. This pattern is represented in words such as *blanket* and *happy*. For the VCV pattern, the rule is to divide before or after the consonant. Words representing this pattern are *robot, robin, divide, and before*. For the last pattern, *Cle*, the rule is to divide before the *cle*. Words representing this pattern are *uncle, table, and example*.

(Gipe, 1998, p. 406)

NOTES TO THE FACILITATOR

Phonics is a combination of decoding and encoding. You have just finished learning about some applications for decoding; now, **the next section explores encoding (or segmenting).**

Point out the four points that will be covered next.

- Dry Erase Boards and Magnetic Letter Boards
- Response Cards
- Dictation
- Spelling Rules

SUPPORT MATERIALS**SESSION ACTIVITIES**

Encoding – Segmenting

Encoding Application #1: Segmenting with Dry Erase Boards and Magnetic Letter Boards (sometimes called Dictation)

Dry Erase Board Practice

As a substitute for paper in spelling/encoding practice, dry erase boards provide a fun and useful alternative. The boards can be viewed easily by the teacher when held up for checking, provide an element of novelty, and are easy to erase. (Note: Be sure to use low-odor pens.)

Instruction:

Teacher: “The word is “**stamp**.” I need to put a stamp on this letter. “**stamp**”

Students: “**stamp**” /s/ /t/ /a/ /m/ /p/ “**stamp**”

The students proceed to write on their dry-erase boards, voicing the sounds as they print the letters. Teachers walk among the students as they work, and after a reasonable length of time, students are asked to hold up their boards. The teacher can tell at a glance who might need more support.

(Note: Clean, discarded socks make good erasers.)

NOTES TO THE FACILITATOR

Demonstrate the use of dry erase boards for practicing spelling. (You will be both the teacher and the student.)

Emphasize the importance of having students stretch out the sounds of the word (segmenting) so they can hear each individual sound.

As the students start to write the words, they should voice each sound as it is being written.

Demonstrate a few more words on your dry erase board and then ask the participants to be your students.

Explain to the participants: Using magnetic letter boards or individual letters cut from cardstock uses the same teaching procedure as the dry erase board practice. The only difference is that students are manipulating letter tiles rather than actually writing the letters.

SUPPORT MATERIALS

Dry erase board

Low odor dry erase markers
(If you don't have these, you could substitute paper for this demonstration.)

SESSION ACTIVITIES

Participants use a piece of paper as their "dry erase board," and model student behavior for segmenting practice (particularly voicing the individual sounds.)

Classroom tip: Remind participants that words for practice should be chosen ahead of time and that only those letters needed for the lesson should be in front of the student. (Too many letters can be confusing or distracting.)

Encoding – Segmenting (continued)

Magnetic Letter Boards

Magnetic letter boards are another way to practice spelling/encoding. Students follow the same procedure described above, but instead of writing with a dry-erase pen, they are moving magnetic letter tiles. Students voice the sounds as they are placing the magnetic letters, and blend all the sounds together once the word is complete.

Beginning spellers should not have the whole alphabet in front of them. Since the teacher will already know which words will be practiced, the magnetic letters can be limited to the ones that will be needed for the phonics practice of the day.

If your school cannot afford magnetic letter boards, letter anagrams printed on heavy paper or cardstock may be substituted.

NOTES TO THE FACILITATOR

Individual Response Card practice requires the students to segment and voice the individual sounds. Then students are asked to isolate a beginning, medial, or final sound from the given word.

Demonstrate the procedure for Response Card practice. (You will be both the teacher and the student.) **Hear - See - Touch - Say**

Sample practice: Use the letters **t, m, a, h, s, p, i**

Ask the participants to write these letters on scraps of paper and pretend they are the actual Response Cards. Go through the Response Card procedure with the participants as your students. **Hear - See - Touch - Say**

Beginning sounds: mouse, hamburger, pickle

Medial sounds: man, big

Final sounds: wait, trip, moss

SUPPORT MATERIALS

See OH/PPT #22 – cut into individual letter pieces.

SESSION ACTIVITIES

Do a sample practice of Response Card practice with the participants.

Application #2: Individual Response Card Segmenting

The purpose of individual response card segmenting is to have children listen to sounds and/or words and identify the corresponding letters. Students receive a multi-sensory approach by hearing, seeing, touching, and saying.

Procedure:

1. The teacher has a planned list of sounds, position identification (beginning, medial, and final), and words to be used for the lesson.
2. Students receive individual cards with letters, and/or sound spellings (oi, ow, th) on them to place face up on their desks. It is important that students only receive the letter cards needed for the segmenting activity for the day. Too many letters can be confusing and distracting to students.
3. The teacher says, "Today we will be listening to words and sounds and matching letter spellings."
4. First we'll listen for the vowel sound in the middle of the word. The teacher says the word man and has the children repeat it /man/.
5. The teacher then asks students to **hear it** and identify the middle vowel sound in the word. (This step requires students to segment the word, in order to identify the middle sound.)

NOTES TO THE FACILITATOR

This page is a continuation of the Response Card procedure from page 40.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application #2: Individual Response Card Segmenting (continued)

6. Next, they are instructed to find the letter that makes that sound on their desk (**see it**).
7. Lastly, they are asked to **touch it** (the response card) on their desk and raise it for the teacher to see it. While children respond with the card they are also instructed to **say it** (the sound /a/).
8. The teacher visually checks for student understanding and listens to be sure the correct sound is being made.
9. As students become trained with the above procedures, the teacher will only need to identify the part of the word children need to identify and then say: **hear, see, touch, say**, to prompt students' responses.

NOTES TO THE FACILITATOR

Individual Response Cards may be printed and cut apart for classroom use.

As students become more proficient with phonics, teachers will want to have cards that differentiate between long and short vowels. Diagraphs and diphthongs will also need to be added to the Response Card choices.

SUPPORT MATERIALS

OH/PPT #22: Individual
Response Cards

SESSION ACTIVITIES

Individual Response Cards may be printed
and cut apart for classroom use.

Individual Response Cards

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

NOTES TO THE FACILITATOR

Big Idea: Dictation is a **reading activity** practiced through writing, which supports and builds on the sound/symbol relationship taught in phonics. Dictation provides a cumulative review of the phonics the student has acquired.

Dictation is a major component of reading instruction. Don't skip it.

SUPPORT MATERIALS

OH/PPT #23: Dictation

SESSION ACTIVITIES

Use the overhead to review and highlight points about dictation.

Dictation is:

- The writing activity that links kinesthetic learning with the visual and auditory learning of letters, sounds, and decoding.
- Used in kindergarten, first grade, and for others reading at those levels no matter what age.
- Interactive and filled with guidance, coaching, cues, and other forms of feedback (not like old-fashioned spelling).
- Sometimes needed daily by certain students and groups.
- A way to informally assess which sounds, decodable words, and sight words are not yet firm and need to be practiced.
- Another way to provide additional practice in manipulating letters and sounds.
- A way to increase automaticity.
- Definitely a reading activity.

NOTES TO THE FACILITATOR

This page has a sample format for dictation practice.

Lines 1 – 6 are for isolated sounds, lines 7 – 11 are for words, and line 12 is for a sentence. **Demonstrate** for and/or with the participants:

Line 1 Teacher: Listen. /m/ /m/ Say it.
 Student: /m/ /m/.

Teacher: On line 1, write the letter that says /m/. Whisper while you write it.
Student: Writes “m” on line 1.

Line 4 Teacher: Listen. The word is “hot,” “hot.” Write the letter that makes the sound in the middle of “hot.”
Student: (Whispering /h/ /o/ /t/), student writes “o” on line 4

Line 9 Teacher: Listen. The word is “cat.” Say it. Stretch it out and listen for (early in year) each sound. Then write the word “cat.”
Student: /c/ and writes “c,” says /a/, and writes “a” says /t/, and writes “t.”

(later in year) Teacher: Listen. The word is “stamp.” “stamp” Stretch it out and listen for each sound. Then write the word “stamp.”
Student: Says /s/ and writes “s,” says /t/ and writes “t,” and so on.

Line 12 The teacher says a complete sentence.
 Students repeat the sentence and begin writing. Students continue to vocalize the sounds as they segment each word.

Note: After dictation is done in the classroom, a correct sample is always given so students may self-correct as part of the lesson.

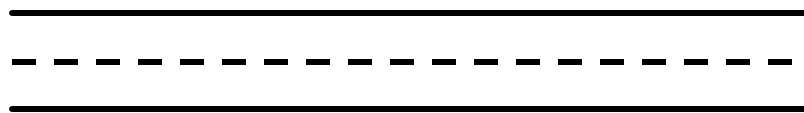
SUPPORT MATERIALS

OH/PPT #24: Dictation
Lines

Overhead pen for
demonstrating on dictation
lines.

SESSION ACTIVITIES

Participants practice dictation on their
own lined paper.



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

NOTES TO THE FACILITATOR

The English language is **tricky**. Very few spelling rules are effective.

Spelling rules must:

- Apply to a large number of words
- Have few exceptions

Review each rule and ask participants for other words that follow each rule. Participants may call out the words and you will record them on chart paper or an overhead transparency.

Spelling Rules

- **Suffixes** - - Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (get/getting).
 - o Double the final consonant of a word that is accented on the final syllable and ends with a single vowel and consonant before adding a suffix that begins with a vowel (permit/permitted).
- **Words Ending in Silent e** - - Drop the final silent **e** before adding a suffix that begins with a vowel (have/having.)
 - o Keep the final silent **e** when adding a suffix that begins with a consonant (late/lately.)

SUPPORT MATERIALS

Chart paper or clean overhead transparency to record other examples of the spelling rules

SESSION ACTIVITIES

Participants generate a brief list of other words that follow the spelling rules.

Spelling Rules

Very few spelling rules, or generalizations, are effective in teaching spelling. For a rule to be valid, it must apply to a large number of words and have few exceptions. Following are rules that meet these criteria.

Suffixes

Double the Final Consonant - Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (*get/getting*).

