Students are more likely to succeed when schools address behavior and learning together. Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI) partners with school districts to help implement and sustain these supports for improved student outcomes.

miblsi.org
Acknowledgments

Dr. Anita Archer, lead author of *Phonics for Reading*

David Kilpatrick, author of *Assessing, Preventing and Overcoming Reading Difficulties*

Dynamic Measurement Group
Group Expectations

Be responsible
• Attend to the “Come back together” signal
• Active participation…Please ask questions

Be Respectful
• Please allow others to listen
  • Please turn off cell phone and pagers
  • Please limit sidebar conversations
• Share “air time”
• Please refrain from email and Internet browsing

Be Safe
• Take care of your own needs
Pause for Partnering
Purpose and Intended Outcomes

• Understand how Phonics for Reading directly connects to the science of teaching reading
• Use data to identify appropriate use of the program as well as program placement
• Understand the why & what of each lesson component
• Prepare for implementation by engaging in program delivery practice
Agenda

1.0 The Science of Teaching Reading
2.0 Program Placement
3.0 Preparing to Teach
4.0 Monitoring Progress
5.0 Program Enhancements
6.0 Wrap Up
1.0 The Science of Teaching Reading

Connecting research to instruction
In Module 1.0, we will…

• Provide an overview of the following:
  • Michigan’s 3rd grade reading law
  • General Education Leadership Network
  • MIBLSI
  • Simple View of Reading
• Connect how these pieces fit with Phonics for Reading First Level
MI Reading Instruction

- **3rd Grade Reading Law**
  - Explicit, systematic instruction
  - 5 Big Ideas of Reading
  - Individualized Reading Improvement Plans (IRIP)

- **GELN K-3 Essential Practices**
  - 10 essential practices connection
    - #5. Explicit instruction in letter-sound relationships
    - #3. Small group and individual instruction…
    - #4: Activities that build phonological awareness

- **MIBLSI**
  - Science of teaching reading
  - Connecting the law & resources with systems & practices
This graph shows the Simple View of Reading. There are three important findings from the research behind the simple view of reading.

1. Reading comprehension results from skills and knowledge that can be broken into two distinct and identifiable categories: decoding and language comprehension.

   - Decoding is defined as: efficient word recognition – this goes beyond the traditional definition of decoding as the ability to sound out words based on phonics rules. It includes fast/accurate reading of familiar and unfamiliar words in both lists and connected texts.

   - Language Comprehension is defined as: the ability to derive meaning from spoken words when they are part of sentences or other discourse. They encompass receptive vocabulary, grammatical understanding, and discourse comprehension.

2. All reading difficulties fall into one of three general types: poor at language comprehension, poor at decoding, or both.

3. Both decoding and language comprehension abilities are necessary for reading and both must be strong. Strength in one area cannot compensate for a deficit in the other area.

   \[
   \text{Decoding} \times \text{Language Comprehension} = \text{Reading Comprehension}
   \]

   Word-level reading and oral language comprehension are relatively independent abilities.

Gough & Tunmer, 1986
This image shows the decoding skills represented by the right side of the Simple View of Reading equation. The progress of skills includes print concepts, phonological awareness, phonics and word recognition, word knowledge, and fluency. Print concepts is defined as the understanding of the organization and basic features of print. Phonological awareness is defined as demonstrating the understanding of spoken words, syllables and sounds (phonemes). Phonics and word recognition is defined as the ability to know and apply grade-level phonics and word analysis skills in decoding words. Word Knowledge or Sight Vocabulary is defined as instant and effortless access to all, or almost all, words read (sight vocabulary). Fluency is defined as reading with sufficient accuracy and rate to support comprehension.

Simple View of Reading: Language

Inferential Language Skills
- Ability to discuss topics beyond the immediate context

Narrative Language Skills
- Ability to clearly relate a series of events

Academic Vocabulary
- Ability to comprehend & use words

Background Knowledge
- Possesses general and topic-specific background knowledge

Gough, 1986
What is Phonics for Reading First Level?

Research-validated program that:

- Provides explicit instruction in phonics
  - With phonemic awareness, fluency & comprehension components as well
- Focuses on skills usually mastered in 1st Grade
  - Short vowels, Lessons 1-13
  - Double consonants, Lessons 14-16
  - Consonant blends, Lessons 20-23 & 27-30
  - Consonant digraphs, Lessons 17-19 & 24-26
- Utilizes explicit, teacher-directed instruction to introduce skills & strategies
First Level: Target Audience

• Targets students in **middle of 1\textsuperscript{st} grade & above** who have not mastered the skills generally taught in kindergarten and beginning of 1\textsuperscript{st} grade
  • Could be used to supplement 1\textsuperscript{st} grade Tier 1 instruction for students needing systematic decoding instruction
• Could be used with students in 3\textsuperscript{rd} – 6\textsuperscript{th} who have not yet mastered the decoding skills taught in primary grades
• In the upper grades who have significant decoding challenges as well as adult education classes
Activity 1.1

• Review & Reflect:
  • Where does Phonics for Reading First Level fit into the Simple View of Reading? What bucket does it support & why?
  • What skills are targeted in First Level? What grade level(s) are these skills generally introduced?
  • How does Phonics for Reading fit with the 3rd grade reading law? GELN?
2.0 Program Placement

If we get this right, the light bulb ignites!
In Module 2.0, we will…

• Understand basic phonics development
• Know what to look for when students “own that skill”
• Use data to determine who might be a good fit for Phonics for Reading First Level
• Practice placing students into groups for the program
Do Students Own The Skill?
<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Blend &amp; Segment</td>
<td></td>
<td>Phoneme Analysis (Addition, Deletion &amp; Substitution)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Phonics</strong></td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td>Multi-Syllabic &amp; Word Study</td>
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<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Sounds &amp; Words</td>
<td>Words &amp; Connected Text</td>
<td>Connected Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Listening</td>
<td>Listening &amp; Reading</td>
<td>Reading</td>
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<tr>
<td><strong>Comprehension</strong></td>
<td>Listening</td>
<td>Listening &amp; Reading</td>
<td>Reading</td>
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</table>
# Phonics Development

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1st</th>
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<th>3rd</th>
<th>4th</th>
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<td>Multi-Syllabic &amp; Word Study</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Sounds/ Basic Phonics**
  - Short vowels (CVC & VC)
  - Digraphs
  - Blends
  - Two syllable words

- **Advanced Phonics & Multisyllabic**
  - R-Controlled vowels
  - 3 + Syllables
  - Open syllables
  - Silent E
  - Vowel Teams

