



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Phonics for Reading



Third Level

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Winter 2019



MIBLSI



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 the Program
- 5.0 Program Enhancements
- 6.0 Wrap It 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 Third 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

Simple View of Reading

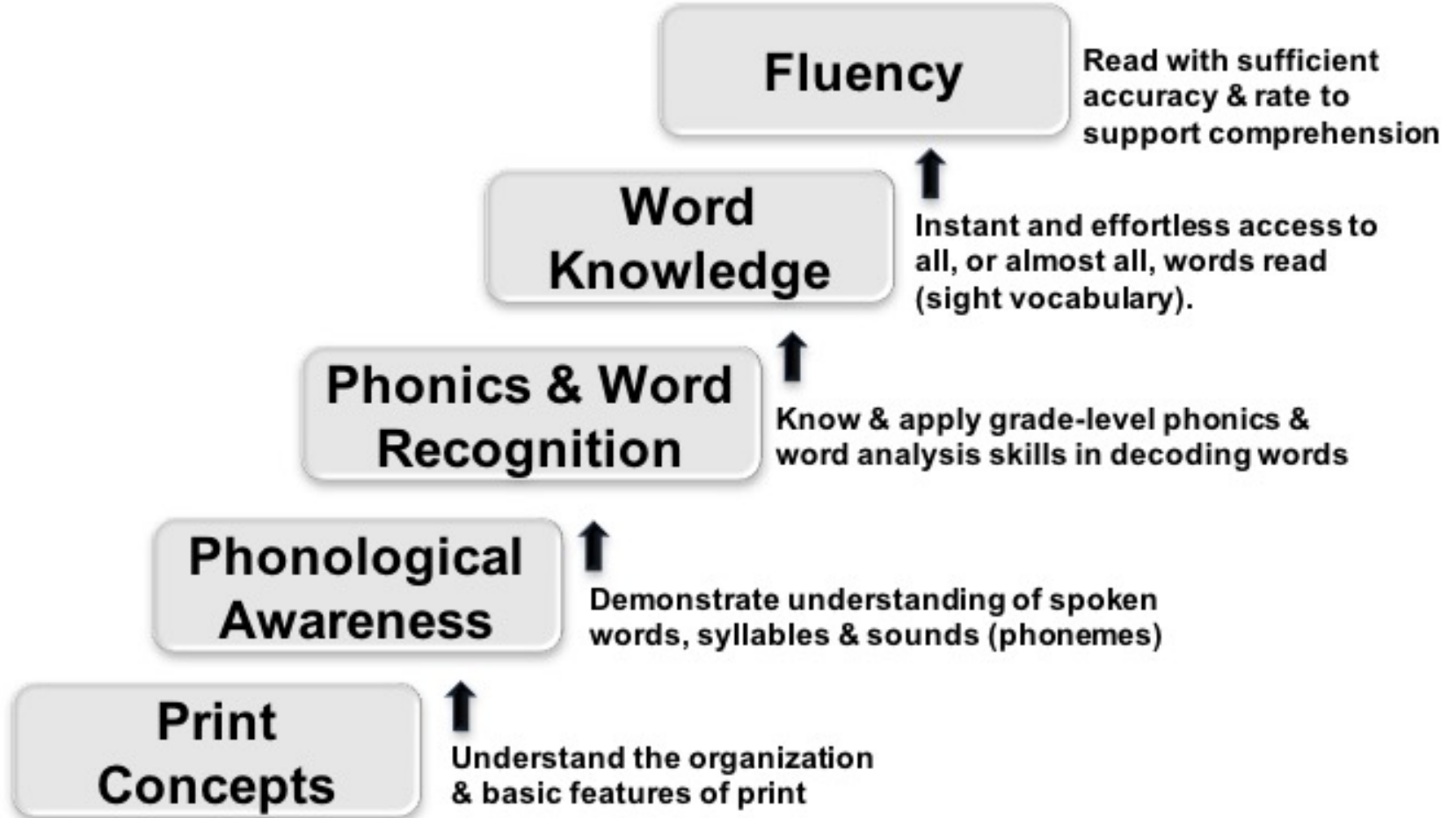
A formula introduced by Gough & Tunmer in 1986



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

Gough, 1986

Simple View of Reading: Decoding



Gough, 1986: Kilpatrick, 2015

Simple View of Reading: Language

Inferential Language Skills	Narrative Language Skills	Academic Vocabulary	Background Knowledge
Ability to discuss topics beyond the immediate context	Ability to clearly relate a series of events	Ability to comprehend & use words	Possesses general and topic-specific background knowledge

Gough, 1986

What is Phonics for Reading Third Level?

Research-validated program that:

- Provides explicit instruction in phonics
 - With phonemic awareness, fluency & comprehension components as well
- Teaches students how to read one-syllable and multi-syllable words by using knowledge of letter sound relationships as well as structural units such as prefixes & suffixes
- Utilizes explicit, teacher-directed instruction to introduce skills & strategies

Phonics for Reading, Third Level

Focuses on skills usually mastered in 3rd Grade

- Sounds and Letter Combinations
 - 1-15: oo, aw, au, oi, oy, ew, & ou
 - 16-21: kn, ph, qu, wr, tch, & dge
 - 22-27: minor sounds of c & g
 - 28-36: minor sounds of ow, oo, ea
- Word Parts
 - 1-24: Common beginnings: un-, dis-, re-, pre-, be-, de-, in-, ex-, con-, com-, pro-, & a-
 - 1-33: Common endings: -able, -ful, -ness, -less, -tion, -ly, -y, -ous, -le, -est, -ment, -ish, -al, & -ive

Activity 1.1

- **Review & Reflect:**
 - **Where does Phonics for Reading Third Level fit into the Simple View of Reading? What bucket does it support & why?**
 - **What skills are targeted in the Third 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
- Review data to determine who might be a good fit for Phonics for Reading Third Level

Do Students Own The Skill?



Changing Emphasis of Big Ideas

	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment	Phoneme Analysis (Addition, Deletion & Substitution)				
Phonics	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic			Multi-Syllabic & Word Study	
Fluency	Sounds & Words	Words & Connected Text			Connected Text	
Vocabulary	Listening		Listening & Reading		Reading	
Comprehension	Listening		Listening & Reading		Reading	

Phonics Development

	K	1 st	2 nd	3 rd	4 th	5 th
Phonics	Sounds/ Basic Phonics		Advanced Phonics & Multisyllabic		Multi-Syllabic & Word Study	



- Short vowels (CVC & VC)
- Digraphs
- Blends
- Two syllable words



- R-Controlled vowels
- 3 + Syllables
- Open syllables
- Silent E
- Vowel Teams



Activity 2.1

Turn to the last page in your TE, p. 208. You will find the Scope & Sequence Chart – Third Level.

- There are five columns across the top that provide you an overview of each lesson.
- Partner 1, read through Lessons 1-12 & Partner 2 read through lessons 13-36.
- Share one key noticing with each other.