Double the final consonant of a word that is accented on the final syllable and ends with a single vowel and consonant before adding a suffix that begins with a vowel (*permit/permitted*).

Words Ending in Silent e

Drop the final silent e before adding a suffix that begins with a vowel (*have/having*).

Keep the final silent e when adding a suffix that begins with a consonant (*late/late*).

Words Ending in y

Change the y to i when adding a suffix to words that end in consonant -y (*try/tried*), unless the suffix begins with i (*try/trying*).

NOTES TO THE FACILITATOR

Spelling Rules (continued)

- **Words Ending in y** - - Change the **y** to **i** when adding a suffix to words that end in consonant – **y**, unless the suffix begins with **i** (try/tried.)
 - o Do not change the **y** to **i** when adding a suffix to words that end in vowel – **y** (play/played.)
- **Plurals** - - Add **s** to most nouns to form plurals (friend/friends.)
 - o Add **es** to nouns that end with **s**, **ss**, **sh**, **ch**, or **x** (box/boxes.)
 - o Change the **f** or **fe** to **v** and add **es** to some nouns that end in **f** or **fe** (half/halves, knife/knives.)
 - o Some nouns change their spelling to form the plural (foot/feet.)
 - o Some nouns are spelled the same for both singular and plural (sheep.)

SUPPORT MATERIALS**SESSION ACTIVITIES**

Spelling Rules (continued)

Do not change the *y* to *i* when adding a suffix to words that end in vowel *-y* (*play/played*).

Plurals

Add *s* to most nouns to form plurals (*friend/friends*).

Add *es* to nouns that end with *s*, *ss*, *sh*, *ch*, or *x* (*box/boxes*, *class/classes*).

Change the *y* to *i* and add *es* to nouns that end in consonant *-y* (*country/countries*).

Add *s* to nouns that end in a vowel *-y* (*key/keys*).

Change the *f* or *fe* to *v* and add *es* to some nouns that end in *f* or *fe* (*half/halves*, *knife/knives*).

Some nouns change their spellings to form the plural (*foot/feet*).

Some nouns are spelled the same for both singular and plural (*sheep*).

(Sitton, 1995, p.85)

NOTES TO THE FACILITATOR

Some words just **cannot be decoded** or **encoded** using phonics rules.

These words are called **Irregular Words** or **Sight Words**.

Review each “Helpful” suggestion.

You may need to give further explanation for concepts such as “high utility words” and “orthographic imprint.”

High Utility Words	
Orthographic Imprint	

Stress the importance of having all students print, rather than use cursive, when learning new irregular words.

Irregular Words

Sight Word Practice

For the purpose of this discussion, “sight words” will be defined as those words that cannot be decoded using phonics rules and letter sound relationships; they must be read “on sight” and committed to memory.

Helpful Suggestions

- Choose words from the text the students will be actually reading. Follow the introduction of these words by daily cumulative review.
- Limit the number of sight words introduced in a week to those actually appearing in the texts students will read (e.g., Kdg. 2-3 words; Gr. 2, 5-7 words).
- Teach highly similar words (e.g., was/saw, thought/through) in separate lessons.
- When introducing a new sight word, have the students **print** the word on paper or a dry-erase board. Even older readers should print rather than use cursive, because printing more closely matches the words as they appear in books and other printed text. Having students print, allows them to make a better orthographic imprint for themselves, which in turn increases the probability of remembering the word.

NOTES TO THE FACILITATOR

Continue the review of each “Helpful Suggestion” for Sight Word Practice.

Demonstrate how to sub vocalize the letters in a word. Sub vocalizing uses a quiet “voice,” whereas a whisper is not “voiced.” If you’re not sure how to tell the difference, gently hold your fingers to your throat. When you sub-vocalize you can feel a vibration as you speak. When you whisper, you do not feel the vibration.

Irregular Words -- Sight Word Practice

(continued)

- Use another sense; have the students whisper or sub-vocalize the letter names as they print the letters in the word. After printing the words, the students should always pronounce the word (e.g., “t” “h” “e” “i” “r” “their”).
- Put sight words on flash cards for students. As a sight word is introduced, the student receives a card with the new word printed on it. Every day (or every few days), the student reads his/her sight word card collection to the teacher or volunteer. If the student reads a word “on sight” (with no help), a little star is made on the card. The sight word card collection grows as new words are introduced, and the same words (shuffled each time) are used for practice. Once the student has received seven little stars (which means on seven separate days, the student knew the word “on sight”), that card may go home and is no longer part of the student’s card collection at school.
- Sight words should be posted for easy access on the word wall. Students need to be able to refer to the correct spelling of sight words rather than having to guess when they are writing.

As review:

- Dictate hard to remember sight words until they are firm.

NOTES TO THE FACILITATOR

Participants are referred to the “Tips for Additional Classroom Practice” pages, but you do not need to go over them individually.

Allow the participants to skim over pages 49 – 51. Answer any questions regarding these pages.

PHONICS

TIPS FOR ADDITIONAL CLASSROOM PRACTICE

1. Use environmental print/logos (e.g., puzzles made out of cereal boxes, pictures/logos of places familiar to children, snack table labeled with pictures of snacks).
2. Label the classroom.
3. Make an alphabet wall with children's names and environmental print. Use this chart as a reference point when talking about letters and sounds (Pinnell & Fountas, 1998).
4. Play name games.
5. Construct an alphabet station (e.g., alphabet puzzles, magnetic letters, sandpaper letters, alphabet games, stencils, flashcards, and alphabet charts of different sizes). Invite children to write, trace, copy, and experiment with letters/words. Have individual-sized chalkboards, dry-erase boards, clay trays, tracing paper, and painting easels.
6. Associate letters with their sounds and use pictures or concrete representations that include the letter (e.g., the letter *f* drawn as the stem of a flower).

NOTES TO THE FACILITATOR

Participants are referred to the “Tips for Additional Classroom Practice” pages, but you do not need to go over them individually.

Allow the participants to skim over pages 49 – 51. Answer any questions regarding these pages.

ADDITIONAL TEACHING APPLICATIONS

(continued)

7. Students read/write aloud (e.g., big books, alphabet books, nonfiction, nursery rhymes, poetry, shared reading, guided reading, whisper reading, partner reading, independent reading) with decodable text that has only previously taught sounds and previous taught sight words.
8. Make personal books (e.g., alphabet books -- Collect items that start with the same letter/sound relationship being taught and glue them on pages of a book.
9. Use songs, poetry, raps, chants, tongue twisters, and/or rhythmic responses to play with the sounds of language (See Helpful Resources in Section 7).
10. Go on a letter, phonogram or pattern scavenger hunt around the classroom, the school, or through books and old magazines when that letter/sound relationship is taught.
11. Play "I Spy." Become Letter/Word Detectives.

NOTES TO THE FACILITATOR

Participants are referred to the “Tips for Additional Classroom Practice” pages, but you do not need to go over them individually.

Allow the participants to skim over pages 49 – 51. Answer any questions regarding these pages.

ADDITIONAL TEACHING APPLICATIONS

(continued)

12. Use hands-on, sensory activities when each letter/sound relationship is taught (i.e., visual, auditory, kinesthetic, and tactile.) Eat alphabet soup, animal crackers, and cereal with that letter/sound. Sort the letters and animals into categories. Use puppets to model, teach, and practice “sounding out” strategies. Get small hand mirrors for each child. Have children put their hands to their faces (e.g., chins, mouths, etc.,) and look in the mirror so that they can see and “feel” their production of sounds. Use VAKT (visual, auditory, kinesthetic and tactile) activities.
13. Create and play learning games (e.g., Bingo with decodable words or taught sight words, word sorts, sort by rimes, sort by initial consonant, sort by long/short vowel).
14. Construct sliding masks to highlight and blend words and word parts. Construct “flags” to highlight words by taking them out of context and then putting them back into context (as suggested by Don Holdaway; See Routman, 1994, pp. 190b-191b for instructions).
15. Construct and use strategy posters and/or bookmarks.
16. Plan writing activities for developing connections and knowledge of the concepts of print and for applying learned letter/sound relationships in writing tasks (e.g., composing, tracing, copying, printing).

NOTES TO THE FACILITATOR

Jigsaw Teaching

JIGSAW TEACHING

NOTES TO THE FACILITATOR

Our students need to practice new learnings, and so do we. Jigsaw Teaching is one way to practice.

Explain the procedure for Jigsaw Teaching.

Jigsaw Teaching	This procedure is used when there is a lot of material to cover and not much time. The participants each take one piece of the material, learn it, and then share the learning with the others in the group.
Instruction:	• Each participant is given a specific task, reading selection, teaching strategy, or new learning to practice. • Each participant practices until he or she is able to teach the concept to the group. • The participants then teach each other the new learnings at the end of the jigsaw.

Allow time for the participants to “plan” their decoding or encoding lesson prior to the actual Jigsaw Teaching. Participants should be directed to refer back to pages 24-34.

As the participants are doing their Jigsaw Teaching, the facilitator is walking around the room: encouraging, making helpful comments, and answering any questions.

SUPPORT MATERIALS

OH/PPT #25: Jigsaw Teaching: Small Group Practice

SESSION ACTIVITIES

Jigsaw Teaching

Each participant chooses a decoding or encoding activity to “teach” to other participants at the table.

Participants take notes in the spaces provided.

Jigsaw Teaching: Small Group Practice

Decoding	Encoding

NOTES TO THE FACILITATOR

Assessment

ASSESSMENT

NOTES TO THE FACILITATOR

Ongoing assessment keeps teachers apprised of their students' progress.

Teachers need to know – on a daily basis – how their students are doing.

Participants may choose any or all suggestions on the **Ongoing Assessment** based on the needs of their students. Some assessments may be done on a regular basis, others intermittently during the school year.

Ongoing assessment data may be accumulated and reviewed to determine areas of need as well as progress over time.

Answer questions about any of the items listed on the Ongoing Assessment list.

Encourage participants to try something on the list that they may not currently be using.