### Diagram
- **Acquisition**
- **Accuracy**
- **Automaticity**
Activity 2.1

• Turn to the last page in your TE, p. 180. You will find the Scope & Sequence Chart – First Level.
• There are four columns across the top that provide you an overview of each lesson. Partner 1, read through Lessons 1-13 & Partner 2 read through lessons 14-30.
• Share one key noticing with each other.
• Using slides 20 & 21, at what grade should students own the following skills?
  • Short vowels, Lessons 1-13
  • Double consonants, Lessons 14-16
  • Consonant blends, Lessons 20-23 & 27-30
  • Consonant digraphs, Lessons 17-19 & 24-26
Intervention Grid

• Provides an “at a glance” view of interventions accessible to students within the school

• Outlines the following critical information:
  • Description/Purpose of the Intervention
  • Entrance Criteria (decision rules)
  • Permission (parent/family)
  • Progress monitoring guidelines
  • Exit Criteria
Activity 2.2

Review the Intervention Grid Example in your workbook

• Why might this be helpful to have for each intervention in your school
• How would this example need to be contextualized for use in your setting?
Intervention vs Core Supplement

Small group intervention is ideal

- More opportunities to practice, monitor, & provide feedback
- Materials designed for small groups of up to 10 students

If there is no core reading program, it can be used as a supplement for phonics instruction

- 1st grade level skills for First Level
- Whole group lesson followed by small group instruction & practice to better monitor students is recommended
Program Prerequisites

- Accurate with most letter sounds
- Phonemic awareness
- Blending sounds to read words
How Do We Know Who Owns What Skill?

- Use universal screening data (ex: Acadience)
- Review the scores
  - ORF Accuracy, ORF Words Correct (MOY 1st & beyond)
  - NWF CLS & WWR (MOY of K thru BOY of 2nd)
- Open up the student response booklets to look for patterns & instructional need
Who Might Need Support?

Using universal screening data is a good starting place to determine who might benefit from PFR. In this example classroom data, we see a 2nd grade classroom in the beginning of the year. In the beginning of the year, six students fell in the below or well below benchmark category with low scores from measures connecting to basic and advanced phonics along with fluency. They would definitely be students we would want to look closer at for placement in PFR.

Then there are an additional six students in this classroom that scored in the benchmark category but have deficits in either basic phonics or advanced phonics OR are struggling to apply those skills with automaticity as indicated by below or well benchmark scores on NWF, WWR, Accuracy and/or ORF. While these students scored overall benchmark, we would want to look closer to determine the type of supports necessary to move them forward. They may or may not be a good fit for PFR.

<table>
<thead>
<tr>
<th>NAME</th>
<th>STUDENT ID</th>
<th>NWF</th>
<th>OFF</th>
<th>READING COMPOSITE SCORE</th>
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<tr>
<td>Chas, Logan</td>
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<td>Stuart, Dylan</td>
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<td>Rasmussen, Nave</td>
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<td>Irwin, Parker</td>
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<tr>
<td>Wolf, Charlie</td>
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<td>Davies, Carter</td>
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<td>Horne, Indie</td>
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<td>91</td>
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<tr>
<td>Wiley, Lottie</td>
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<td>Cole, Amy</td>
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<td>Blackwell, Finley</td>
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<td>Ellis, Mason</td>
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<td>Rice, River</td>
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<td>158</td>
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<td>Petty, Archie</td>
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<td>175</td>
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</tbody>
</table>

GOAL

- **Goal:** 54
- **Average:** 72.1
# Initial Groupings Suggestion Report

## Group 1: Likely to Need Core Support

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR</th>
<th>DORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackwell, Fixley</td>
<td>23</td>
<td>56</td>
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<tr>
<td>Cervantes, Olivia</td>
<td>22</td>
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<tr>
<td>Cole, Amy</td>
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<td>Heath, Cole</td>
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<td>Huang, Louisa</td>
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<tr>
<td>Lam, Thomas</td>
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<td>90</td>
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<tr>
<td>Pett, Archie</td>
<td>49</td>
<td>175</td>
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<td>Rios, River</td>
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<td>156</td>
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<td>Stewart, Jack</td>
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<td>76</td>
</tr>
<tr>
<td>Wrey, Lottie</td>
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<td>54</td>
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</tbody>
</table>

## Group 2: Additional support on accurate and fluent reading of connected text skills

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR</th>
<th>DORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobb, Nathan</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>Davies, Carter</td>
<td>42</td>
<td>30</td>
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</tbody>
</table>

## Group 3: Additional support on alphabetic principle and basic phonics skills

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR</th>
<th>DORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sosa, Jordan</td>
<td>7</td>
<td>62</td>
</tr>
<tr>
<td>Wolf, Charlie</td>
<td>9</td>
<td>53</td>
</tr>
</tbody>
</table>

## Group 4: Additional support on alphabetic principle and basic phonics skills and accurate and fluent reading of connected text skills

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR</th>
<th>DORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin, Siena</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Chan, Logan</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Farrell, William</td>
<td>5</td>
<td>13</td>
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<tr>
<td>Irwin, Parker</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>Mason, Rory</td>
<td>2</td>
<td>8</td>
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<tr>
<td>Rasmussen, Nieve</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Stuart, Dylan</td>
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<td>35</td>
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</tbody>
</table>
### Off Track with BOTH

**Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills**

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR 0-12</th>
<th>DORF Words Correct 0-51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin, Siena</td>
<td>0</td>
<td>14</td>
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<tr>
<td>Chan, Logan</td>
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<td>9</td>
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<td>Farrell, William</td>
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<tr>
<td>Irwin, Parker</td>
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<tr>
<td>Mason, Rory</td>
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<td>8</td>
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<tr>
<td>Rasmussen, Nieve</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Stuart, Dylan</td>
<td>0</td>
<td>35</td>
</tr>
</tbody>
</table>
Let’s Look in the Books

Mason’s NWF 41/2

Mason’s DORF 8 at 50%
Another Example

Logan’s NWF 26/0

Logan’s DORF 9 at 58%

Picture Day

The teacher told the class that they would have their pictures taken the next day. Nick did not look forward to picture day. He did not understand why all of the other kids were so excited. Why did they like it so much?
Wait… What’s going on here?

<table>
<thead>
<tr>
<th>Group 3: Additional support on alphabetic principle and basic phonics skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetic Principle and Basic Phonics</td>
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<tr>
<td>Accurate and Fluent Reading of Connected Text</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR 0-12</th>
<th>DORF Words Correct 52+</th>
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</thead>
<tbody>
<tr>
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<td>7</td>
<td>62</td>
</tr>
<tr>
<td>Wolf, Charlie</td>
<td>9</td>
<td>53</td>
</tr>
</tbody>
</table>
Why aren’t you fluent?