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

Grid Component	Intervention Specific Information
Intervention Support	Phonics for Reading Level One
Description	<ul style="list-style-type: none"> • Provide explicit instruction in phonics (with phonemic awareness, fluency & comprehension components as well) • Focuses on skills usually mastered in 1st grade (short vowels, double consonants, consonant blends & digraphs) • Utilizes explicit, teacher-directed instruction to introduce skills and strategies
Entrance Criteria	<p>DIBELS Next Level of Performance (Second Grade)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct AND • Below or well below benchmark on NWF whole words read <p>Administer Phonics for Reading Placement Test starting with Subtest A</p> <p>DIBELS Next Level of Performance (Third Grade & up)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Administer NWF probe prior to the Phonics for Reading Placement Test to help identify where you would start the placement testing for Phonics for Reading • Administer Phonics for Reading Placement Test with starting point based on what you learned from the DIBELS <p>Next NWF Phonics for Reading Level One Score less than 80% on subtest A or B</p>

Activity 2.2

- **Review the Intervention Grid Example in your workbook**
- **Why might this be helpful to have for each intervention in your school?**

Intervention vs Core Supplement

Small group intervention is ideal

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

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

- Whole group lesson followed by small group instruction & practice to better monitor students is recommended

Program Prerequisites

Skills covered in Phonics for Reading First & Second Levels:

- Short vowels, long vowels, consonant digraphs, & consonant blends as well as words containing vowel combinations & r-controlled vowels

What About REWARDS?

REWARDS: Reading Excellence Word Attack & Rate Development Strategies

- Designed for students in intermediate grades (4th-6th) who would benefit from systematic decoding, fluency, & vocabulary instruction
- Have mastered basic reading skills from 1st & 2nd grades
- Read at the 3rd grade level or above but unable to read accurately & fluently read grade-level passages
- Read at least 60 correct words per minute

How Do We Know Who Owns What Skill?

- Use universal screening data to help determine (ex: DIBELS Next)
- Review the scores
 - DORF Accuracy, DORF Words Correct (MOY 1st & beyond)
 - NWF CLS & WWR (MOY of K-BOY of 2nd)
- Open up the student response booklets to look for patterns & instructional need



Universal Screening Data

School: Westminister Elementary
 Grade: Fourth Grade, Middle of Year
 Year: 2012-2013
 Class: Tuomikoski

Classroom Report



Acadience Reading K-6

■ Above Benchmark / Likely to Need Core Support
 ■ At Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	ORF						MAZE		READING COMPOSITE SCORE		
		Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score	Local Percentile	Score Level
Morrow, Casey	34002101											
Pitts, Alan	34002337	55 ■	3	95% ■	5 ■	1	1 ■	10 ■	11	185 ■	2	Well Below Benchmark
Brandt, Eli	34002435	66 ■	10	97% ■	20 ■	9	2 ■	14 ■	26	258 ■	10	Well Below Benchmark
Saunders, Gabriela	44000665	82 ■	20	94% ■	34 ■	40	3 ■	12 ■	15	270 ■	11	Well Below Benchmark
White, Flynn	34002430	81 ■	19	98% ■	25 ■	14	2 ■	9 ■	9	271 ■	12	Well Below Benchmark
Cochran, Zach	34002424	100 ■	29	96% ■	14 ■	5	1 ■	17 ■	38	284 ■	16	Well Below Benchmark
Chaney, Quinn	34002121	88 ■	23	97% ■	17 ■	6	2 ■	20 ■	54	298 ■	21	Below Benchmark
Esparza, Oskar	34002240	100 ■	29	99% ■	28 ■	19	3 ■	13 ■	20	320 ■	26	Below Benchmark
Mitchell, Declan	44000313	113 ■	39	98% ■	34 ■	40	2 ■	10 ■	11	325 ■	28	Below Benchmark
Roach, Hayden	44000165	83 ■	21	99% ■	32 ■	33	2 ■	17 ■	38	327 ■	29	Below Benchmark
Mcperson, Kacper	34002432	89 ■	24	98% ■	33 ■	37	2 ■	18 ■	43	331 ■	30	At Benchmark
Meadows, Imogen	34002294	130 ■	69	96% ■	28 ■	19	3 ■	19 ■	47	350 ■	38	At Benchmark
Foley, Amy	34002406	106 ■	38	100% ■	35 ■	45	2 ■	14 ■	26	352 ■	39	At Benchmark
Charles, Lauchlan	34002457	94 ■	26	98% ■	47 ■	70	4 ■	19 ■	47	368 ■	44	At Benchmark
Quinn, Kaiden	34002120	102 ■	32	99% ■	31 ■	29	2 ■	23 ■	66	368 ■	44	At Benchmark
Baldwin, Levi	34002117	125 ■	62	100% ■	36 ■	49	3 ■	18 ■	43	389 ■	55	Above Benchmark
Hebert, Ruben	34002340	117 ■	49	100% ■	36 ■	49	2 ■	20 ■	54	389 ■	55	Above Benchmark
Ewing, Cian	34002407	115 ■	43	98% ■	49 ■	74	4 ■	20 ■	54	397 ■	60	Above Benchmark
Rosario, Keir	44000332	117 ■	49	99% ■	62 ■	93	2 ■	17 ■	38	421 ■	71	Above Benchmark
Greer, Dominic	34002413	136 ■	77	99% ■	38 ■	54	2 ■	25 ■	79	424 ■	72	Above Benchmark
Zuniga, Lola	44000315	149 ■	86	100% ■	43 ■	66	2 ■	22 ■	63	443 ■	81	Above Benchmark
Clark, Finley	34002436	160 ■	89	98% ■	31 ■	29	2 ■	31 ■	94	450 ■	82	Above Benchmark
Proctor, Caelan	34002423	139 ■	79	99% ■	43 ■	66	2 ■	31 ■	94	461 ■	86	Above Benchmark
Jones, Georgie	44000438	164 ■	93	100% ■	48 ■	72	3 ■	25 ■	79	480 ■	89	Above Benchmark
Yoder, Seth	34002409	168 ■	96	100% ■	64 ■	94	3 ■	26 ■	85	520 ■	95	Above Benchmark
Phelps, Jakub	34002322	182 ■	98	100% ■	62 ■	93	4 ■	33 ■	96	558 ■	97	Above Benchmark
GOAL		103		97%	30		2	17		330		
AVERAGE		114.4		98.3%	35.8		2.4	19.3		369.6		

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. 199-201)
- Make copies of Recording Form (pgs. 202-204)

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. 205-206)

Activity 2.3

- **Review the Placement Test Instructions starting on page 198. Then skim over the placement test for each level & starting point, pages 199-204.**
- **Question to Ponder: How might universal screeners inform when & at what point to start this placement test?**

3.0 Preparing to Teach

Matching Data to Instruction = Power

In Module 3.0, we will...

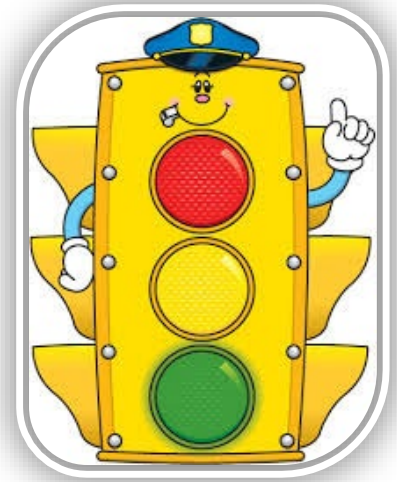
- Develop an understanding of creating consistent sounds & how to make them
- Review key instructional elements to make this program come to life
- Understand how each section of the lesson connects to best practice in phonics instruction
- Practice teaching each section of a lesson

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

Continuous	Stop
/f/	/b/
/l/	/d/
/m/	/g/
/n/	/h/
/r/	/j/
/s/	/k/
/v/	/p/
/w/	/t/
/y/	
/z/	
All vowel sounds (name and sound)	

Third Level Sounds

oo (moon)

oi (oil)

ou (oud)

qu (quack)

dge (bridge)

ow (down)

aw (aw)

oy (joy)

kn (know)

wr (write)

c (cell)

oo (shook)

au (aut)

ew (ew)

ph (phone)

tch (match)

g (cage)

ea (thead)