SUPPORT MATERIALS

OH/PPT #26: ongoing
Assessment of Phonics

SESSION ACTIVITIES

Ongoing Assessment of Phonics

- Observation of oral reading and anecdotal records
- Listen to individual student's reading
- Checklists
- Informal Reading Inventories, Running Records, Miscue Analysis
- Fluency checks on letter/sound automaticity and previously taught sight words
- Dictation and writing samples
- Assess students frequently on previously taught sounds, decodable words using those sounds, decodable text, and taught sight words.
- Track students' growth over the year in sound/letter relationships, decoding text, and sight words.

NOTES TO THE FACILITATOR

There are many kinds of formal assessments to help guide and inform teachers' instruction.

The Word Attack Assessment is just one example of such an instrument.

The administrator's protocol on pages 56-57 may be printed back-to-back and used for recording student responses.

Note: The "pass" and "no pass" scores are discretionary. The teacher should not use this instrument as a sole indicator of word attack skills. This instrument is intended to be combined with other indicators and data collected by the teacher to establish a complete student profile.

The student protocol on pages 58-60 is printed in a larger font. This protocol may be further enlarged or cut apart into sections for administration.

Word Attack Assessment

Name	Grade
Administered by	Date

Skill	Student's Score	Possible Score	Pass *	No Pass **
Letter Names		52	(47-52)	(0-46)
Sounds		52	(47-52)	(0-46)
Consonant Blends		10	(9-10)	(0-8)
Consonant Digraphs		4	(3-4)	(0-2)
Short Vowel (c-v-c)		5	(4-5)	(0-3)
Multisyllabic Words		5	(4-5)	(0-3)
Long Vowel/silent e		5	(4-5)	(0-3)
Vowel Digraphs		4	(3-4)	(0-2)
Grammatical Endings/Affixes		10	(9-10)	(0-8)

* Pass: The student basically has the skill. Review/reteach the few missed items.

** No Pass: The student still needs work on this skill.

1. Letter Names _____/52												
x	A	O	g	m	a	H	S	L	p	D	K	r
c	e	U	l	f	y	t	E	j	W	R	X	k
d	n	C	J	i	v	b	T	Q	l	w	o	F
Y	z	B	N	G	P	h	s	M	V	q	u	Z
2. Sounds _____/52												
x	A	O	g	m	a	H	S	L	p	D	K	r
c	e	U	l	f	y	t	E	j	W	R	X	k
d	n	C	J	i	v	b	T	Q	l	w	o	F
Y	z	B	N	G	P	h	s	M	V	q	u	Z

NOTES TO THE FACILITATOR

Word Attack Assessment (Continued)

Use this page for notes.

Word Attack Assessment (page 2)

3. Consonant Blends _____/10									
sm	br	sn	sk	fr	sl	cr	st	pr	str
4. Digraphs _____/4									
th	sh	ch	wh						
5. Short Vowels in CVC Words _____/5									
sab	nif	fet	lud	moz					
6. Multisyllabic Words with Short Vowels _____/5									
wifsum	lembot	valtif	pontuk	migfatsut					
7. Long Vowel with Silent "e" _____/5									
mafe	ruke	pefe	nibe	wote					
8. Vowel Digraphs _____/4									
foat	leet	tain	peaf						
9. Grammatical Endings and Affixes _____/10									
wod's	fozzing	lanner	bif fs	vassed					
unlop	ropful	pogness	disvondil	intazz					

Notes:

(Rauth, 2002)

NOTES TO THE FACILITATOR

Word Attack Assessment (Continued)

Use this page for notes.

Word Attack Assessment (Student Protocol)

1.

x	A	O	g	m	a
H	S	L	p	D	K
r	c	e	U	I	f
y	t	E	j	W	R
X	k	d	n	C	J
i	v	b	T	Q	I
w	o	F	Y	z	B
N	G	P	h	s	M
V	q	u	Z		

Letter Names

NOTES TO THE FACILITATOR

Word Attack Assessment (Continued)

Use this page for notes.

Word Attack Assessment (Student Protocol)

2.

S	t	m	G	B	v
a	d	F	J	Z	L
e	w	O	c	u	H
r	k	p	N	Q	i
y	X	M	T	s	b
V	g	D	f	j	A
z	l	E	W	o	C
R	U	h	P	K	n
q	l	x	y		

Sounds

NOTES TO THE FACILITATOR

Word Attack Assessment (Continued)

Use this page for notes.

Word Attack Assessment (Student Protocol)

3.	sm	br	sn	sk	fr
	sl	cr	st	pr	str
4.	th	sh	ch	wh	
5.	sab	nif	fet	lud	moz
6.	wifsum		lembot		valtif
		pontuk		migfatsut	
7.	mafe	ruke	pefe	nibe	wote
8.	foat	leet	tain	peaf	
9.	wod's	fozzing	lanner	biffs	vassed
	unlop	ropful	pogness	disvondil	intazz

NOTES TO THE FACILITATOR

Video Modeling

VIDEO MODELING

NOTES TO THE FACILITATOR

Context for Video Viewing

Explain the focus of each lesson.

(Do not turn on the video until you do the next page.)

Context #1: Phonics training is identifying medial vowel sounds (long and short) with a small group of students.

Context #2: 1st Grade – Combined Phonemic Awareness & Phonics and Passage Reading.

3rd Grade – Struggling Students' use of Phonics, Passage Reading, and Vocabulary.

Contexts for Video Viewing

Video Viewing

Context #1: Kessler Elementary School, Longview School District

Focus: 1st Grade Phonics training in identifying medial vowel sounds (long and short) with a small group of students.

Context #2: Anita Archer Demonstration Lessons

Focus: 1st Grade – Combined Phonemic Awareness & Phonics and Passage Reading.

3rd Grade – Struggling Students use of Phonics, Passage Reading and Vocabulary

Select clip(s) of the videos for participants to observe.

NOTES TO THE FACILITATOR

Video Modeling Observation Chart

Review the four questions on this chart: 1) What phonics skill was the teacher teaching? 2) What classroom management strategies did the teacher use to support instruction? 3) How did the teacher assess, engage, or reinforce student success? 4) What else did you observe (e.g. other literacy enrichment, physical environment, and/or accommodations)? The participants should understand the focus and purpose of the video. (There is only one sheet and there are two videos, so participants should take notes accordingly.)

Participants should be watching for evidence of phonics instruction presented in this module.

After you have reviewed the Observation Chart, show the first video clip.

Conduct a class discussion regarding the video.

Show the second video clip and follow with a discussion.

SUPPORT MATERIALS

OH/PPT #27: Video
Modeling Observation Chart

Video Clips #1 and #2 for
Phonics Instruction

SESSION ACTIVITIES

Note taking and discussion regarding
video clips.

Video Modeling Observation Chart

What phonics skill was the teacher teaching?	What classroom management strategies did the teacher use to support instruction?
How did the teacher assess, engage, or reinforce student success?	What else did you observe (e.g., other literacy enrichment, physical environment, and/or accommodations)?

NOTES TO THE FACILITATOR

Action Planning

ACTION PLANNING

NOTES TO THE FACILITATOR

Action Planning is designed to provide the participant with time to plan an application of their new learnings to their classrooms as stated in the “Key Learning Goal” OH #7. Encourage them to plan small and soon.

SUPPORT MATERIALS

OH/PPT #28: Action Planning: How Can I Put My New Learning into Practice?

SESSION ACTIVITIES

Action Planning

1. Encourage the participants to follow the 3 step process to put what they have learned into a classroom plan for tomorrow.
2. Review the 3 steps – Review, Revise, and Plan.

Action Planning: How Can I Put My New Learnings into Practice?

1. **Review:** Look over the notes you made during the Think-Ink-Pair-Share activities completed at the beginning of this session.
2. **Revise:** What additions or revisions can you make to your notes?
3. **Plan:** What are my next steps to purposefully incorporate phonics into your lesson plans tomorrow?

How will those plans meet the instructional needs of your students?

Using the forms on the next two pages, **construct an action plan** that will help you address the instructional needs of your students.

NOTES TO THE FACILITATOR

Constructing an Action Plan to Meet the Instructional Needs of Students.

SUPPORT MATERIALS

OH/PPT #29: Constructing
an Action Plan to Meet the
Instructional Needs of
Students

SESSION ACTIVITIES

Show this overhead as one option
participants can use for recording their
action plan.

Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?

NOTES TO THE FACILITATOR

Phonics Plans

SUPPORT MATERIALS

OH/PPT #30: Phonics Plans

SESSION ACTIVITIES

Show this overhead as another option participants can use for recording their action plan.

Phonics Plans for (date)_____ and (time)_____

Purpose of Lesson (circle one):

New Sound Introduction

Practice

Assessment

What sound/spelling relationships(s) will be the focus of the lesson?

What explicit and systematic instruction techniques will I use?

How will I know if the lesson was successful?

SUMMARY NOTES



PHONICS

SECTION 5: SUMMARY

NOTES TO THE FACILITATOR

Section 5: Summary begins here.

Review the key learning goals for the day with participants. A few ideas are listed below. Add any other information from the day.

1. **The participants will understand the connection between phonics and reading development.**
 - Students learn letter-sound association through phonics instruction and learn to use that relationship to read and write.
2. **The participant will learn, model, and teach research-based phonics instructional practices.**
 - Systematic and explicit phonics is more effective in teaching students to read than non-systematic or non-phonics instruction.
 - Phonics instruction is most effective when introduced early (K-1) and is effective for children from various social and economic levels.
3. **The participants will learn how to analyze reading programs and supplemental materials for research-based phonics instruction.**
 - You can use the information about systematic and explicit phonics instruction combined with a suggested sequence to evaluate the program you use or programs you might use.
4. **The participant will apply key learnings in a plan for their classroom.**
 - Tomorrow you can implement an idea(s) you learned today! You will be creating an action plan shortly to help you put your learning into classroom practice.