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR</th>
<th>DORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobb, Nathan</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>Davies, Carter</td>
<td>42</td>
<td>30</td>
</tr>
</tbody>
</table>
Next Step: Placement Test Possible Candidates

• Who might be ready for Phonics for Reading, First Level as measured by the Placement Test?

• Recall program prerequisites:
  • Accurate with most letter sounds
  • Phonemic awareness
  • Blending sounds to read words
Placement Test Details

Purpose:
• To place students into the 1st, 2nd, or 3rd program levels
• To measure progress in decoding after instruction

Prep:
• Make one copy of Student Form for student to read (pgs. 172-174)
• Make copies of Recording Form (pgs. 175-177)

Procedure:
• Students read aloud words
• 4 consecutive errors – stop subtest
• 5 seconds or less on each word
• 80% correct – continue on to next subtest
• Individual & Group Reporting Forms (pgs. 178-179)
Activity 2.3

- Review the Placement Test Instructions starting on page 171. Then skim over the placement test for each level & starting point, pages 172-179.

- Where will Mason likely place?
Activity 2.3 cont.

Find the placement test teacher’s recording page in your workbook.

- I’ll be your student.
- You are the assessor
- Where would I place?
Let’s Look Again…

<table>
<thead>
<tr>
<th>Group 1: Likely to Need Core Support</th>
<th>Group 2: Additional support on accurate and fluent reading of connected text skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetical Principle and Basic Phonics</td>
<td>At or Above Benchmark</td>
</tr>
<tr>
<td>Accurate and Fluent Reading of Connected Text</td>
<td>At or Above Benchmark</td>
</tr>
<tr>
<td>Name</td>
<td>NWF-WWR</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Blackwell, Finley</td>
<td>23</td>
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<tr>
<td>Cervantes, Olivia</td>
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<tr>
<td>Cole, Amy</td>
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<td>Ellis, Mason</td>
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<tr>
<td>Heath, Cole</td>
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<tr>
<td>Horne, Indie</td>
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<td>Huang, Louisa</td>
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<td>Lam, Thomas</td>
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<td>Petty, Archie</td>
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<td>Rice, River</td>
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<td>Stewart, Jack</td>
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<td>Wiese, Lottie</td>
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<table>
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<th>Group 3: Additional support on alphabetical principle and basic phonics skills</th>
<th>Group 4: Additional support on alphabetical principle and basic phonics and accurate and fluent reading of connected text skills</th>
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<td>Alphabetical Principle and Basic Phonics</td>
<td>At or Above Benchmark</td>
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<tr>
<td>Accurate and Fluent Reading of Connected Text</td>
<td>At or Above Benchmark</td>
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<tr>
<td>Name</td>
<td>NWF-WWR</td>
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<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Sosa, Jordan</td>
<td>7</td>
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<tr>
<td>Wolf, Charlie</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR</th>
<th>DORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobb, Nathan</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>Davies, Carter</td>
<td>42</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>NWF-WWR</th>
<th>DORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin, Selena</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Chan, Logan</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Farrell, William</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Irwin, Parker</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>Mason, Rory</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Rasmussen, Nieve</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Stuart, Dylin</td>
<td>0</td>
<td>35</td>
</tr>
</tbody>
</table>
Where did those other kids place…

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Name of Student</th>
<th>Placement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>Rory Mason</td>
<td>Level 1, Subtest A</td>
</tr>
<tr>
<td>Q4</td>
<td>William Farrell</td>
<td>Level 1, Subtest A</td>
</tr>
<tr>
<td>Q4</td>
<td>Nieve Rasmussen</td>
<td>Level 1, Subtest A/B</td>
</tr>
<tr>
<td>Q4</td>
<td>Parker Irwin</td>
<td>Level 1, Subtest A/B</td>
</tr>
<tr>
<td>Q4</td>
<td>Dylan Stuart</td>
<td>Level 1, Subtest B</td>
</tr>
<tr>
<td>Q3</td>
<td>Jordan Sosa</td>
<td>Level 1, Subtest A/B</td>
</tr>
<tr>
<td>Q3</td>
<td>Charlie Wolf</td>
<td>Level 1, Subtest A/B</td>
</tr>
<tr>
<td>Q2</td>
<td>Nathan Cobb</td>
<td>Level 1, Subtest B</td>
</tr>
<tr>
<td>Q2</td>
<td><strong>Carter Davies</strong></td>
<td><strong>Level 2, Subtest C</strong></td>
</tr>
<tr>
<td>Q1</td>
<td>Louise Huang</td>
<td>Level 1, Subtest B</td>
</tr>
</tbody>
</table>
3.0 Preparing to Teach

Matching Data to Instruction = Power
In Module 3.0, we will…

• Develop an understanding of creating consistent sounds & how to make them
• Review key instructional elements to make this program come to life
• Understand how each section of the lesson connects to best practice in phonics instruction
• Practice teaching each section of a lesson
Consistent Sound Messages

• Instruction in sounds includes:
  • Stop vs. continuous sounds
  • Voiced vs. unvoiced
  • Pronunciation (how to accurately say the sounds)
Continuous & Stop Sounds Defined

- Continuous sounds: sounds can be made until a person runs out of breath without distorting the sound
  - Examples: /s/, /m/, /a/
- Stop sounds: sounds produced with one short push of breath
  - If a stop sound is held, the sound will be distorted
  - Examples: /b/, /g/, /t/
Continuous Vs. Stop Sounds

<table>
<thead>
<tr>
<th>Continuous</th>
<th>Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>/b/</td>
</tr>
<tr>
<td>/l/</td>
<td>/d/</td>
</tr>
<tr>
<td>/m/</td>
<td>/g/</td>
</tr>
<tr>
<td>/n/</td>
<td>/h/</td>
</tr>
<tr>
<td>/r/</td>
<td>/j/</td>
</tr>
<tr>
<td>/s/</td>
<td>/k/</td>
</tr>
<tr>
<td>/v/</td>
<td>/p/</td>
</tr>
<tr>
<td>/w/</td>
<td>/t/</td>
</tr>
<tr>
<td>/y/</td>
<td></td>
</tr>
<tr>
<td>/z/</td>
<td></td>
</tr>
<tr>
<td>All vowel sounds</td>
<td>(name &amp; sound)</td>
</tr>
</tbody>
</table>
Voiced vs. Unvoiced Sounds

- Voiced sounds: spoken with the “voice box” turned on or resonating
- Unvoiced sounds: spoken with the “voice box” turned off, like a whisper