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

Voice On	Voice Off
V	F
B	P
Z	S
D	T
G	K

Sound Pronunciation Guidance

Vowel Phonemes			Consonant Phonemes		
short	Ii	/ɪ/	itch	UnVoiced Stop	Pp /p/ pig
short	Ee	/ɛ/	edge	Voiced Stop	Bb /b/ balloon
short	Aa	/ă/	apple	Unvoiced Stop	Tt /t/ time
short	Oo	/ɔ/	octopus	Voiced Stop	Dd /d/ dime
short	Uu	/ʊ/	up	Unvoiced Stop	Kk /k/ kite
Long Vowels				Unvoiced Stop	Cc /k/ can (hard)
long	Ee	/ē/	eagle	Voiced Stop	Gg /g/ gift (hard)
long	Aa	/ā/	acorn	Unvoiced Fricative Continuous	Ff /f/ fog
long	Ii	/ī/	ice	Voiced Fricative Continuous	Vv /v/ vase
long	Oo	/ō/	open	Unvoiced Fricative Continuous	Ss /s/ set
long	Uu	/ū/	use	Voiced Fricative Continuous	Zz /z/ zebra
Unique Sounds				Unvoiced Fricative Continuous	Cc /s/ city (soft)
Blend	Qu	/kw/	quit quack	Voiced Affricate	Jj /j/ jet
Blend	Xx	/ks/	box ax	Unvoiced Affricate	Gg /j/ giraffe (soft)
Consonant Phonemes				Voiced Nasal Continuous	Mm /m/ map
Unvoiced Glide	Ww	/w/	win	Voiced Nasal Continuous	Nn /n/ necklace
Voiced Glide	Yy	/y/	yell	Voiced Liquid	Rr /r/ red
Unvoiced Glide	Hh	/h/	heart	Voiced Liquid	Ll /l/ lion

Activity 3.1

Turn to page 208 in your Teacher's Edition

- **Review the rows, paying attention to the sounds that are taught in those identified lessons**
- **With your partner, go through the sounds together (think about continuous versus stop sounds, use the keywords provided to help review the sounds)**
- **Let's try one row together**

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



What makes PFR Explicit and Systematic?

Components of Explicit Instruction	Components of Systematic Instruction
<ul style="list-style-type: none">• Teacher explanation (Learning Target)• Teacher model• Practice opportunities for all<ul style="list-style-type: none">• Use of signal• Judicious review• Appropriate pacing• Immediate corrective feedback• Checks for understanding	<ul style="list-style-type: none">• Break activities into small steps• Steps are sequential• Steps progress from simple → more complex• Students have prior knowledge and prerequisite skills required for new skill

The Meadows Center for Preventing Educational Risk, 2010

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 (Tell, Ask, Start Again)
- I Do/We Do/You Do approach

Brisk Pace

- Maximize time/minimalize behaviors

Four Parts of a Clear Signal

1. Focus 	2. Cue 	3. Think Time 	4. Signal 
<p>Touch to the left or Pinch the left of the card</p>	<p>Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?</p>	<p>Often 2 seconds (follow routine cards for time per routine)</p>	<p>Tap Slide Swoop</p>
<ul style="list-style-type: none"> • Do NOT move the focus (finger) until the signal (step 4). 	<ul style="list-style-type: none"> • Say the cue quickly and clearly. • No droning. • Say the cue for each item in the practice chart. 	<ul style="list-style-type: none"> • Keep the think time consistent between each item. • The goal is for each student to be successful practicing with the group. 	<ul style="list-style-type: none"> • Follow the routine as written. • Signal clearly. • Provide a narrow window of response. • Immediately move to the next item.
<p>Center for Teaching and Learning, 2018</p>			

Advanced Decoding Instructional Routine

Phonemic Awareness Warm-Up

Associating letters & sounds.

- Letter combinations, affixes & roots

Blending sounds into words.

- Spelling focused blending routine

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading connected text

- Practice advanced phonics/word study skills within connected text

Segmenting & spelling words.

- Phonemic awareness connection

Experience Lesson #1

- Get a glimpse of each lesson (not the full lesson – just a sneak peek)
- Error correction procedure: Tell. Ask. Start Again.
- We will go over each lesson section in depth throughout the remainder of the day
- The first warm-up is not in either book – but in addition to...will explain in a little bit

Lesson #1 Sound Drill

1. oo

a

ai

ch

2. ee

ay

i

oo

3. u

oo

ea

ow

4. igh

e

oa

oo

Activity 3.3

Read pages 8-11 in your Teacher's Guide.

Components of the lesson are divided into 13 sections and are numbered.

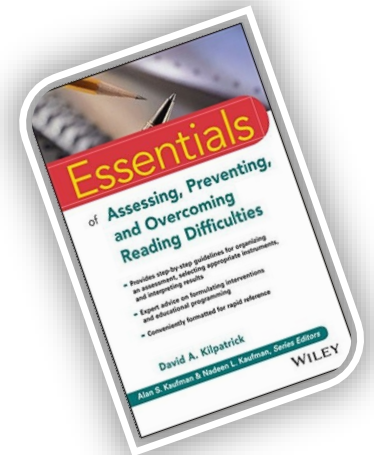
- **One part of each lesson needs to be displayed for students to practice. It is not in their workbooks. What part?**
- **At the end of every 3rd lesson, section #13 is present. What is this section all about?**

Phonemic Awareness Warm Up Option

Task Routine	Lesson #1 Words
Blend: Put these sounds together to make a word: /fff/ /oo/ /d/. What word? food	soon, feed, brain, flirt, spoon
Segment: Let's tap & say the sounds in the word: broom. /b/ /r/ /oo/ /m/	flow, smooth, choose, sport
Add: Say room. Add /b/ to the beginning and the word is? broom	port – add /s/ low – add /f/ rain – add /b/
Delete: Say broom. Without /r/, what is left? boom	Spoon - /p/ - soon Sport - /p/ - sort Brain - /b/ - rain
Substitute: Say call. Change /c/ to /h/, and the word is? hall	hall - /b/ - ball ball - /t/ - tall tall - /f/ - fall

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 depend on their Phonological Counterparts (Ehri, 2005; Kilpatrick, 2015)

Phonological Skill Development	Word Reading Development
Early Phonological Awareness (Rhyme, Alliteration, Syllables, First Sound Awareness)	Letters and Sounds
Basic Phonemic Awareness (Phoneme Blending and Segmenting)	Phonic Decoding
Advanced Phonemic Awareness (Phoneme Manipulation: substitution, deletion, addition)	Automatic Word Reading (Orthographic Mapping)

Kilpatrick, 2015

Sections #1-3: Associating Letters/Sounds

In Both TE and Student Edition

ONLY in TE, Lessons 1-21


LESSON 1

1

OBJECTIVES

- to introduce ai and ay words with the sound of /ā/
- to introduce words with the word ending -ed


2

 **New Sound**

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

1. Look at the top of page 4 in your book.
2. Touch the first word.
3. This word is **rain**. Say the word. *rain*
4. The underlined sound is /aaa/. Say the sound. /aaa/
5. Say the sound again. /aaa/
6. Touch the next word.
7. This word is **play**. Say the word. *play*
8. The underlined sound is /aaa/. Say the sound. /aaa/
9. Say the sound again. /aaa/

(Have students close their books. Then do the Sound Drill activity.)