SUPPORT MATERIALS

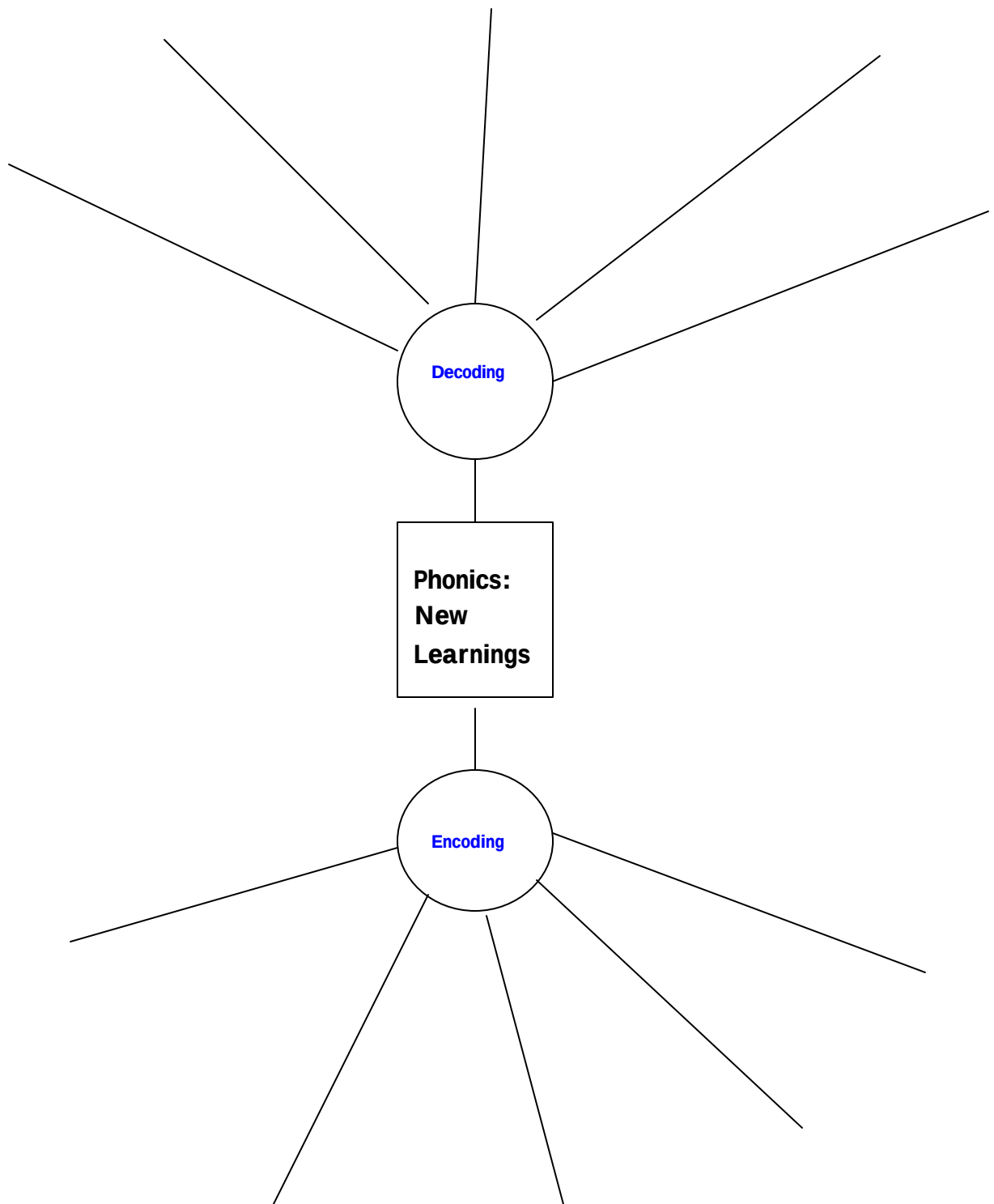
OH/PPT #31: Summarize
Key Learnings

Overhead timer

SESSION ACTIVITIES

1. Ask participants to summarize the key learnings from the session today to the graphic organizer on the opposite page.
2. Give participants 3-4 minutes to write down what they have learned today.

SECTION 5: SUMMARIZING KEY LEARNINGS



NOTES TO THE FACILITATOR

Evaluation and Feedback

Use this page for your notes.

HELPFUL RESOURCES NOTES



PHONICS

SECTION 6: HELPFUL RESOURCES

NOTES TO THE FACILITATOR

Section 6: Helpful Resources section is similar to an appendix.

Helpful Resources consists of 2 sections – Checklist for Evaluating Instructional Materials and CD/Video Modeling Checklist. The Checklist for Evaluating Instructional Materials is a guide to assessing the content and uses of instructional aides. The CD/Video Modeling Checklist is a guide to watching the videos for effective teaching behaviors. The Material and CD/Video Modeling Checklists are designed to be used at a later date. If a staff member wanted to reconvene, for example, and peruse its curriculum, it could use the Materials Checklist as a guide to the strengths and weaknesses of the classroom materials. In addition, as suggested in the Video Modeling subsection, a staff member may want to view the videos for this module over two or three separate occasions. The CD/Video Modeling Checklist offers additional observational categories and content.

Section 7: References

This section lists the resources cited within the manual. Additional references are also included to support further investigation and study.

Section 8: Glossary

The glossary includes phonics terms and concepts with definitions.

Section 9: PowerPoint and Overheads

This section exists only in the Facilitator's Manual of any module. It will help you organize overhead transparencies and/or PowerPoint slides for this training session.

Section 10: Tips to Facilitating

Like section 8, this section exists only in the Facilitator's Manual. It is a module in and of itself that contains the general guidelines for facilitating a Reading Links training session.

SECTION 6: HELPFUL RESOURCES

- CD/Video Modeling Checklist
- Checklist for Evaluating Instructional Materials
- Suggested Sequence of Phonics Instruction (K – 3)

CD/Video Modeling Checklist - NOTES

CD/VIDEO MODELING CHECKLIST

EFFECTIVE TEACHING CHARACTERISTICS	If observed, make notes as to how the teacher handled this characteristic
LEARNING ENVIRONMENT	
1. Communicates a warm interest in and respect for the students.	
2. Provides a literacy-rich learning environment.	
MANAGEMENT	
1. States objectives, expectations, and routines.	
2. Takes actions to keep all students engaged.	
INSTRUCTION	
1. Uses a variety of teaching/learning methods.	
2. Paces instruction to keep the class involved.	
3. Uses a variety of grouping strategies to increase student engagement and interaction.	
4. Models the designed behaviors and provides think-alouds.	
5. Asks open-ended questions and provides adequate wait time for thinking.	

CD/VIDEO MODELING CHECKLIST (continued)

INSTRUCTION (cont)	
6. Ensures extensive reading/writing time for students on a daily basis (e.g. instructional as well as	

CD/Video Modeling Checklist (cont) - NOTES

PHONICS
READING LINKS PARTICIPANT'S MANUAL

independent)	
STRATEGIC TEACHING	
1. Explicitly teaches and explains how strategies can help reader/writers.	
2. Makes connections between new strategies/information and what students already know.	
3. Provides opportunities for guided practice in strategy application.	
ASSESSMENT	
1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.).	
2. Evaluates the lesson and diagnoses what was learned and what needs to be covered?	

Checklist for Evaluating Instructional Materials - NOTES

Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional aids will best meet the needs of students.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

TOPIC ADDRESSED	YES	NO	COMMENTS
Content			
1. Is the instructional material aligned with state/school standards?			
2. Is the information and approach research-based?			
3. Is the focus aligned with the scope and sequence of your school/district's reading program?			
4. Are the materials and strategies appropriate for your students' needs?			
Instruction			
1. Will the materials cover the range your students need?			

Checklist for Evaluating Instructional Materials (Cont.) NOTES

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS (continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Instruction (cont)			
2. Are the materials student and teacher - friendly and clearly presented?			
3. Does the instructional design provide for a balanced approach to reading?			
4. Is there a coherent instructional progression of skills and strategies?			
5. Do the lessons include a variety of engaging student activities?			
6. Are there teaching options offered to accommodate for a variety of teaching and learning styles?			
7. Are opportunities provided for skills development and strategies?			
Support			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

Checklist for Evaluated Instructional Materials (Cont.) - NOTES

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS (continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Support (cont)			
4. Are there opportunities for ongoing professional development?			
Assessment			
1. Is there an appropriate assessment component that is aligned with the standards/objectives?			
2. Does the assessment program include a variety of formal and informal evaluation activities?			
3. Are the performance skills and strategies identified in the lessons?			

Suggested Sequence of Phonics Instruction
Kindergarten - NOTES

Suggested Sequence of Phonics Instruction

Kindergarten

- Schedules high-utility letter sounds early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/).
- Models the sound of letter prior to assessing student knowledge.
- Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/; /e/, /i/).
- Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to form and read words.
- Incorporates frequent and cumulative review of taught letter sounds.
- Begins with individual letter-sounds (e.g., a, m, t) and not phonograms (e.g., ab, at) or sound chunks.
- Introduces regular word types (Vowel-Consonant or Consonant-Vowel-Consonant) first in the sequence.
- Includes only words for which students know all the letter sounds.
- Provides explicit strategy for sounding out words.
- Provides practice in word lists and short, controlled connected text.
- Provides multiple opportunities within lessons for students to read words.

Simmons, D. and Kame'emenui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.

First Grade - NOTES

First Grade

- Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words.
- Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words).
- Sequences words strategically to incorporate known letters or letter-sound combinations.
- Provides initial practice in controlled, connected text in which students can apply their newly learned skills successfully.
- Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences.
- Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. However, the text should be unfamiliar to students so that they are required to apply word-analysis skills and not simply reconstruct text they have memorized.
- Begins instruction in word families and word patterns (i.e., reading orthographic units of text such as *at, sat, fat, rat*) after students have learned the letter-sound correspondences in the unit.
- Teaches students to process larger, highly represented patterns to increase fluency in word recognition.

Simmons, D. and Kame'emenui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.