<table>
<thead>
<tr>
<th>Voice On</th>
<th>Voice Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>F</td>
</tr>
<tr>
<td>B</td>
<td>P</td>
</tr>
<tr>
<td>Z</td>
<td>S</td>
</tr>
<tr>
<td>D</td>
<td>T</td>
</tr>
<tr>
<td>G</td>
<td>K</td>
</tr>
</tbody>
</table>
# Sound Pronunciation Guidance

## Vowel Phonemes

<table>
<thead>
<tr>
<th>Short</th>
<th>Long Vowels</th>
<th>Unique Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td>/ë/</td>
<td>/k/</td>
</tr>
<tr>
<td>/ë/</td>
<td>/ā/</td>
<td>/s/</td>
</tr>
<tr>
<td>/ā/</td>
<td>/ō/</td>
<td>/z/</td>
</tr>
<tr>
<td>/ō/</td>
<td>/ũ/</td>
<td>/s/</td>
</tr>
</tbody>
</table>

## Consonant Phonemes

<table>
<thead>
<tr>
<th>Unvoiced Stop</th>
<th>Voiced Stop</th>
<th>Unvoiced Stop</th>
<th>Voiced Stop</th>
<th>Unvoiced Stop</th>
<th>Voiced Stop</th>
<th>Unvoiced Stop</th>
<th>Voiced Stop</th>
<th>Unvoiced Stop</th>
<th>Voiced Stop</th>
<th>Unvoiced Stop</th>
<th>Voiced Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>/b/</td>
<td>/t/</td>
<td>/d/</td>
<td>/k/</td>
<td>/g/</td>
<td>/f/</td>
<td>/v/</td>
<td>/s/</td>
<td>/z/</td>
<td>/s/</td>
<td>/j/</td>
</tr>
<tr>
<td>/g/</td>
<td>/k/</td>
<td>/f/</td>
<td>/v/</td>
<td>/s/</td>
<td>/z/</td>
<td>/s/</td>
<td>/j/</td>
<td>/g/</td>
<td>/k/</td>
<td>/f/</td>
<td>/v/</td>
</tr>
</tbody>
</table>

- **Unvoiced Affricate**
- **Voice Affricate**
- **Voice Glide**
- **Unvoiced Glide**

**Example Words**

- /q/ : quick
- /x/ : x-ray
- /w/ : win
- /y/ : why
- /h/ : hear
Watch and Practice
Activity 3.1

Sound Practice

• Locate the Sound Pronunciation Sheet in the back of your workbook

• Partner 1 practice making the voiced/unvoiced and continuous/stop sounds. Partner 2 provide feedback.

• Switch and continue until time runs out 😊
Lesson Details

- One lesson – approximately 45-50 minutes
  - However, the lesson can be divided into two parts (1/2 lesson on Monday, 1/2 lesson on Tuesday)
- Cautions:
  - 30 minutes/lesson – check for enough practice & review.
  - Over 50 minutes/lesson, check for correct pacing and placement
- Not a workbook activity! Think instruction & practice
Lesson Delivery

Instructional Routines
- Teacher Script
- Perceived Probability of Success

Frequent Responses
- Choral & partner responses
- Written responses
- Physical (touch/point aka “follow along”)

Monitor & Provide Feedback
- Positives
- Error corrections
- I Do/We Do/You Do approach

Brisk Pace
- Maximize time/minimize behaviors
### Four Parts of Clear Signaling

<table>
<thead>
<tr>
<th>1. FOCUS</th>
<th>2. CUE</th>
<th>3. THINK TIME</th>
<th>4. SIGNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch to the left or Pinch the left of the card</td>
<td>Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?</td>
<td>Often 2 seconds (follow routine cards for time per routine)</td>
<td>Tap Slide Swoop</td>
</tr>
</tbody>
</table>

- Do NOT move the focus (finger) until the signal (step 4).
- Say the cue quickly and clearly.
- No droning.
- Say the cue for each item in the practice chart.
- Keep the think time consistent between each item.
- The goal is for each student to be successful practicing with the group.
- Follow the routine as written.
- Signal clearly.
- Provide a narrow window of response.
- Immediately move to the next item.
Lesson Design Based on Research

Phonemic Awareness Warm-Up

1. Associating letters & sounds.
   • Correspondences, Combinations & Discriminations

2. Blending sounds into words.
   • Spelling focused blending routine

3. Reading words to build fluency.
   • Think Read Routine (practice, practice, practice)

4. Reading decodable text
   • Contains words with taught letter/sound associations.

5. Segmenting & spelling words.
   • Phonemic awareness connection
Activity 3.3

• Read pages 8-12 in your Teacher’s Guide.
• Components of the lesson are divided into 14 sections and are numbered.
• What three sections are Oral Directed Teacher Activities? What do students look at during these sections?
• Every 4th lesson, section #14 is present. What is this section all about?
Sections #1-3: Associating Letters/Sounds

1: Objective
   • Focus of the lesson

2: New Sounds
   • Students repeat the key words & focus sounds after the teacher pronounces them.
   • Focus sounds are in lessons: 1, 5, 8, 11, 14, 17, 20, 24, 27, 28, & 29.

3: Sound Drill
   • This appears only in teacher’s guide
   • Students say the sounds for the letters.
Associating Letters & Sounds Rationale

“….a student requires dozens or even hundreds of exposures to letters and their corresponding names and sounds before they become permanently stored and automatically accessible.”

— Kilpatrick p. 271, 2015
Section #4: Phonemic Awareness

4a:
• Lessons 1-16 Blending Sounds
• Teacher pronounces separate sounds (without stopping) within a word, students say the whole word.

4b:
• Lessons 17-30 Segmenting Sounds
• Students say separate sounds in the word as they hold up a finder for each sound
Phonemic Awareness: Why

“Every point in a child’s development of word-level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to their automatic word vocabulary.”