 **Sound Drill**
(Oral Teacher-Directed Activity) **3**

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

1.	ay	ch	ai	th
2.	ai	sh	u	ch
3.	wh	e	ay	sh
4.	th	o	ai	i
5.	ay	cli	ck	wh

1. Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /aaa/, /ch/, /aaa/, /th/
2. Look at the letters in line 2. Say the sounds. /aaa/, /sh/, /uuu/, /ch/

(Repeat step 2 with lines 3–5. Then call on individual students to say the sounds in a line.)

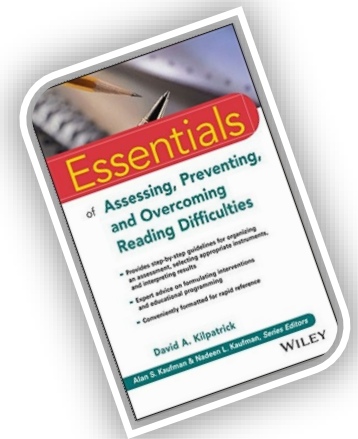
(NOTE: As an alternative, review the sounds with flash cards.)

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: New Words

- Spelling Focused blending routine
- Gradual release starting at Line #3
- Sentence reading (choral, partner, individual responses)

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

1. <u>f</u> ood	<u>s</u> oon	<u>f</u> eed
2. <u>f</u> lirt	<u>b</u> room	<u>f</u> low
3. <u>s</u> poon	<u>b</u> rain	<u>s</u> mooth
4. <u>ch</u> oose	<u>s</u> port	<u>t</u> ooth

5. Soon we shall be home.
6. I need to get a broom.
7. Jill likes to eat with her spoon.
8. It is hard to choose the winner.

Lesson 1, 22, 28

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)

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?

LESSON 1

1 OBJECTIVES

- to introduce all *onset ay* words with the sound of /ay/
- to introduce words with the word ending -ed

2 New Sound

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

1. Look at the top of page 4 in your book.
2. Touch the first word.
3. This word is *rain*. Say the word. *rain*
4. The underlined sound is /rēn/. Say the sound. /rēn/
5. Say the sound again. /rēn/
6. Touch the next word.
7. This word is *play*. Say the word. *play*
8. The underlined sound is /plēy/. Say the sound. /plēy/
9. Say the sound again. /plēy/

(Have students close their books. Then do the Sound Drill activity.)

3 Sound Drill

(Oral Teacher-Directed Activity)

(Write the following on the board or display it overhead.)

1. ai	ah	ch	ay
2. th	wh	a	ck
3. ai	l	ck	ch
4. e	ah	ai	th
5. ay	ch	u	ay

1. Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /ēn/, /rēn/, /ōn/, /ōn/.

4a Blending Sounds

(Oral Teacher-Directed Activity)

Let's practice saying some words. I will say a word slowly. You tell me the word. /ēnēn/ /rēnēn/ /ōnēn/ /ōnēn/

(Repeat step 2 with lines 3-5. Then call on individual students to say the sounds in a line.)

(NOTE: As an alternative, review the sounds with flash cards.)

Repeat this procedure with the following words:

play	/p/	/ēn/	/rēn/
rain	/r/	/ēn/	/ōn/
was	/w/	/ōn/	/ōn/
add	/ā/	/ēn/	/ēn/

(NOTE: As you pronounce these words slowly, don't slip between the sounds. This practice will assist students in recognizing words that they have sounded out.)

A. New Words

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

1. fall day may
2. wall way tall
3. way say nail
4. maid maid stay
5. pain pain play
6. lay jail add
7. May I have this?
8. It has a thin tail.
9. The van was in the way.
10. Did the maid see the polish?
11. I have a pain in my hip.
12. The key is sharp.

1. Find part A in your book.

2. Touch the first word in line 1. Look at the underlined letters. What is the sound? /ēn/.

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? Add

24 Lesson 1

Activity 3.4

- **Select a lesson number to practice. Each person at your table (groups of 4ish) should pick a different lesson. At least one person picks from 1-12, 13-31, 22-36.**

With your partner, review Section 1-4 & prep at least one row of each section to teach.

- **What sections do you need to have prepared for students? How will you display them?**
- **What sections do students look at in the book?**

Activity 3.5

- **At your table group, the person with the lowest lesson number teaches first.**
- **Make one error for each teacher, so we can practice error correction procedure.**
- **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

Associating letters & sounds.

- Letter combinations, affixes & roots

Blending sounds into words.

- Spelling focused blending routine

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading connected text

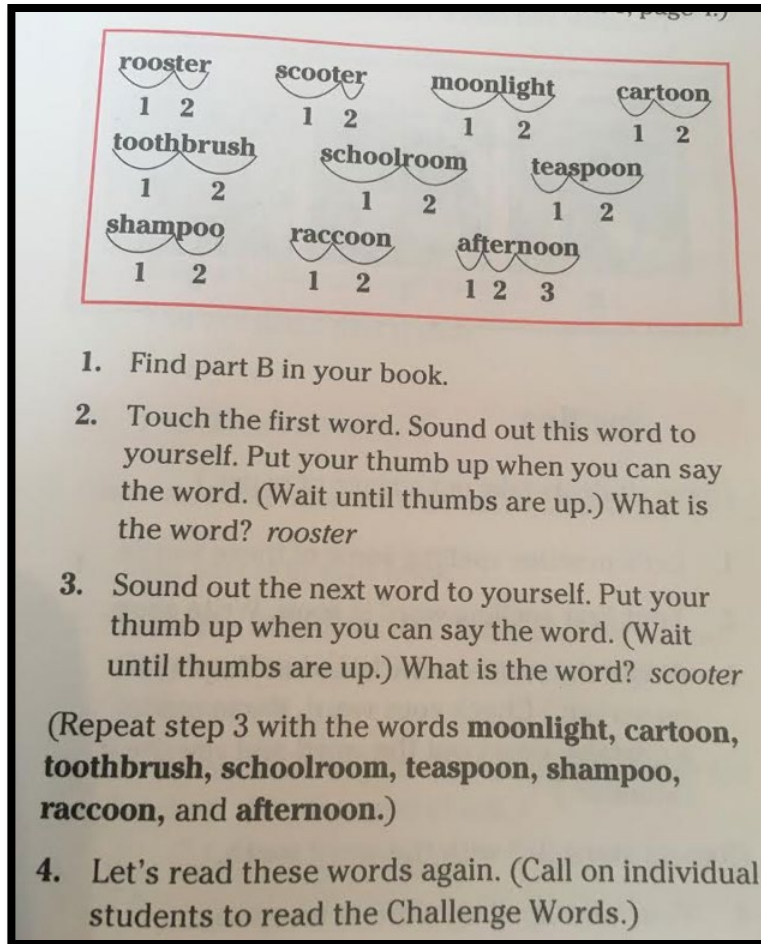
- Practice advanced phonics/word study skills within connected text

Segmenting & spelling words.

- Phonemic awareness connection



Section #5: Challenge Words



rooster scooter moonlight cartoon
1 2 1 2 1 2 1 2
toothbrush schoolroom teaspoon
1 2 1 2 1 2
shampoo raccoon afternoon
1 2 1 2 1 2 3

1. Find part B in your book.
2. Touch the first word. Sound out this word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *rooster*
3. Sound out the next word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *scooter*
(Repeat step 3 with the words **moonlight**, **cartoon**, **toothbrush**, **schoolroom**, **teaspoon**, **shampoo**, **raccoon**, and **afternoon**.)
4. Let's read these words again. (Call on individual students to read the Challenge Words.)