Second Grade - NOTES

Second Grade

- Teaches advanced phonic-analysis explicitly, first in isolation, then in words and connected text, and when students become proficient, in trade books.
- Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
- Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for **oo** simultaneously; separates **ai**, **au**).
- Sequences words and sentences strategically to incorporate known phonics units (e.g., letter combinations, inflectional endings).
- Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., **ill**, **ap**, **ing**).
- Provides initial practice in controlled contexts in which students can apply newly learned skills successfully.
- Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success.
- Uses decodable texts, if needed, as an intervening step between explicit skill acquisition and the student's ability to read quality trade books.
- Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.
- Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).
- Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts.

Simmons, D. and Kame'emenui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.

Third Grade - NOTES

Third Grade

- Separates word parts that are highly similar (e.g., *ight* and *aight*).
- Introduces word parts that occur with high frequency over those that occur in only a few words.
- Teaches the word parts first and then incorporates the words into sentences and connected text.
- Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently.
- Extends instruction to orthographically larger and more complex units (e.g., *ight*, *ught*, *own*).
- Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., *pre-*, *mis-*, *-tion*) to aid in word recognition.
- Provides explicit explanations, including modeling, “Think-alouds,” guided practice, and the gradual transfer of responsibility to students.
- Relies on examples more than abstract rules. (Begin with familiar words. Show “nonexamples.” Use word parts rather than have students search for little words within a word. Examples: *depart*, *report*).
- Makes clear the limitations of structural analysis.
- Uses extended text in opportunities for application.

Simmons, D. and Kame'emenui, E. (1998), *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*.

REFERENCES NOTES



PHONICS

SECTION 7: REFERENCES

Section 7: References - NOTES

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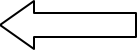
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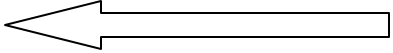
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GLOSSARY NOTES



PHONICS

SECTION 8: GLOSSARY

SECTION 8: GLOSSARY

- Phonics Terms and Concepts

NOTES TO THE FACILITATOR

Phonics Terms and Concepts - NOTES

Phonics Terms and Concepts

Term	Definition
Affix	One or more sounds or letters occurring as a bound form attached to the beginning or end of a word, or base (e.g., re, un, ing, ful)
Alphabetic Principle	Readers must be able to apply their alphabetic knowledge to decode unfamiliar words and to remember how to read words they have read before.
Blend	The process of putting spoken sounds together into a word; the ability to combine individual sounds or phonemes into meaningful spoken words
Consonant	A speech sound in which the flow of breath is constricted or stopped by the tongue, lips or some combinations of these; the letters or graphemes that represent these sounds
Consonant Blend	Two or more consonants together in which the speech sounds of all consonants can be heard (bl, fr, sk, spl)
Consonant Digraph	Two consonants together in a word that produce only one speech sound (th, sh, ng)
Decode	Involves translating individual letters or groups of letters into sounds to access the pronunciation of a word
Dictation	To speak and have words transcribed or printed

NOTES TO THE FACILITATOR

Phonics Terms and Concepts Cont. - NOTES

Phonics Terms and Concepts

(continued)

Diphthong	Two vowels together in a word that produce a single, glided sound (oi in boil, oy in boy)
Encode	To change a message into symbols; to write the letters that go with the sounds.
Environmental Print	Print and other graphic symbols found in the physical environment (e.g., street signs, billboards, logos, etc.)
Grapheme	The written symbols that represent phonemes, (letters)
Graphophonic Cues	Refers to the sound relationship between the grapheme (a letter or group of letters) and the phoneme or sound it represents and the cues it provides for pronouncing the word (s) seen in print.
Irregular Word	Word that cannot be decoded using rules and letter /sound phonics relationships; sometimes called sight words
Letter-Sound Relationships	Refers to how a letter is pronounced
Onset	The part of a syllable that comes before the vowel; one or more consonant letters that precede the vowel phoneme in a syllable (s as in sand, fl as in flat)
Orthography	The representation of the sounds of language by written or printed symbols
Phoneme	The smallest unit of sound in language
Phonemic Awareness	Is the ability to hear; identify; and manipulate the individual sounds – phonemes – in spoken words

NOTES TO THE FACILITATOR

Phonics terms and Concepts Cont. - NOTES

Phonics Terms and Concepts

(continued)

Term	Definition
Rime	In a syllable the vowel and all the rest of the syllable/word; the vowel and consonant letter(s) which follows the vowel in a syllable (atch as in catch)
Segmentation	Breaking words into its separate sounds (cat is /c/ /a/ /t/)
Sound Spelling	Refers to the spelling of various sounds
Sound/Symbol Relationship	Relationship between letters and sounds
Vowel	The speech sounds in which the flow of breath is relatively unobstructed (e.g., a, e, i , o, u)
Vowel Digraph	Two adjacent vowels in a syllable representing one speech sound (e.g., ee in feed, ai in pain, oa in oats)

NOTES TO THE FACILITATOR

Glossary of Terms in Reading LINKS Modules - NOTES

GLOSSARY OF TERMS IN READING LINKS MODULES

POWERPOINT/OVERHEADS NOTES



PHONICS

SECTION 9: POWERPOINT/OVERHEADS



Phonics

Office of Superintendent of Public
Instruction
Old Capitol Building
P.O. BOX 47200
Olympia, Washington 98504-7200

PHONICS
READING LINKS PARTICIPANT'S MANUAL

PHONICS OH #1

READING LINKS AGENDA

10 minutes	Introduction and Expectations
	Overview
10- 15 minutes	Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 - 30 minutes	Section 1: Review Participant Background Knowledge and Understanding
	Section 2: Overview
15 minutes	Key Learning Goals Building Blocks
	Section 3 Presentation
15 minutes	Research-based Information and Content
10 minutes	Break
	Section 4: Engagement and Practice
75 - 85 minutes	Classroom Strategies and Applications Assessment Video Modeling Action Planning
10- 15 minutes	Section 5: Summarizing Key Learnings
10- 15 minutes	Evaluation and Feedback

PHONICS
READING LINKS PARTICIPANT'S MANUAL
AGENDA OH #2

ROPES: A GUIDING STRUCTURE

R	<u>Review</u> – entry learning design to activate and assess prior knowledge and focus the session
O	<u>Overview</u> – explicit statement of the goals and objectives of the session
P	<u>Presentation</u> – and discussion of research-based concepts are needed to build background knowledge.
E	<u>Engagement</u> – and practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	<u>Summary</u> – summarizing key learnings

PHONICS
READING LINKS PARTICIPANT'S MANUAL
ROPES OH #3

What Do I Already Know About Phonics?

Activity 2 THINK - INK - PAIR - SHARE

THINK - INK: Rate your general familiarity with phonics by placing an X on the continuum and completing the Guiding Questions Chart.

1	2	3	4	5
Unfamiliar	Guiding Questions Chart			Very familiar

What are some terms or labels people use when discussing phonics?	What can children who understand phonics skills do?
---	---

PHONICS

READING LINKS PARTICIPANT'S MANUAL

WHAT DO I ALREADY KNOW ABOUT PHONICS? OH#4

What is Phonics?

Phonics is knowing the **relationship** between **printed letters**  (graphemes) of written language and the **individual sounds** (phonemes) of spoken language  .

The following terms or labels are often used when people discuss phonics:

- Graphophonic cues
- Letter/sound relationship or letter/sound correspondence
- Sound/symbol relationship or sound/symbol correspondence
- Sound/spellings

Children who understand phonics skills can

- tell you which letter makes the first sound in *bat*
- tell you which letter makes the last sound in *car*

(Armbruster, Lehr, & Osborn, 2001; IRA's Position Statement on PA, 1998)

PHONICS
READING LINKS PARTICIPANT'S MANUAL

WHAT IS PHONICS? OH #5

How Are Phonemic Awareness and Phonics Connected?

Phonemic Awareness	Phonics
 Sounds	 Letters
Given the spoken word “dog,” the student can tell you that the beginning sound is /d/. (isolation) Given the separate sounds /d/ /o/ /g/, the student can tell you that they make up the spoken word “dog.” (blending) Given the spoken word “hat,” the student can separate the word into three separate sounds /h/ /a/ /t/ (segmentation). Given the spoken word “cart” and asked to take off the last sound, the student can say “car.” (deletion)	Given the spoken word “dog,” the student can tell you that the beginning letter is “d.” Given the word “dog” in print, the student can make the sounds for each letter and blend them into the word “dog.” Given the spoken word “hat,” the student can tell you that the letters that spell the sounds in hat are h-a-t and/or write the word “hat.” Given the spoken word “cart,” the student can spell c-a-r-t. If the final “t” is erased/covered, the student can read the word as “car.”

Although phonemic awareness and phonics are two separate skills, phonemic awareness instruction is most effective for strengthening reading and spelling when children are taught to use the letters in conjunction with manipulating the phonemes.