Kilpatrick, 2015; p. 65
The Three Phases of Word Reading Development and their Phonological Counterparts

Phonological Skill Development
1. Early Phonological Awareness
   Rhyming, first sounds, syllable segmentation
2. Basic Phoneme Awareness
   Blending and segmentation
3. Advanced Phonemic Awareness/Proficiency
   Automatic, unconscious access to phonemes in spoken words

Word Reading Skill Development
1. Letter Names and Letter Sounds
   Phonological storage and retrieval
2. Phonic Decoding and Encoding (Spelling)
3. Orthographic Mapping
   Efficient memory for printed words; rapid sight vocabulary expansion

The Interactive Relationship Between the Development of Phonological Skills and Word-Level Reading Skills

(Ehri, 2005; Kilpatrick, 2015)
Experience Sections 1-4

• Be our students

• Look for the Lesson Delivery components:
  • Did we use an instructional routine?
  • Did we elicit frequent responses?
  • Did we monitor & provide feedback?
  • Did we have a brisk pace?
Activity 3.4

• Working with your partner, review Section 1-4.
  • What sections do you need to have prepared for students? How will you display them?
  • What sections do students look at in the book?
• Discuss the following questions:
  • What does the instructional routine sound like
    • Consider FOCUS, CUE, THINK TIME, SIGNAL
  • How will I elicit frequent responses?
  • How will I monitor & provide feedback?
  • What does my brisk pace feel like?
Activity 3.5

• At your table group, select a lesson number. Each person should have a different number.
• Review your lesson – sections 1-4 only. Prepare your lesson (what do you need to display, etc)
• Take turns teaching those sections to your table group focused on the 4 key instructional delivery elements:
  • Using an instructional routine
  • Eliciting frequent responses
  • Monitoring & providing feedback
  • Attempting a brisk pace
Recap of Sections 1-4

Phonemic Awareness Warm-Up

1. Associating letters & sounds.
   - Correspondences, Combinations & Discriminations

2. Blending sounds into words.
   - Spelling focused blending routine

3. Reading words to build fluency.
   - Think Read Routine (practice, practice, practice)

4. Reading decodable text
   - Contains words with taught letter/sound associations.

5. Segmenting & spelling words.
   - Phonemic awareness connection
Sections 5-6 & 8: Blending Sounds & Reading Words

(Write the following on the board or display it on-screen:)

- am
- in
- Sam
- an
- Nan
- fit

A. New Words. Say each sound. Say each word.

1. am in Sam
2. an Nan fit
3. man sat sit
4. fat sad lip
5. rip ran lap

Circle the word that goes with each picture.

1. am in Sam
2. an Nan fit
3. man sat sit

B. Review Words

Write the following on the board or display it on-screen:

1. pot pup putt
2. less let lip
3. mat mud miss
4. pat pass pet
5. jet Jeff jog

Let’s practice reading some Review Words.

4. Now look at the words in line 1 again. I will say a sentence that has a word missing. You tell me the word from line 1 that goes in the sentence.
   Don took his _____ for a walk. pup
(Repeat step 4 with lines 2–5. Call on individual students to complete the Review Word Sentences.)

Review Word Sentences
1. Don took his _____ for a walk. pup
2. Two is _____ than six. less
3. The pigs play in the _____ mud
4. Do you have a cat for a _____? pet
5. Sam went for a ride in a _____ jet
Word Practice: Lessons 1 - 4

In Teacher’s Edition

NWF Pattern

Word Practice
(Oral Teacher-Directed Activity)

(Write the following on the board or display it on-screen:)

am  in  Sam
an  Nan  fit

nuf

Middle of k
Continuous Blending

nuf
End of k/Begning of 1st grade
Spelling Focused, Think-Read

nuf
Middle of 1st grade
Think-Read
bib  Jim  bad
New Words

(A. New Words

(Have students open their books to Lesson 1, page 4.)

1. am in Sam
2. an Nan fit
3. man sat sit
4. fat sad lip
5. rip ran lap

1. Find part A in your book. (Give help if needed.)
2. Touch the first word in line 1. Look at the underlined letter. What is the sound? /aa/  
3. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? "am"
4. Touch the next word. Look at the underlined letter. What is the sound? /an/  
5. Touch the first word in line 2. Say the sound /an/ to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? "an"

Circle the word that goes with each picture.

1. am in Sam
2. an Nan fit
3. man sat sit
4. fat sad lip
5. rip ran lap

Middle of k
Continuous Blending
End of k/Beginning of 1st grade
Spelling Focused, Think-Read
Middle of 1st grade
Think-Read

MIBLSI
Review Words

Review Word Sentences
1. Don took his ___ for a walk.  (pup)
2. Two is ___ than six.  (less)
3. The pigs play in the ___.  (mud)
4. Do you have a cat for a ___?  (pet)
5. Sam went for a ride in a ___.  (jet)

n u f
Middle of k  Continuous Blending

n u f
End of k/Beginning of 1st grade  Spelling Focused, Think-Read

n u f
Middle of 1st grade  Think-Read
Lesson 14 Review Word Model

<table>
<thead>
<tr>
<th></th>
<th>pot</th>
<th>pup</th>
<th>putt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>less</td>
<td>let</td>
<td>lip</td>
</tr>
<tr>
<td>3</td>
<td>mat</td>
<td>mud</td>
<td>miss</td>
</tr>
<tr>
<td>4</td>
<td>pat</td>
<td>pass</td>
<td>pet</td>
</tr>
<tr>
<td>5</td>
<td>jet</td>
<td>Jeff</td>
<td>jog</td>
</tr>
</tbody>
</table>
Activity 3.6

Go to your selected Stand and Deliver Lesson. Determine if your lesson has the following and prep your materials.

- Word Practice (lessons 1-4)
- Review Words (lessons 14+)

When your group is ready, Stand and Deliver your lessons which will either have:

- Word Practice and New Words OR
- New Words and Review Words
Blending Sounds & Reading Words
Rationale

• “Good readers must have a strategy to phonologically recode words.”
  (Ehri, 1991; NRP, 2000)

• “During the alphabetic phase, reading must have lots of practice phonologically recoding the same words to become familiar with spelling patterns.”
  (Ehri, 1991)

• “Good readers rely primarily on the letters in a word rather than context or pictures to identify/pronounce familiar and unfamiliar words.”
  (Ehri, 1994, Kilpatrick, 2015, Seidenberg, 2017)
Automatic Word Reading

• The more a word is practiced, the more readily it is recognized & the more easily its meaning is accessed. (Adams, 1990, 2001)

• Several subskills are required to develop automatic word recognition: students must be able to identify letter sounds quickly & effortlessly & be fluent in phonemic decoding. (Wolf & Bowers 1999, Hudson et al. 2006)
Getting Ready for Sight Words

Goal: Every word becomes a Sight Word

Decodable

Irregular

Temporarily Irregular

Permanently Irregular

High Frequency

High Frequency

High Frequency
Distinction Between Three Terms

High Frequency Words
• Only 100 words account for approximately 50% of the words in English print. (Fry, Fountoukidis, & Polk, 1985)
• Only 13 words (a, and, for, he, is, in, it, of, that, the, two, was, you) account for 25% of words in print. (Johns, 1980)

Irregular Words
• Words that cannot be sounded out accurately using most common sounds for graphemes.
• Many high frequency words are irregular.