- Loop Loop blending routine (faded)
- At least 8 words in each section
- Read the words more than one time

Section #6: Word Parts

C. Word Parts

(Have students open their books to Lesson 2, page 8.)

unlock distrust agreeable handful

1. Find part C in your book.
2. Touch the first word. What is the word? *unlock*
3. What is the underlined word part? *un*
4. Touch the next word. What is the word? *distrust*
5. What is the underlined word part? *dis*

(Repeat steps 4–5 with the words **agreeable** and **handful**.)

6. Let's read the word parts again. Look at the first word. What is the underlined word part? *un*
7. Look at the next word. What is the underlined word part? *dis*

(Repeat step 7 with the words **agreeable** and **handful**.)

- Lessons 1-33
- Prefixes & suffixes
- Focused on the underlined word part

Section #7: Words with Word Parts

D. Words with Word Parts

(Have students open their books to Lesson 13, page 52.)

1. <u>consists</u>	<u>expect</u>	<u>inspect</u>
<u>consider</u>	<u>became</u>	<u>results</u>
2. <u>famous</u>	<u>attention</u>	<u>tremendous</u>
<u>simply</u>	<u>useful</u>	<u>nervous</u>
3. <u>construction</u>	<u>explainable</u>	<u>information</u>
<u>disastrous</u>		

1. Find part D in your book.
2. Touch the first word in line 1. Look at the underlined word part. What is the word part? *con*
3. Read the word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *consists*
4. Touch the next word. Look at the underlined word part. What is the word part? *ex*
Read the word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *expect*

(Repeat step 4 with the remaining words in lines 1–3. Then call on a student to read a line.)

- Each lesson, 12-16 multisyllabic words
- Read the prefix/suffix first, then read the word

Instructional Routines in the Third Level

Routines:	Who Benefits?	Sounds Like?	When?
Spelling Focused	All – Great way to get students to focus on where the combination is in the word	What sound? What word?	Data Driven OR Word Type
Loop Loop Routine	All – Encourages students to apply their decoding strategy with longer words	What part? What part? What word?	Word Type

Why Challenge & Multisyllabic Words?

- Enhance students' transfer of decoding skills to longer words
- Increase student motivation
- Increase the size of students' sight word vocabulary – meaning that they can instantly & effortlessly read all types of words

Archer, 2011 & Kilpatrick, 2015

Activity 3.6

With your partner, practice Sections 5-7 on your assigned lesson. Focus on at least one row.

- **How can you provide additional practice opportunities?**
- **What does error correction sound like for these sections?**

Section #8: Sight Words

E. Sight Words

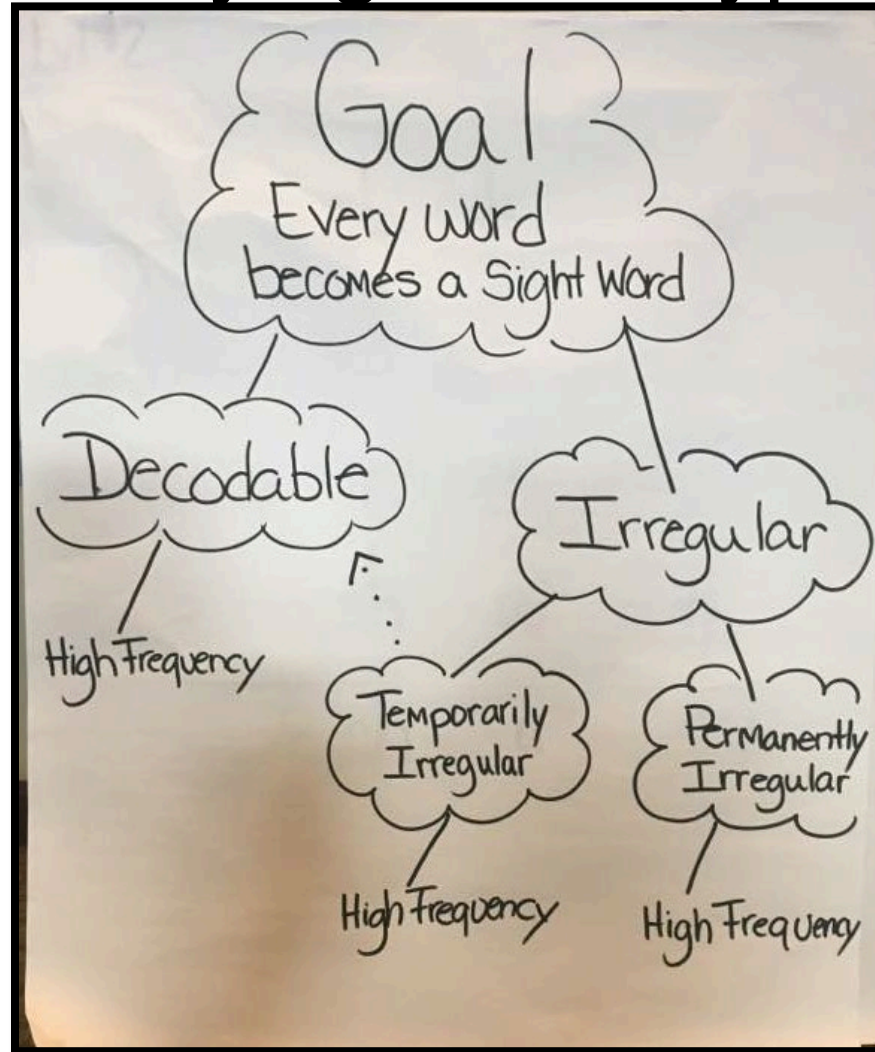
(Have students open their books to Lesson 11, page 44.)

find	mind	kind	
give	over	mother	one
told	your	about	
where	many	why	

1. Find part E in your book.
2. Touch the first word. The word is **find**.
What is the word? *find*
3. The next two words sound like **find**. The next word is **mind**. What is the word? *mind*
(Repeat step 3 with the remaining word in the first line.)
4. The next word is **give**. What is the word? *give*
(Repeat step 4 with the remaining words.)
5. Let's read these words again. (Call on individual students to read the Sight Words.)

- Updated Instructional Routine not in the manual
- Teach “sight words” through phoneme-grapheme analysis
- In text, students decode the word & “make it a real word”

Clarifying Word Types



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)

Video Example

Really Great Reading's Heart Word Magic

Show your students the animations, then try these fun, hands-on free *Student Practice Activities*>>

What is Heart Word Magic?



Heart Word Magic is a complimentary teaching tool designed to help students learn to read and spell high-frequency words, particularly those that aren't very decodable. At Really Great Reading we call high-frequency words Heart Words because they are the first words students should learn "by heart." [Click here to read our blog and learn about the research behind how to Make Heart Words Sticky>>](#)

Student Introduction



Show your students this video to introduce them to Heart Word Magic! We use animations and practice techniques to clearly show students that the alphabetic principle doesn't completely disappear in Tricky Heart Words. The same skills students use for decoding are also helpful in learning to read and spell these less-decodable words. Heart Word Magic helps them to "make the tricky sticky."

Heart Words

Section 7: Sight Words

all call hall tall ball
because through

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)

Experience Sections 5-8

B. Challenge Words. Say the words.

rooster 1 2	scooter 1 2	moonlight 1 2	cartoon 1 2	toothbrush 1 2
schoolroom 1 2	teaspoon 1 2	shampoo 1 2	raccoon 1 2	afternoon 1 2 3

C. Word Parts. Say the words.

unlock distrust agreeable handful

D. Words with Word Parts. Say the words.

1. <u>un</u> real	<u>dis</u> card	<u>dis</u> may	<u>un</u> chain
2. help <u>ful</u>	teach <u>able</u>	drink <u>able</u>	faith <u>ful</u>
3. <u>un</u> think <u>able</u>	<u>dis</u> gusting	<u>dis</u> trust <u>ful</u>	<u>un</u> grate <u>ful</u>

Sight Words. Say the words.

all	call	hall	ball	tall
because	through	also	about	
care	find	were	one	your
who	some	how	many	

- 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 3.7

Working with your partner, review Section 8 Sight Words for your assigned lesson.