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HOW ARE PHONEMIC AWARENESS AND PHONICS CONNECTED? #6

Key Learning Goals

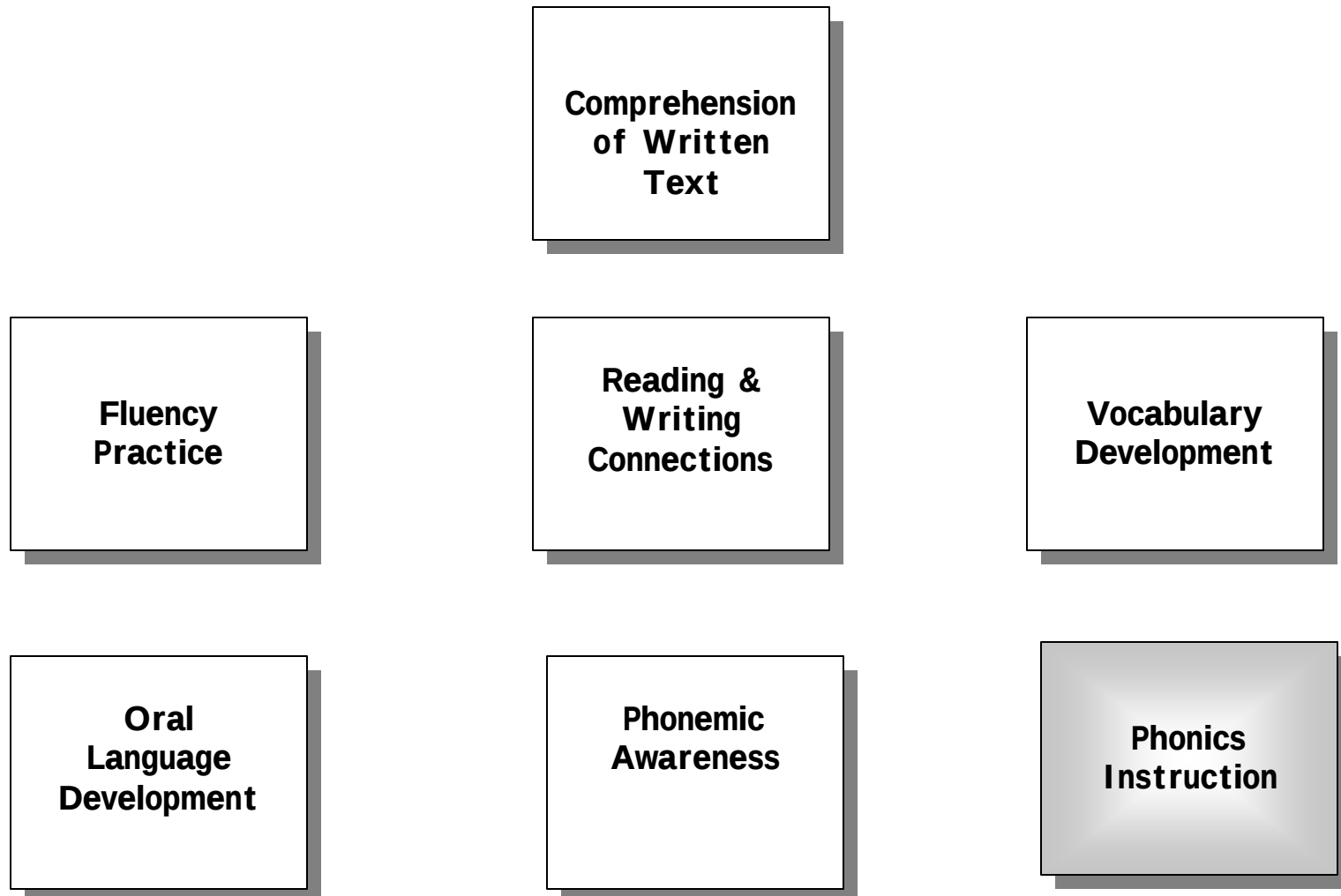


The participants will:

- Understand the connection between phonics and reading development.
- Learn, model, and teach using research-based instructional practices.
- Learn how to analyze reading programs and supplemental materials for research-based phonics instruction.
- Apply key learnings from this module in a plan for their classroom.

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KEY LEARNING GOALS OH #7

Building Blocks for Teaching Children to Read



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BUILDING BLOCKS OH #8

ALPHABETIC PRINCIPLE

```
graph TD; A[ALPHABETIC PRINCIPLE] --> B[Phonological Awareness]; A --> C[Phonics]; B --> B1[1. Recognizing Word/Sentence Length]; B --> B2[2. Rhyming]; B --> B3[3. Syllabication]; B --> B4[4. Segmenting Onset/Rime]; B --> B5[5. Phonemic Awareness]; B5 --> B5a[• Isolating Sounds]; B5 --> B5b[• Identifying Sounds]; B5 --> B5c[• Categorizing Sounds]; B5 --> B5d[• Blending Sounds]; B5 --> B5e[• Segmenting Sounds]; B5 --> B5f[• Deleting Sounds]; B5 --> B5g[• Adding Sounds]; B5 --> B5h[• Substituting Sounds]; C --> C1[1. Letter/Sound Associations]; C --> C2[2. Decoding]; C --> C3[3. Encoding];
```

Phonological Awareness

1. Recognizing Word/Sentence Length

2. Rhyming

3. Syllabication

4. Segmenting Onset/Rime

5. Phonemic Awareness

- Isolating Sounds
- Identifying Sounds
- Categorizing Sounds
- Blending Sounds
- Segmenting Sounds
- Deleting Sounds
- Adding Sounds
- Substituting Sounds

Phonics

1. Letter/Sound Associations

2. Decoding

3. Encoding

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ALPHABETIC PRINCIPLE OH #9

What Are the Two Elements of Phonics?

- **Decoding**
- **Encoding**

Decoding – Blending Sounds to Form Words

- Readers convert letters into sounds and blend them to form recognizable words. The letters might be individual letters; digraphs (such as *th*, *sh*, *ch*) phonograms (such as *ay*, *igh*, *ow*), or spellings of common rimes (such as ___*ap*, ___*pt*, ___*ick*).
- The ability to convert letter subunits into sounds comes from the reader's knowledge of the alphabetic system.
- The primary way to build a sight vocabulary is to apply decoding or analogizing strategies to read unfamiliar words. These ways of reading words help the words become familiar by creating alphabetic connections that establish the words in memory as sight words.

Encoding – Segmenting Words into Sounds for Spelling

- Systematic phonics instruction contributes in helping kindergartners and first graders apply their knowledge of the alphabetic system to spell words.
- Encoding reinforces the learning of decoding.
- Systematic phonics instruction for students older than first grade does not produce gains in spelling. Spelling is less a matter of applying letter-sound relationships and more a matter of combining word parts.

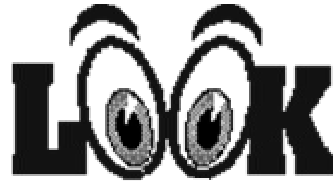
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WHAT ARE THE TWO ELEMENTS OF PHONICS? OH #10

What Is Phonics Instruction?

Phonics instruction is reading instruction that teaches students the relationship between:



- the letters of written language (graphemes), and



- the individual sounds (phonemes) of spoken language.

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WHAT IS PHONICS INSTRUCTION? OH #11

Why Is Phonics Instruction Important?

- Phonics Instruction leads to an understanding of the alphabetic principle – the systematic and predictable relationships between written letters and spoken sounds.
- Systematic and explicit Phonics Instruction significantly improves kindergarten and first grade children's word recognition, spelling, and reading comprehension.
- Systematic and explicit Phonics Instruction is beneficial regardless of the socioeconomic status of the students.



WHY IS PHONICS INSTRUCTION IMPORTANT? OH #12

What Does Systematic and Explicit Phonics Instruction Mean?

- **Systematic** - - the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.
- **Explicit** - - the program provides teachers with precise directions for the teaching of these relationships.

The steps of explicit instruction typically include the following:

- 1. Direct explanation**
- 2. Modeling**
- 3. Guided practice**
- 4. Application**

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WHAT DOES SYSTEMATIC AND EXPLICIT PHONICS INSTRUCTION MEAN?

OH #13

What Does the National Reading Panel Report Say about Systematic Phonics Instruction?

Systematic phonics instruction . . .

- Makes a bigger contribution to children's growth in reading than unsystematic or no phonics instruction. All approaches of systematic phonics instruction are more effective than no-phonics approaches in promoting substantial growth in reading.
- Is effective one-on-one, in small groups, and in whole class settings.
- Taught early proved much more effective than phonics instruction introduced after first grade.
- Is significantly more effective than non-phonics instruction in helping to prevent reading difficulties among at-risk students and in helping to remediate reading difficulties in disabled readers.
- Should be integrated with other reading instruction to create a comprehensive reading program.

(NRP, 2000)



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WHAT DOES THE NATIONAL READING PANEL REPORT SAY ABOUT
SYSTEMATIC PHONICS INSTRUCTION? OH#14

What Are the Different Approaches to Phonics Instruction?

Approach	Definition	Example
Synthetic phonics	Children learn how to: • convert letters or letter combinations into sounds • blend the sounds together to form words	Teacher points to letter and says the letter name and sound, for example, "m" says /m/, a says /a/, and t says /t/. Students blend the sounds together to say "mat".
Analytic phonics	Children: • learn to analyze letter-sound relationships in previously learned words • do not pronounce sounds in isolation	Teacher points to the word " mat " and says, "This word starts with the same letter as man and ends like the word cat . Put the parts together and tell me the word." Children: " mat. "
Analogy-based phonics	Children learn to: • use parts of word families they know to identify words they don't know that have similar parts	Teacher: "We know that at says /at/ and that m says /m/. Let's put them together to make a new word." Children: " mat. "
Phonics through spelling	Children learn to: • segment words into phonemes • makes words by writing letters for phonemes	Teacher: "Write down the sounds in the word mat. " Children segment the word into sounds and write the sounds as a word. Teacher: "Read me the word." Children: " mat. "
Embedded phonics	Children are: • taught letter-sound relationships during the reading of connected text	Not systematic or explicit since children encounter different letter-sound relationships as they read.
Onset-rime phonics	Children learn to: • identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime)	Teacher: "Find the vowel in the word (mat) on your paper and point to the letter that comes before it." Children find the " a " then point to the m . Teacher: "What sound does it make?" Children: /m/. Teacher: What is the sound of the rest of the word? Children: /at/. Teacher: "What word is it?" Children: " mat. "

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WHAT ARE THE DIFFERENT APPROACHES TO PHONICS INSTRUCTION?

OH#15

What Are Components of “Sound” Instruction?

- Programs of phonics instruction are a means to an end with the end being comprehension.
- Children need to be taught major consonant and vowel letter-sound relationships.
- Children need ample reading and writing activities that provide practice containing words using the specific letter-sound relationships they are learning.
- Phonics instruction helps children learn to identify words and increases their ability to read.
- An important component of learning letter-sound relationships is learning the forms of letters and other symbols. Children need to recognize forms and symbols automatically, without conscious effort, to be able to recognize words fluently.
- Research identifies knowledge of letter names as one of the best predictors of success in reading.
- Letters and symbols need to be displayed where children can see them; where children can refer to them as they read, write, work, and play; and, where children can manipulate them.