Sight Vocabulary
• Words that are recognized instantly.
• The quick & automatic recognition of most common words appearing in text is necessary for fluent reading.” (Blevins, 1998)
Alternative Routine for "Sight Word" Intro

The Word "His"

The Word "Is"

The Word "Was"

The Word "Has"

NEW The Word "The"

NEW The Word "Could"

NEW The Word "Should"

NEW The Word "Would"
Section 7: Sight Words

Intro Routine
1. Say the sounds in the word
2. Attached sounds to symbols in order of regular sounds
3. Point out the “tricky” sounds
4. Read the word

Review Routine
1. (word in print) Get ready to read this word. This word is?
2. (If student errors, put the error in a sentence)
3. Is that a real word?
4. What do we say?
5. (point out the tricky part and have student read the word again)
Activity 3.7

Pause for Partner Practice
Use Lesson 13

Partner 1: use intro routine to teach the sight word “work” and the review routine to teach two other words

Partner 2: use intro routine to teach the sight word “said” and the review routine to teach two other words
## Instructional Routines in the First Level

<table>
<thead>
<tr>
<th>Routines:</th>
<th>Who Benefits?</th>
<th>Sounds Like?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>Some – Typically mastered at 1st grade, but may need to be reinforced</td>
<td>You say the sound as I touch the letter, don’t stop between sounds.</td>
<td>Data Driven</td>
</tr>
<tr>
<td>Spelling Focused</td>
<td>All – Great way to get students to focus on where the combination is in the word</td>
<td>What sound? What word?</td>
<td>Data Driven OR Word Type</td>
</tr>
<tr>
<td>Think- Read</td>
<td>All- After practicing blending, this routine moves students toward automaticity.</td>
<td>Get Ready to read this word. Think… Read.</td>
<td>Following blending practice</td>
</tr>
<tr>
<td>Loop Loop Routine</td>
<td>All – Encourages students to apply their decoding strategy with longer words</td>
<td>What part? What part? What word?</td>
<td>Word Type</td>
</tr>
</tbody>
</table>
Section 9: Challenge Words

9: Challenge Words

- 5 two-syllable words in each lesson
- Loop loop routine – students sound out each part, say each word part & read the whole word

rabbit
Experience Sections 5-9

• Be our students

• Look for the Lesson Delivery components:
  • Did we use an instructional routine?
  • Did we elicit frequent responses?
  • Did we monitor & provide feedback?
  • Did we have a brisk pace?

![Example lesson delivery components](image)
Activity 3.8

- At your table group, continue with the same lesson you previously selected.
- Review your lesson – sections 7&9 only (Sight Words and Challenge Words) Determine which Sight Words you need to use the Intro routine for.
- Take turns teaching those sections to your table group focused on the 4 key instructional delivery elements:
  - Using an instructional routine
  - Eliciting frequent responses
  - Monitoring & providing feedback
  - Attempting a brisk pace
Activity 3.9

• Working with your partner, review Section 5-9
  • What sections do you need to have prepared for students? How will you display them?
  • What sections do students look at in the book?
• Discuss the following questions:
  • What does the instructional routine sound like
    • Consider FOCUS, CUE, THINK TIME, SIGNAL
  • How will I elicit frequent responses?
  • How will I monitor & provide feedback?
  • What does my brisk pace feel like?
Recap of Sections 5-9

Phonemic Awareness Warm-Up

1. Associating letters & sounds.
   - Correspondences, Combinations & Discriminations

2. Blending sounds into words.
   - Spelling focused blending routine

3. Reading words to build fluency.
   - Think Read Routine (practice, practice, practice)

4. Reading decodable text
   - Contains words with taught letter/sound associations.

5. Segmenting & spelling words.
   - Phonemic awareness connection
Section 10: Sentences & Stories

B. Sentences and Stories

(Have students open their books to Lesson 1, page 5.)

1. Find part B in your book.
2. Touch the first sentence in Story 1.
3. Read the first sentence to yourself. Carefully sound out the words. The words that are difficult to sound out are underlined. Put your thumb up when you are done. (Wait until thumbs are up.) Let’s read the sentence together. Sam ran to school.

(Repeat step 3 with the remaining sentences in Story 1.)

4. Let’s read these sentences again. One person will read. When you are not reading aloud, follow along in your book. (Call on individual students to read a sentence.)
5. Look at the three pictures. Put a number 1 under the picture that goes with Story 1.

(Repeat steps 2–5 with Stories 2 and 3.)

---

**Story 1**
Sam ran to school.
He had a hat.
The hat was little.

---

**Story 2**
Nan had a rabbit.
The rabbit sat on a lap.
The rabbit ran.

---

**Story 3**
The man sat in the attic.
The fabric had a rip.
He was sad.
Reading Decodable Text Rationale

“The science of reading confirms that the use of decodable text is necessary to build the automatic systems in the word-form region of the brain that lead to fluent reading. When children are given text for which they do not know the phonetic code, they develop an over-reliance on context usage, sometimes knowing a word one day yet forgetting it the next.”

Shaywitz and B. Shaywitz, “Reading Disability and the Brain,” Educational Leadership, 61, no. 6 (2004): 6–11
Sentences & Stories Routine

Passage reading routines should provide students with as much practice as possible.

• Have students read the story segment (or portion) silently.
• Have students read the segment orally (choral, partner, or individual turns).
• Passages should be read more than once to increase rate.
• Ask questions on the content.
• Have students match the story part to the corresponding illustration.
Passage Reading Procedures

Silent Reading
• Tell students to read a certain amount.
• Ask them to reread material if they finish early.
• Monitor students’ reading. Have them whisper-read to you.

Choral Reading
• Read selection with your students.
• Read at a moderate rate.
• Tell your students, “Keep your voice with mine.”
  (Students may silently read material before choral reading.)

Individual Turns
• Use with small groups.
• Call on an individual student to read.
• Call on students in random order.
• Vary the amount of material read.
Partner Reading Procedure

Partner Reading
- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, or segment.
- **Coach** corrects errors.
  - Ask - *Can you figure out this word?*
  - Tell - *This word is _____. What word?*
  - *Reread the sentence.*

Alternatives to support lowest readers
- Students read the material together.
- First reader (better reader) reads material. Second reader reads the SAME material.
- Partners allowed to say “me” or “we”.

Section 11: Spelling

• Each lesson has a spelling component
• The teacher dictates 4 words & 1 sentence
• Students segment the sounds & write the corresponding letters either in their workbook or on separate sheet of paper/whiteboard
• Students then self-correct their spelling using a visual guide from teacher
Segmenting & Spelling Words Rationale

Readers use the pronunciation of words already stored in LT memory as anchoring points for letters used to represent the pronunciations.