- **What words might students already know?**
- **What words might they need to be reminded of the tricky part with the intro routine?**

Select one word to practice the Intro Routine & Review Routine with your partner.

Activity 3.8

At your table group, continue with the same lesson you previously select.

- **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 5-8

Phonemic Awareness Warm-Up

Associating letters & sounds.

- Letter combinations, affixes & roots

Blending sounds into words.

- Spelling focused blending routine

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading connected text

- Practice advanced phonics/word study skills within connected text

Segmenting & spelling words.

- Phonemic awareness connection



Section 9: Passages

F. Passages. Read each part of the story. Write the story part number under the picture that goes with each story part.

Tooth Care

Part 1
When you were born, you did not have teeth. The food you ate had to be soft because you did not have teeth. You ate soft food with a spoon. After a while, one tooth came through your gums. That may have hurt a bit. Soon after that, more and more teeth came through your gums. A grown-up has thirty-two (32) teeth. Some are big and some are not. They are all hard, white, and smooth.


Part 2
Because your teeth are important to you, you must take care of them. You need your teeth to eat your food. Teeth are also part of a big smile. It is not hard to take care of your teeth; it just takes time.

Part 3
It is very important to keep your teeth clean. The food you eat can stick to your teeth. If the food stays there, it will hurt the tooth. The best way to clean your teeth is to brush them with a toothbrush. A toothbrush cleans your teeth as a broom cleans the pavement. You should brush your teeth up and down to get all of the hidden food bits. Brush your teeth when you get up in the morning and when you go to bed each night. You should also brush your teeth after each meal. Brushing your teeth is the best way for you to care for your teeth.

Part 4
A dentist helps you take care of your teeth. A dentist cleans your teeth and shows you the best way to brush them. Your dentist tells you the best toothbrush to get. Dentists also help if you have pain in your gums or teeth. The pain tells you to go see your dentist. It may mean you are not taking care of your teeth right.

Part 5
If food stays on a tooth, it can make a hole in the tooth. A hole in the tooth hurts. Your dentist will find the hole and fill it. This will make the pain stop.

Part 6
If you do not like pain, brush your teeth after each meal. You should see your dentist for checkups, too. If you take care of your teeth, they will serve you well.



- After reading the part silently, students could choral or partner read
- Answer questions orally from each part
- Match part to picture below

Why Read Connected Text?

- It is important for students to be able to read material accurately & at a good rate in order for them to move their cognitive energy from decoding to comprehension.
- At any point in the program, fluency can be assessed. See page 15 in TE.
 - At this level, goal is 100 words per minute.

Passage Reading Routine

Goal of this routine: Provide students with as much practice as possible.

1. Have students read the story segment (or portion) silently.
2. Have students read the segment orally (choral, partner, or individual turns).
3. Passages should be read more than once to increase rate.
4. Ask questions on the content.
5. 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”.

Activity 3.9

Review your passage of your assigned lesson.

- **How can you provide more opportunities to practice each part of the passage?**
- **What strategies might you incorporate into this section?**
- **Discuss ideas with your partner.**

Section 10: Segmenting & Spelling Words

 **Spelling**

(Have students take out a piece of paper.)

1. Let's practice spelling some of these words.
2. Your first spelling word is **moon**. Write **moon**.
3. (Write the word on the board or display it on-screen.) Check your word. If you made a mistake, cross out the word and rewrite it. (Monitor.)

(Repeat steps 2-3 with the word **cool**.)

4. Your next spelling word is **classroom**. Say the parts in **classroom**. First part. *class* Next part. *room* Write the word.
5. (Write the word on the board or display it on-screen.) Check your word. If you made a mistake, cross out the word and rewrite it. (Monitor.)

(Repeat steps 4-5 with the words **noontime**, **display**, **painful**, and **unsinkable**.)

6. Listen. **The bell will not disturb children in the classroom.** Write the sentence. (Monitor.)
7. (Write the sentence on the board or display it on-screen.) Check each word. If you made a mistake, cross out the word and rewrite it. (Monitor.)

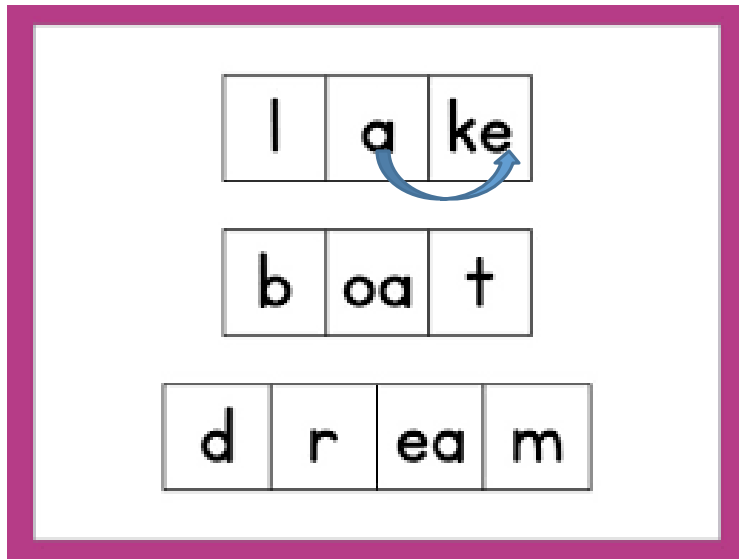
Answers

1. moon	5. display
2. cool	6. painful
3. classroom	7. unsinkable
4. noontime	8. The bell will not disturb children in the classroom.

- Only in TE!
- Important that students segment the word parts in the word before writing it.
- Provide visual feedback on the phoneme-grapheme connection

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 9 & 10

- Be our students for Passage Reading & Spelling
- 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 Spelling for your assigned lesson.

- **How do you think you will have students do this section: paper/pencil, white boards, etc?**
- **How will you provide visual feedback? What might that look like?**

Discuss ideas with your partner.

Recap of Sections 9-10

Phonemic Awareness Warm-Up

Associating letters & sounds.

- Letter combinations, affixes & roots

Blending sounds into words.

- Spelling focused blending routine

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading connected text

- Practice advanced phonics/word study skills within connected text

Segmenting & spelling words.

- Phonemic awareness connection



Sections 11-12: Practice & Work Check

Section 11: 3 activities

- Students do independently after doing at least one example together

13: Word Check

- Oral teacher-directed activity
- Students self-correct their practice activities
- Provides an informal measure of student progress

G. Practice Activity 1
(Have students open their books to Lesson 2, page 10.)

1. Find part G in your book.
2. Read the directions. (Call on a student to read the directions.) *Read each question. Look back at the story on page 9. Fill in each blank with the best word.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part G later.

H. Practice Activity 2
(Have students open their books to Lesson 2, page 11.)

1. Find part H in your book.
2. Read the directions. (Call on a student to read the directions.) *Fill in each blank with the best word.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part H later.

I. Practice Activity 3
(Have students open their books to Lesson 2, page 11.)

1. Find part I in your book.
2. Read the directions. (Call on a student to read the directions.) *Fill in each blank with the best word.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)

Now go back and finish parts G, H, and I.