(Adams, 1990; Neuman, Copple, & Bredekamp, 2000; Snow, C., Burns, M.S., & Griffin, P., 2001)

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WHAT ARE COMPONENTS OF SOUND INSTRUCTION? OH #16

How Does the Phonics Instruction in My Reading Program Align with Research?

Systematic

YES

NO

Is there a systematic order of instruction of letter-sound relationships?

YES

NO

Does this order facilitate early decoding of words?

Explicit

YES

NO

Does the program give precise directions for teaching letter-sound relationships?

Letter-Sound Information

YES

NO

Is phonics applied daily in student's reading and writing?

Integration

YES

NO

Are phonemic awareness and letter knowledge activities included?

YES

NO

Are there materials that allow students to practice decoding and writing?

YES

NO

Is literature used to develop a sense of story, vocabulary, and comprehension?

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HOW DOES THE PHONICS INSTRUCTION IN MY READING PROGRAM ALIGN
WITH RESEARCH? OH #17

What Are the Challenges for the Teacher?



The challenges are to:

- Understand, choose, model, and use varied teaching and learning strategies that emphasize transfer
- Design lessons requiring active participation
- Motivate students with energy, support, and positive reinforcement

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WHAT ARE THE CHALLENGES FOR THE TEACHERS? OH #18

Checking for Understanding

Partner Review



What Have You Learned So Far?

1. Review your notes.
2. Partner 1 reviews new learning for 90 seconds.
3. Partner 2 for 45 seconds.
4. Partner 1 again for 30 seconds.
5. Partner 2 finishes by reviewing for 15 seconds.
6. Write any remaining questions.

Remember: You cannot repeat what your partner shares.

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CHECKING FOR UNDERSTANDING OH #19

Section 4: ENGAGEMENT & PRACTICE

Subsection 1: Classroom Strategies and Applications

Subsection 2: Jigsaw Teaching

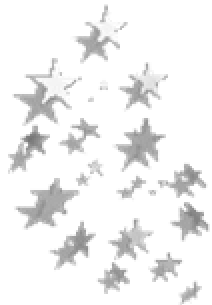
Subsection 3: Assessment

Subsection 4: CD/Video Modeling



Subsection 5: Action Planning

SECTION 4 ENGAGEMENT & PRACTICE OH #20



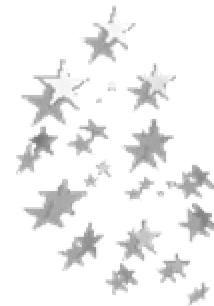
Activities for Developing Phonics

Decoding

Blending

Onset and Rime

Multi-sensory Practice



Encoding

Segmenting

Individual Response Card Segmenting

Dictation

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ACTIVITIES FOR DEVELOPING PHONICS OH# 21

Individual Response Cards

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

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INDIVIDUAL RESPONSE CARDS OH #22

Dictation is:

- The writing activity that links kinesthetic learning with the visual and auditory learning of letters, sounds, and decoding.
- Used in kindergarten, first grade, and for others reading at those levels no matter what age.
- Interactive and filled with guidance, coaching, cues, and other forms of feedback (not like old-fashioned spelling).
- Sometimes needed daily by certain students and groups.
- A way to informally assess which sounds, decodable words, and sight words are not yet firm and need to be practiced.
- Another way to provide additional practice in manipulating letters and sounds.
- A way to increase automaticity.
- Definitely a reading activity.

Aa Bb Cc Dd

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DICTATION IS: OH #23

Dictation Lines

1

2

3

4

5

6

7

8

9

10

11

12

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DICTATION LINES OH #24

Jigsaw Teaching: Small Group Practice

Decoding	Encoding

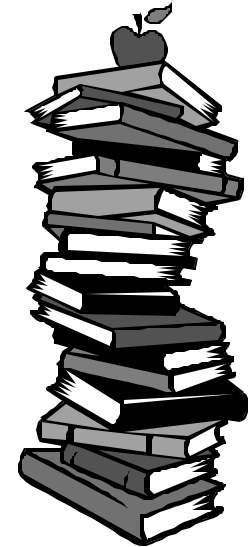
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JIGSAW TEACHING: SMALL GROUP PRACTICE OH#25

Ongoing Assessment of Phonics

- Observation of oral reading and anecdotal records
- Listen to individual student's reading
- Checklists
- Informal Reading Inventories, Running Records, Miscue Analysis
- Fluency checks on letter/sound automaticity and previously taught sight words
- Dictation and writing samples
- Assess students frequently on the previously taught sounds; decodable words using those sounds, decodable text, and taught sight words.
- Track students' growth over the year in sound/letter relationships, decoding text, and sight words.



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ONGOING ASSESSMENT OF PHONICS OH #26

Video Modeling Observation Chart

What phonics skill was the teacher teaching?	What classroom management strategies did the teacher use to support instruction?
How did the teacher assess, or reinforce student success?	What else did you observe (e.g., other literacy enrichment, physical environment, and/or accommodations)?

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VIDEO MODELING OBSERVATION CHART OH #27

Action Planning: How Can I Put My New Learning into Practice?

- 1. Review:** Look over the notes you made during the Think-Ink-Pair-Share activities completed at the beginning of this session.
- 2. Revise:** What additions or revisions can you make to your notes?
- 3. Plan:** What are your next steps to purposefully incorporate phonics into your lesson plans tomorrow?

How will those plans meet the instructional needs of your students?

Using the forms on the next two pages, **construct an action plan** that will help you address the instructional needs of your students.

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ACTION PLANNING: OH #28

Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?

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CONSTRUCTING AN ACTION PLAN OH #29

Phonics Plans for (date) _____ and (time) _____

Purpose of Lesson (circle one):

New Sound Introduction

Practice

Assessment

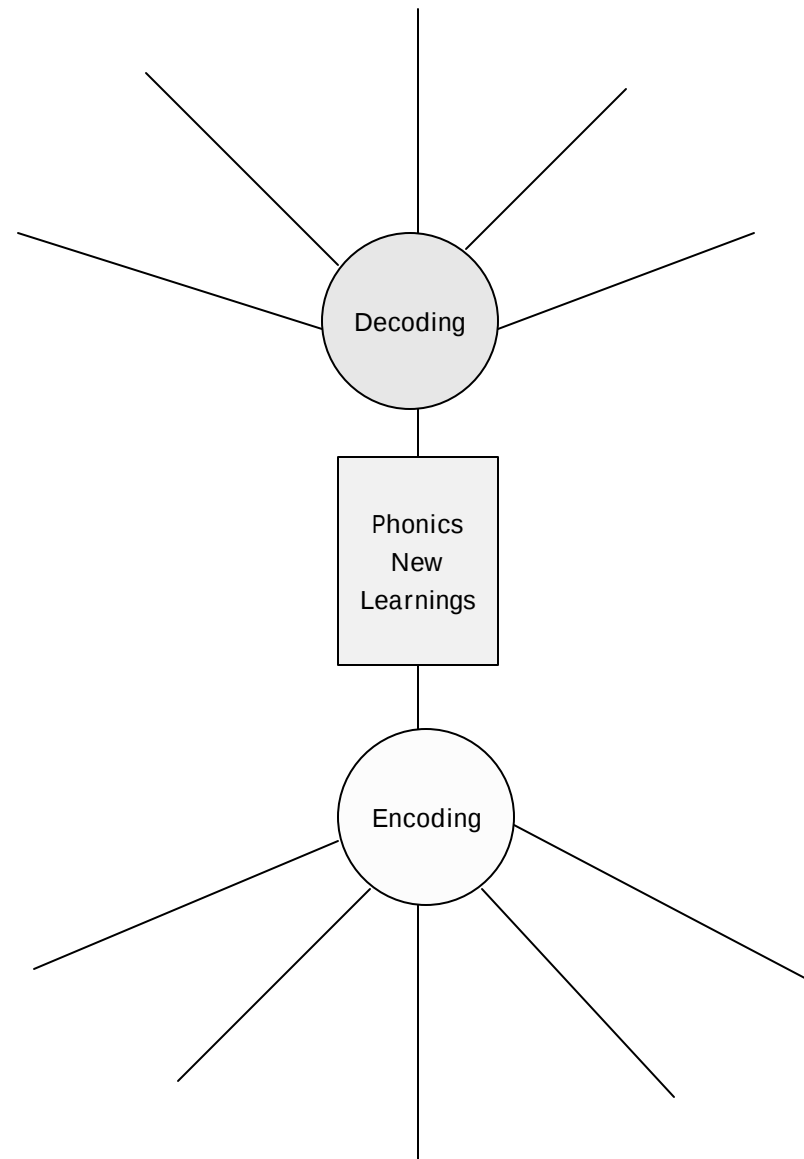
What sound/spelling relationship(s) will be the focus of the lesson?

What explicit and systematic instruction techniques will I use?

How will I know if the lesson was successful?

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PHONICS PLANS OH #30

SUMMARIZE KEY LEARNINGS



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SECTION 5: SUMMARIZE KEY LEARNINGS OH #31

PPT#1

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PHONICS

SECTION 10: TIPS TO FACILITATING THE READING LINKS MODULES

Tips to Facilitating the Reading Links Modules

This information may also be accessed as a separate LINKS facilitator's manual.

Introduction

The LINKS training modules are designed to help teachers understand how reading research can be put into practice in today's classrooms. Recognizing that teachers are the true change agents in education, these modules are intended for current classroom teachers and/or students pursuing teaching credentials.

This LINKS facilitator's module includes: a list of equipment and materials needed for the training session, room arrangement suggestions, and cooperative group procedures with a chart for cross-referencing to other LINKS modules. It is important to study and understand this section before beginning the training.

ROPES Lesson Design

The LINKS training modules use the ROPES model as a framework for instruction. The ROPES framework provides a lesson design known to promote the acquisition and retention of new learnings. The following lesson design will help guide you as well as your participants.

The following is a diagram of your training plan.