Step 1: attach phonological sound in memory to letters

Step 2: anchor the sequence of letters in memory
Experience Sections 10 & 11

• Be our students

• Look for the Lesson Delivery components:
  • Did we use an instructional routine?
  • Did we elicit frequent responses?
  • Did we monitor & provide feedback?
  • Did we have a brisk pace?
Activity 3.10

• Working with your partner, review Section 10-11.
  • What sections do you need to have prepared for students? How will you display them?
  • What sections do students look at in the book?

• Discuss the following questions:
  • What does the instructional routine sound like
    • Consider FOCUS, CUE, THINK TIME, SIGNAL
  • How will I elicit frequent responses?
  • How will I monitor & provide feedback?
  • What does my brisk pace feel like?
Activity 3.11

- Continue with the same lesson.
- Review your lesson – sections 10-11 only.
  - Prepare your lesson (what do you need to display, etc)
  - Take turns teaching those sections to your table group focused on the 4 key instructional delivery elements:
    - Using an instructional routine
    - Eliciting frequent responses
    - Monitoring & providing feedback
    - Attempting a brisk pace
Recap of Sections 10-11

Phonemic Awareness Warm-Up

1. Associating letters & sounds.
   - Correspondences, Combinations & Discriminations

2. Blending sounds into words.
   - Spelling focused blending routine

3. Reading words to build fluency.
   - Think Read Routine (practice, practice, practice)

4. Reading decodable text
   - Contains words with taught letter/sound associations.

5. Segmenting & spelling words.
   - Phonemic awareness connection
Sections 12-13 Word Work & Comprehension Activities

D. Practice Activity 1. Fill in each blank with the best word.

1. The fox hid in a __________.
   - pit
   - pat
   - sit

2. The __________ was sad.
   - fix
   - mix
   - fox

3. Six people __________ the cat.
   - jog
   - lip
   - bib

4. Bob and Sam __________ the cat.
   - pot
   - pat
   - cab

5. The hat and __________ go in a box.
   - ran
   - mix
   - cap

6. Pam got a big __________.
   - not
   - pot
   - sop

7. Sam __________ a big box.
   - jog
   - got
   - jig

8. The rat ran from the __________.
   - did
   - sat
   - cat

9. Pam has a __________ cabin.
   - hat
   - hit
   - log

10. People sit on a __________.
    - cot
    - sat
    - not

E. Practice Activity 2. Draw a line under the sentence that goes with each picture.

1. The lid cannot fit on the pot.
   - The cod cannot fit in the pot

2. Pat did a jig.
   - The rat did a jig with the cat

3. The tot has a little cap.
   - My cap is in the hatbox.

4. The fox hid in the pit.
   - The tot pats the fox.

5. The cot is in the box.
   - The cot is in the log cabin.

6. The man can sip.
   - The mop can sop the was

7. Dad got a job.
   - Nat jogs to school.
Comprehension Tasks

- Answering literal & inferential questions on passage
- Matching passage segments to illustrations
- Sentence completion
- Selection of sentence to match illustration
- Passage reading & sentence completion
- Reordering words/phrases into sentences
- Answering who, what, where, when questions
- Answering range of passage questions
- Identifying word that does not go in set
Why Word Work & Comprehension?

• Provides students with opportunities to apply their reading skills previously learned
  • Moves instruction from I Do & We Do to You Do
  • Provides teachers opportunities to observe students in action, provide feedback & support, & individually work/check in with students as needed
• Comprehension is the REASON for reading.
  • The goal of ALL reading instruction is comprehension.
Activity 3.12

• Continue with the same lesson.

• Review Sections 12 & 13.

• Questions to chat with your partner about:
  • How will I set this up for my group?
  • How will I monitor their work during this time?
  • How will we review the answers?
  • Do I want to keep track of their work somehow?
4.0 Monitoring Progress

A Student & Teacher Perspective
In Module 4.0, we will…

• Review the following tools:
  • Checking Up (Section 14) that occurs every 4\textsuperscript{th} lesson
  • Fidelity Checklist Tool
  • DIBELS Next Progress Monitoring
Teaching Look Fors

• Follows the instructional routine
• Elicits frequent responses
• Monitors and provides feedback
• Delivers at a brisk pace
# Fidelity Checklist for Teaching Staff

## Sound Drill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level of Implementation</th>
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<tr>
<td>Follows the instructional routine.</td>
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<tr>
<td>- Uses teacher script</td>
<td>2 1 0</td>
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<tr>
<td>Elicits frequent responses.</td>
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<td>- Choral or Partner</td>
<td>2 1 0</td>
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<tr>
<td>- Written</td>
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<tr>
<td>- Physical (touch/point)</td>
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<tr>
<td>Monitors and provides feedback.</td>
<td></td>
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<tr>
<td>- Positive comments</td>
<td>2 1 0</td>
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<tr>
<td>- Error correction procedure</td>
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<tr>
<td>Delivers at a brisk pace.</td>
<td></td>
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<tr>
<td>- Many opportunities to practice</td>
<td>2 1 0</td>
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<tr>
<td>- Quick transitions</td>
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</table>

Comments:
Student Monitoring Look Fors

- Accuracy improves
- Automaticity with basic phonics (could be measured by Nonsense Word Fluency assessments)
- Rate eventually increases
Section 14: Checking Up

• A formal measure of students’ skills

• Appears at the end of every fourth lesson

• Teacher listens to students read from a story & counts the number of errors
  • If 90% of the students make two or more errors or fewer, the group may move on to the next lesson.
  • If not, the lesson should be repeated.
Check Up Monitoring Form

Phonics for Reading Level One Check Up Form

Every 4th lesson of Phonics for Reading Level One includes an individual student check up to monitor student learning. This form could be used to help teacher’s track student progress.