Work Check for Parts G, H, and I
(Oral Teacher-Directed Activity)

1. Find part G in your book.
2. Let's check your work. If you made a mistake, circle the number. You will fix all mistakes at the end of the lesson. (Call on individual students to read their answers.)
3. Count how many correct answers you have, and write that number in the box at the bottom of the activity. (Monitor students.)
(Repeat steps 1-3 with parts H and I.)
4. Now go back and correct any mistakes. (Monitor students.)

Answers for Part G		
Part 1	Part 2	Part 3
1. drapes	4. hurts	6. brush
2. clean	5. dentist	7. cleaned
3. pain		8. clean

Answers for Part H		
1. scooter	5. raccoon	
2. shampoo	6. rooster	
3. classroom	7. toothbrush	
4. moonlight	8. noontime	

Answers for Part I		
1. unsnap	4. dislike	
2. handful	5. disturb	
3. fixable	6. reachable	

Why Independent Practice Activities?

- 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.

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

Activity 3.11

Continue with the same lesson.

Review Sections 11 & 12.

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 the Program

A Student & Teacher Perspective

In Module 4.0, we will...


Review the following tools:

- Checking Up (Section 13) that occurs at the end of every 3rd lesson and enhanced tools
- Fidelity Checklist Tool
- DIBELS Next Progress Monitoring

Section 14: Checking Up

- A formal measure of students' skills
- Appears at the end of lessons 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33 & 36
- Teacher listens to students read from a part from a story & counts the number of errors
 - If 90% of the students make two or less errors, the group may move on to the next lesson.
 - If not, the lesson should be repeated.

Check Up Monitoring Form


Phonics for Reading Third Level Check Up Form

Following lessons 3, 6, 9, 12, 165, 18, 21, 24, 27, 30, 33 and 36 in Phonics for Reading Third Level there is an individual student checkup 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): 3 6 9 12 15 18 21 24 27 30 33 36

Student Name	# of Errors	Retest	Comments
1.		Date: Errors:	
2.		Date: Errors:	
3.		Date: Errors:	
4.		Date: Errors:	
5.		Date: Errors:	

Enhanced Check-Up Resources

Student Form - Check-Up 1 Phonics for Reading, Third Level, Unit 1 – Lessons 1 to 3

New Words	smooth	choose	boast	loose	snooze
Challenge Words	scooter	innkeeper	harpoon	monsoon	plaintiff
Sight Words	through	were	because	where	how

“No, Carl, you may not go until you clean your room. Look at it! I bet a baboon would turn up his nose at it! I have been telling you for three days to clean it. If you start soon, you could get to the beach by about noon.” Then his mom left the room.

“This put me in a bad mood!” Carl said to his dog, Tattoo. “I want all of this stuff. There is just too much for this room. Do you see that hoop? Coach Green gave it to me. I can’t part with it. I like that big stool, too. I got it cheap at a yard sale last week. I might use it someday.” Carl sat on the bed. “I need to think about this,” he said to Tattoo.

Check-Up Form Phonics for Reading, Third Level, Unit 1 – Lessons 1 to 3

Name _____
Date _____

Task A. Spelling

_____	_____	_____/1
_____	_____	_____/1
_____	_____	_____/2
_____	_____	_____/3
Total A		_____/7

Task B. Comprehension

Total B ____/8

Task C. Word Reading

New Words	smooth	choose	boast	loose	snooze	_____/5
Challenge Words	scooter	innkeeper	harpoon	monsoon	plaintiff	_____/5
Sight Words	through	were	because	where	how	_____/5

Total (A + B + C) ____/30

Task D. Fluency

	“No, Carl, you may not go until you clean your room. Look at it! I bet a baboon would
19	turn up his nose at it! I have been telling you for three days to clean it. If you start soon,
40	you could get to the beach by about noon.” Then his mom left the room.
55	“This put me in a bad mood!” Carl said to his dog, Tattoo. “I want all of this stuff. There
75	is just too much for this room. Do you see that hoop? Coach Green gave it to me. I can’t
95	part with it. I like that big stool, too. I got it cheap at a yard sale last week. I might use it
118	someday.” Carl sat on the bed. “I need to think about this,” he said to Tattoo.

Total Words Read in 30 seconds _____ - errors _____ = Correct Words Read in 30 secs _____
(WR) (CWR)

$\times 2$
= Adjusted Correct Words per Minute _____
(CWPM)

% Accuracy = CWR _____ / WR _____ * 100 = _____
(acc.)

Check Up Directions A & B

Task A: Spelling

Description:

Spelling is assessed through **whole group** dictation of selected spelling words from the Unit lessons. (Possible points = 7)

Materials:

Student – Check-Up Form

Piece of colored paper or card stock (Used to cover up Tasks C and D)

Pencil

Correcting Pen or Pencil

Teacher – Spelling Words (Listed in Appendix)

Document Camera (Way to display correct spelling)

Content:

- Four words from Unit lessons
- One, two, and three syllable words

Procedure:

- 1) Teacher has the students cover up Tasks C and D on the **Check-Up Form** with a piece of colored paper or card stock.
- 2) Teacher says the word. Students repeat the word.
- 3) Teacher says the word in a sentence. Teacher repeats the word. Students repeat the word.
- 4) Students write the word on **Check-Up Form**. (Repeat procedure for remaining words.)

Task B: Comprehension

Description: To assess reading comprehension, students will **independently** complete Practice Activity 1, Part G in which they answer questions by locating evidence in the passage and completing sentence starters. (Possible Points 8)

Materials:

Student – *Phonics for Reading, Third Level, Student Book*
Pencil
Correcting Pen or Pencil

Teacher – *Phonics for Reading, Third Level, Teacher Guide*
Check-Up Form

Content:

- Passage from each Check-Up lesson in Unit
- Part G, Practice Activity 1

Procedure:

- 1) Teacher introduces Practice Activity 1, Part G using procedures outlined in the *Teacher Guide*. **NOTE:** Comprehension data will only be collected on this activity.
- 2) Teacher introduces the other two comprehension activities using the procedures outlined in the *Teacher Guide*. **NOTE:** Students will complete all three activities in Part G independently while the teacher works with individual students.

Feedback and Scoring:

- 1) At the end of the **Check-Up** session, the teacher guides the students in self-correcting the three comprehension activities using the *Work Check* procedures outlined in the *Teacher Guide*.

Check Up Directions C & D

Task C: Word Reading

Description: To assess the word types taught in *Phonics for Reading, Third Level*, students will orally read words to the teacher. The words have been selected from the *New Words*, *Challenge Words*, and *Sight Words* in the corresponding Unit.

(Possible Points – 5 points for each type of word.)

Materials:

Student – Student Form

Teacher – Check-Up Form for Individual Student

Content:

Five *New Words* (Single Syllable Words)

Five *Challenge Words* (Multisyllabic Words)

Five *Sight Words* (High Frequency Words)

(Reproduced on **Check-up Form** and **Student Form**)

Procedure:

- 1) Teacher selects a private place within the classroom and calls students one at a time.
- 2) Teacher places **Student Form** in front of student and gives this directive. “Please carefully read these words aloud.”
- 3) If the student does not read the word within three seconds, ask the student to read the next word and mark the word as incorrect.
- 4) On the **Check-up Form**, cross-out incorrect words.

Scoring:

On the **Check-up Form**, record the number of correct words per line. (___ /5)

Task D: Fluency (Rate and Accuracy)

Description: To assess the students’ rate and accuracy in connected text, students will be timed for 30 seconds, reading Part 1 of the lesson’s passage. The following data points will be collected: correct words read in 30 seconds, adjusted correct words in a minute, and percentage of words correctly read.