R	Review - or affective entry learning designed to activate prior knowledge and to focus the session.
O	Overview – explicit articulation of the goals and objectives of the training
P	Presentation – concepts and information that are needed to achieve the lesson objective are provided
E	Exercise or Practice – activities that demonstrate the understanding of the content are practiced
S	Summary – action planning into specific plans for classroom use

Dr. Robert Carkhuff designed the ROPES model.

Equipment and Materials

The following equipment and materials should be gathered and in place prior to beginning the training:

Equipment (make sure these are in working order before you begin)

- Overhead projector
- Laptop computer (or other computer) with compact disc player and means to project for large group viewing
- Overhead screen
- Extension cords (if needed)
- Timer (an overhead timer is desirable)
- Tape recorder (for Fluency Module)

Materials

- Overhead transparencies (These are supplied in blackline form and you will need to make them into transparencies.)
- Training manuals (one for each participant and a few extras)
- Name tags
- Fine point pens for name tags
- Chart paper
- Chart pens
- Overhead pens
- Masking tape or other sticky medium for hanging chart paper on walls
- 3"x 5" lined cards or cut paper for making notes and submitting questions to trainer

Optional (but appreciated)

- Coffee, water, snacks
- Signs in the building directing participants to the training room
- Attendance sign-in sheet (required by some districts)
- Copies of training compact discs (one for each participant)
- Large version of agenda with breaks noted

Workshop Expectations

Trainers need to establish some simple group expectations at the beginning of the workshop. This should be done quickly and in an upbeat manner.

“We want your training to be meaningful and worthwhile. To ensure the success of this workshop for all participants, we’d like you to commit to the following.”

Sample list of expectations:

- Everyone will participate; group tasks are followed and carried out
- Stay on task with the group; please refrain from correcting student work, doing needlework, or talking while others are talking
- If you need to communicate with your neighbor, pass notes instead of visiting
- Be respectful to each participant
- Keep on the main area of focus – don’t take the group off track
- Disagree agreeably
- Turn off cell phones and pages or switch to text messaging

Number of Participants

Although you may have no choice in this matter, 16-35 is the recommended number of participants for maximum efficacy.

Time Allotments

The agenda for each LINKS module will include approximate times. “Housekeeping” items such as passing out materials, filling out registration and clock hour forms, and brief breaks may increase your time frame.

The size of your group may influence the length of time you need to complete each module. Larger groups may require more time for group processes.

Room Arrangement

Many room arrangements are workable. The room arrangement should allow all participants to view the overhead and computer projection as well as process the new learnings in cooperative groupings.

When planning your classroom arrangement, make sure no participants have their backs to you or your visuals. Walk around the room to see what the participants will be able to see from various seats.

The best arrangements also allow for participants to interact easily with one another. Leave space for the trainer to circulate around the room and interact with each participant. This is especially important when the trainer monitors participants for understanding.

Groupings of 4-6 work best.

Cooperative Group Procedures

Brain research states new learning is remembered if it is broken into small, meaningful units and actively processed in some manner.

Cooperative learning group procedures help participants take new learnings and process them.

“ When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially” (Slavin, 1982).

When group procedures are used, be sure to give clear, specific directions and the reason why the procedure is being used.

The following cooperative learning procedures will also be embedded in your facilitator's script.

LINKS Project Cooperative Learning Ideas

LINKS Modules

Cooperative Learning Ideas	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Jigsaw	X	X		X	
Literature Circles					X
Partner or Paired Reading			X		X
Partner Review	X	X		X	
Reciprocal Teaching					X
Think/ Ink/Pair/Share • Filling the Head • Participant Engagement • Synectics Search • Word Sort (Categorization) -- Comparative Thinking	X	X	X X	X	X X
Modeling and group/partner practice are essential in all modules.	X	X	X	X	X

Jigsaw (modified for LINKS modules)

This procedure is used when there is a lot of material to cover and not much time. The participants each take one piece of the material, learn it, and then share the learning with the others in the group.

1. Each participant is given a specific task, reading selection, teaching strategy, or new learning to practice.
2. Each participant practices until he or she is able to teach the concept to the group.
3. The participants then teach each other the new learnings. Everyone in the group should know all the learnings at the end of the jigsaw.

Literature Circles

This comprehension strategy is used to promote interest in reading and book discussion.

Participants read the same story or book. Group roles and responsibilities are assigned. Discussion rules are also outlines. Discussion is centered on the text and each participant's interpretation of the text. Leadership of the group may vary.

Partner or Paired Reading

This fluency and comprehension strategy is used with two students or one student and one adult.

Partners sit next to each other. The first student reads orally as the other partner reads along silently giving support if a word is miscued. The first student stops at a predetermined spot, usually after a paragraph or two has been read, and retells/discussed the text.

A variation of this strategy is to have both partners read together. As soon as the first student is comfortable, a signal (such as a tap on the table) is given and the second partner drops out. The second partner gives support if the first student miscues on a word. Then the students read in tandem again until the first student gives the signal again for the second student to follow along silently.

3-Minute Partner Review

This is an ideal way to process new information with a partner.

1. Partners take turns sharing what they have learned so far by reviewing their notes.
2. The first partner starts by orally reviewing for 1½ minutes (use your timer here).
3. The second partner orally reviews for 45 seconds and cannot repeat anything the first partner said.
4. The first partner orally reviews for 30 seconds adding only new information.
5. The second partner finishes by orally reviewing for 15 seconds. Again, only adding new information and not repeating anything previously stated.
6. At the end have the pair write down any questions they still have on a 3"x 5" card. Cards are submitted to the facilitator.

Reciprocal Teaching

This comprehension strategy is used for small groups or whole class discussions.

The facilitator takes turns with the participants being “teacher.” Reading text is divided into sections, usually paragraphs. The “teacher” asks the group to respond to the text section. Participants are asked main idea questions, to summarize what has just been read, to make predictions, and to clarify any unclear sections of the text. The “teacher” and other participants give feedback. After each section of text has been discussed, another “teacher” is chosen to lead the discussion.

Think – Ink - Pair – Share

Participants have a chance to think of their own answers, reflect with a partner, and then share with the group.

1. The trainer poses a question or topic to the group.
2. Each participant (working individually) takes a specified amount of time (usually 1-3 minutes) to “think” and write a response.
3. After the time has elapsed, participants “pair” with another person at the table and discuss the question or topic and their responses.
4. Pairs then “share” with the rest of the participants at their table.

Variations of Think – Ink - Pair - Share

Filling the Head

In this variation, two participants work together to think, share with another pair, then share with the group. This strategy involves a concept mapping strategy called the Frayer Model of Concept Attainment (Frayer, Frederick, & Klausmeier, 1969). Participants form pairs and complete a concept map together. After each pair has completed their concept map, they share their work with another pair. Individuals or pairs then share with the whole group.

Participant Engagement

Participants are asked to extend the learning by completing a “think sheet” and then sharing responses with a partner, and/or with the small table group, and/or the whole group.

Synectics Search (Simile)

For this activity, participants use a synectics process to summarize key learnings. This synectics process involves constructing, comparing, and/or associating a mental image or picture of a concept with other words, pictures, or experiences in their background knowledge. Participants complete a simile on their own and share with a partner or with the whole group.

Example:

_____ is like _____ because _____

Word Sort (Categorization)

Participants are asked to look over a list of words critical to an area of study. Words are then sorted into categories. Participants are asked to share their lists with a partner. This activity can also be extended to sharing with the small table group and/or the whole group.

Comparative Thinking

This activity is similar to “Word Sort.” It is used as a summarization of new learnings. With a partner, participants reflect on their new learnings and sort critical words into categories. Comparisons are made as to what was already known before the module and what was learned. Participants share with the small table group and/or the whole group.

Dealing with Change

Sometimes when new information is presented to veteran teachers, misperceptions may develop (e.g., some people may think that if the new information is different from their past practices in teaching, they’ve been doing things “wrong”). Teachers deserve respect and support for what they have already contributed to education and what they will become as educators.

During a workshop, “treat the past with respect. Frame whatever is passing as useful to what you are moving toward. Remember that people may identify with past practices in a positive way. Never demean the old way of doing things” (Garmston, 1997).

Keeping this in mind, though, part of your job as a facilitator is to establish a *need* to make pedagogical changes among participants by providing specific, research-based information to effect and support that change.

Formula for Helping Teachers Change

Training can be a tool for helping change instructional practice.

This formula for change has been built into the structure of this module.

$$D \times V \times F \times S > RC$$

D = DISSATISFACTION – Help teachers discover dissatisfaction with where they are today

V = VISION – Give teachers a good picture or vision of what researched- based Reading strategies look like

F = FIRST STEPS –Help teachers discover specific reading instructional strategies that will help move toward the vision

S = SUPPORT – Provide follow-on support and systems to help manage the journey in their classrooms

RC = RESISTANCE TO CHANGE – As a trainer you must work on building this side of the equation (D x V x F x S) in order for teachers to break through their inertia, fear of change, barriers etc. that would impede their progress toward the vision

Less is More

The LINKS training should be “teacher friendly” and include the salient points of reading acquisition. Too much information in one session can be overwhelming.

DeFour and Eaker (1998) emphasize in *Professional Learning Communities at Work*, “While there is no single way to eliminate nonessential content, it is difficult to overstate the significance of the task” (p. 166).

As facilitators, we know the vastness of the knowledge base in reading. The LINKS modules emphasize only the most essential elements.

Modeling

Many of the good teaching practices you incorporate into your training of teachers may be generalized for use by teachers with their own students.

Remember to model all new practices. “I do it, we do it, you do it” (Anita Archer) is a simple way to explain this idea. Always model for the students using exemplary practice and procedures. Continue by practicing together – teacher and students – before expecting students to perform independently. In the training sessions, the teachers are your students.

Theory, suggest Joyce and Showers (1980), provides increased conceptual control and rationale; however, it is with the addition of modeling and practice that mastery is acquired. Feedback and reflection regarding the new learning change behaviors over the long term.