Author: Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)
Version: 1.0
Date: January 2018

Check Up Form
Grade: Teacher: Date:
Check Up Number (circle): 4 8 12 16 20 24 28

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<th>Student Name</th>
<th># of Errors</th>
<th>Retest</th>
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Enhanced Check-Up Resources

The **Check-Up** taps students’ current performance in the following areas:

- identifying sounds in isolation
- single-syllable word reading
- multisyllabic word reading (2 syllables)
- high frequency word reading
- spelling
- passage comprehension
- passage reading accuracy.
Enhanced Check-Up Tasks

Task A:
- Sound Identification and Spelling

Task B:
- Comprehension

Task C:
- Sound Identification and Word Reading

Task D:
- Story Reading (Accuracy in Reading)
Forms

Check-Up Form
Phonics for Reading, First Level, Unit 1 – Lessons 1 to 4

Name __________________________
Date __________________________

Task A. Sounds

— — — — — — — 1
— — — — — — — 1
— — — — — — — 1
— — — — — — — 1

Task A. Spelling

— — — — — — — 1
— — — — — — — 1
— — — — — — — 1

Total A __7__

Task B. Comprehension

Task C. Word Reading

Sounds | a | p | i | d | w | /5 |
------- |---|---|---|---|---|---|
New Words | lap | bad | had | mix | bib | /5 |
Challenge Words | timid | zigzag | tidbit | /3 |
Sight Words | water | little | /2 |

Total (A + B + C) __30__

Task D. Story Reading

Jim and Dad had a picnic.
Jim and Dad sat on a big mat.
Dad had a napkin and Jim had a bib.

+ = 0-2 errors (Mastery)
- = 3+ errors

Student Form - Check-Up 1
Phonics for Reading, First Level, Unit 1 – Lessons 1 to 4

Sounds

- a - p - i - d - w

New Words

lap bad had mix bib

Challenge Words

timid zigzag tidbit

Sight Words

water little

Jim and Dad had a picnic.
Jim and Dad sat on a big mat.
Dad had a napkin and Jim had a bib.
## Data Collection Spreadsheet

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<th>Intervention Start Date</th>
<th>Intervention End Date</th>
<th>Student</th>
<th>Part A Sound &amp; Word Spelling 7 pts</th>
<th>Part B Comprehension 6 pts</th>
<th>Part C1 Sounds 5 pts</th>
<th>Part C2 New Words 5 pts</th>
<th>Part C3 Challenge &amp; Sight Words 5 pts</th>
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### Average Percentage
- Total: 78% 66% 86% 86% 77%

### Phonics for Reading Level 1

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<th>Unit</th>
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Universal Screening Monitoring

- DIBELS Next as an example
Activity 4.1

Review the MIBLSI Check Up form & Fidelity Checklist for Phonics for Reading First Level in your workbook

• Does your school already use these tools?
  • If so, how are they used?
  • If not, how could they be used in your school?
5.0 Program Enhancements

Practice, practice, practice.
In Module 5.0, we will…

- Provide insight on developing fluency at three different levels
- Share games of how to provide additional practice & motivation for each lesson
- Share a routine for passage reading
Fluency Practice at Three Levels

1st Goal: Accuracy

2nd Goal: Rate

Fluency is developed at each of these levels:

- Sound
- Word
- Sentence or Story
Fluency Often Misunderstood

“It appears that the best approach to addressing fluency is to be sure that a student has proficient orthographic mapping skills. Fluency is not seen as a separate reading subskill, but rather as a byproduct of having instant access to most or all of the words on the page.”

“There is no compelling reason to consider fluency as an isolated skill.”

Kilpatrick, 2015
Activity 5.1


• Cross-out
• I’m Thinking of a Word
• Team Timings
• Timed Word List Reading

What level of fluency do these games support? Could they be adapted for the sound level if needed?
More Extra Practice Fun…
Fluency: Sentence or Story Level

Repeated Reading Procedure

1. (Cold Timing) Students whisper-read for one minute.

2. (Practice) Students whisper-read for one minute attempting to go beyond first read.

3. (Hot Timing) Partner # 1 reads for a minute. Partner #2 underlines errors and determines number of correct words read per minute.

4. ((Hot Timing) Partner # 2 reads for a minute. Partner #1 underlines errors and determines number of correct words read per minute.
6.0 Wrap It Up

Put a bow on us, we are ready!
In Module 6.0, we will...

- Review big ideas from the day
- Determine a pitch & make a promise
- Complete the End of the Day Evaluation
Quick Review

• Which SVR bucket does Phonics for Reading First Level fit into?
• What skills are covered in First Level?
• Which students might be a good fit for First Level? What data might I use to help me know?
• What are the 4 instructional components to keep in mind while delivering this program?
References


End of Day Evaluation
2 – Part Evaluation

• Retrospective Self Assessment
• Feedback on the Session

... both using the responders.
Scale for the Retrospective Self Assessment Questions

4: I am confident that I know it and I can apply it to my context.

3: I am confident that I know it, but am unclear on how to apply it to my context.

2: I need more information and examples to know it better.

1: I have more questions than answers.
Rate your knowledge / skills / competence for the following items at the end of this training.
1. I can teach the lessons provided in the Phonics for Reading program and use my data to help inform my instruction.

4: I am confident that I know it and I can apply it to my context.

3: I am confident that I know it, but am unclear on how to apply it to my context.

2: I need more information and examples to know it better.

1: I have more questions than answers.
2. I understand how phonics fits into the science of teaching and know why it is an essential component for literacy instruction.

4: I am confident that I know it and I can apply it to my context.

3: I am confident that I know it, but am unclear on how to apply it to my context.

2: I need more information and examples to know it better.

1: I have more questions than answers.
Rate your knowledge / skills / competence for the following items at the **start** of this training.
1. I can teach the lessons provided in the Phonics for Reading program and use my data to help inform my instruction.

4: I was confident that I knew it and I could apply it to my context.

3: I was confident that I knew it, but was unclear on how to apply it to my context.

2: I needed more information and examples to know it better.

1: I had more questions than answers.
2. I understand how phonics fits into the science of teaching and know why it is an essential component for literacy instruction.

4: I was confident that I knew it and I could apply it to my context.

3: I was confident that I knew it, but was unclear on how to apply it to my context.

2: I needed more information and examples to know it better.

1: I had more questions than answers.
Feedback on the Session
1. Today’s learning was a valuable use of my time.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
2. I am leaving with tools and strategies to successfully complete the next steps (assignments, communication, activities) that were identified in today’s session.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
3. The content included clearly defined outcomes for the day.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
4. The content and activities are well aligned with the goals and priorities of my *District*.

4: Strongly Agree  
3: Agree  
2: Disagree  
1: Strongly Disagree
5. The trainer(s) presented the content in such a way that promoted active engagement, opportunities for processing, and time for participants to work together.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
6. The pacing and amount of material presented were appropriate for the time allocated.

4: Just Right

2. Too much or too fast
1: Too little or too slow
7. The materials for the day facilitated my learning.

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
8. The training space was acceptable for learning (comfortable temperature, good working space, functional technology).

4: Strongly Agree
3: Agree
2: Disagree
1: Strongly Disagree
Written Feedback

Please also take a moment to provide written feedback. Forms are provided at the back of your workbook.

• The most valuable part of this planning session was….
• This planning session could be improved if…