Materials:

Student – Student Form

Teacher – Check-Up Form for Individual Student
Timing Devise

Content:

Part 1 of the passage in third lesson of the Unit (Reproduced on **Check-up Form** and **Student Form**)

Procedure:

- 1) Teacher points to passage on **Student Form** and gives this directive. “Please read this passage as quickly and as carefully as possible.”
- 2) Teacher records data as the student reads.
 - a. Underline all mispronunciations.
 - b. If the student corrects a mispronunciation within one second, give credit for the word.
 - c. If the student reverses the order of words, both words are errors.
 - d. Count any word omitted as an error.
 - e. Write in all additions. However, these will not be counted.
 - f. When 30 seconds is complete, ask the student to stop.

Scoring:

On the **Check-up Form**, record data as the student reads. Determine the number of correct words read in 30 seconds. Double the number of correct words and record words read in a minute. Determine the percentage of words read correctly (accuracy) and record the percentage.

Organizing Check Up Data

Phonics for Readign LV3 Intervention MasterySpreadsheet 2019 / 2020

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100% \$ % .0 .00 123 Arial 10 B I U A

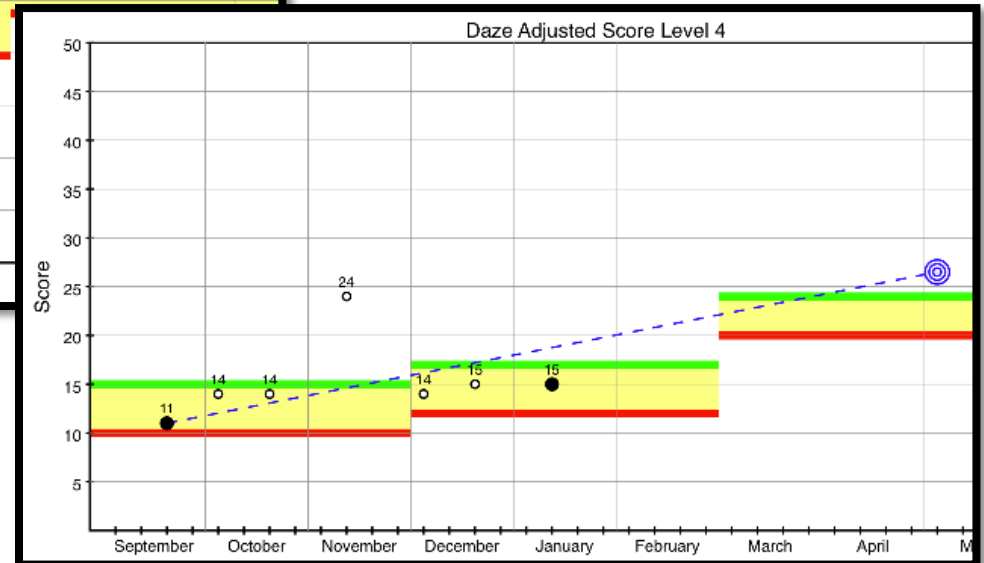
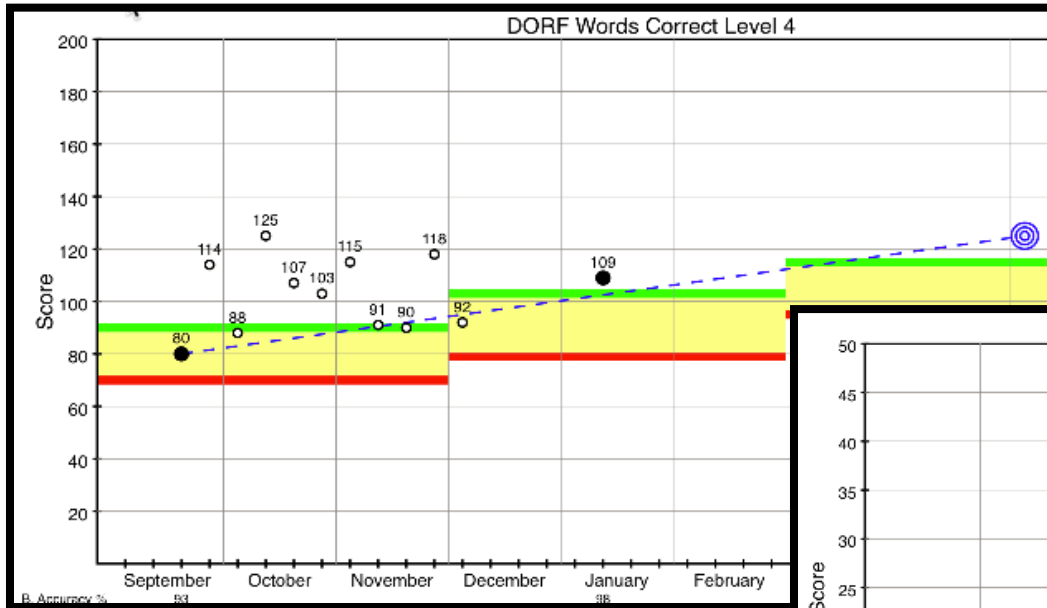
	B	C	D	E	F	G	H	I	J	K	L	M
1						Unit 1 Lesson 3						
2	Intervention Group Name (e.g. Smith-2)	Intervention Start Date	Intervention End Date		Student	Part A Spelling 7 pts	Part B Comprehension 8 pts	Part C1 New Words 5 pts	Part C2 Challenge Words 5 pts	Part C3 Sight Words 5 pts	Total %	DIBELS Progress Monitoring
3	Teacher 1	Date 1	Date 2		1						0%	
4					2						0%	
5					3						0%	
6					4						0%	
7					5						0%	
8					6						0%	
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18												
19					Average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
20					percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
21					# students completing unit test						0	0
22					# students >=85%						0	0
23					% Mastery						#DIV/0!	#DIV/0!

Phonics for Reading Level 3 Data Entry | Phonics for Reading Level 3 Reports | Sheet9 | Explore

PFR 3 Intervention Mastery Spreadsheet

Universal Screening Monitoring

- Acadience Reading PM as an example



Student Monitoring Look Fors

- Accuracy improves
- Automaticity with advanced phonics
- Rate eventually increases

Fidelity Checklist for Teaching Staff

Sound Drill

Skill	Level of Implementation		
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script 	2	1	0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner • Written • Physical (touch/point) 	2	1	0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2	1	0
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2	1	0

Comments:

Teaching Look Fors

- Follows the instructional routine
- Elicits frequent responses
- Monitors & provides feedback
- Delivers at a brisk pace

Activity 4.1

Review the MIBLSI Fidelity Checklist for Phonics for Reading Third Level in your workbook

- **Does your school already use a fidelity tool?**
 - **If so, how are they used?**
 - **If not, how could they be used in your school?**
 - **Do you collect and use the data to improve delivery?**
 - **Do you have opportunities for self-reflection, video reflection, peer observations and/or coach observations?**

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 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

Fluency Practice at Three Levels

1st Goal: Accuracy

2nd Goal: Rate

Developed at each level:

Sound

Word

Sentence or Story

Fluency: Passage Reading

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.

Activity 5.1

**Find pgs. 14-15 in your Teacher's Edition.
Review the Games for Additional Word Practice.**

- **Cross-out**
- **I'm Thinking of a Word**
- **Team Timings**
- **Timed Word List Reading**

What level of fluency do these games support?

**Assessing Fluency and Fluency Building
Activities: Consider how you might incorporate
into your lesson plans.**

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
- Complete the End of the Day Evaluation

Quick Review

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

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....