



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Phonics for Reading



First Level

Tennille Whitmore

Winter 2020



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 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

Simple View of Reading

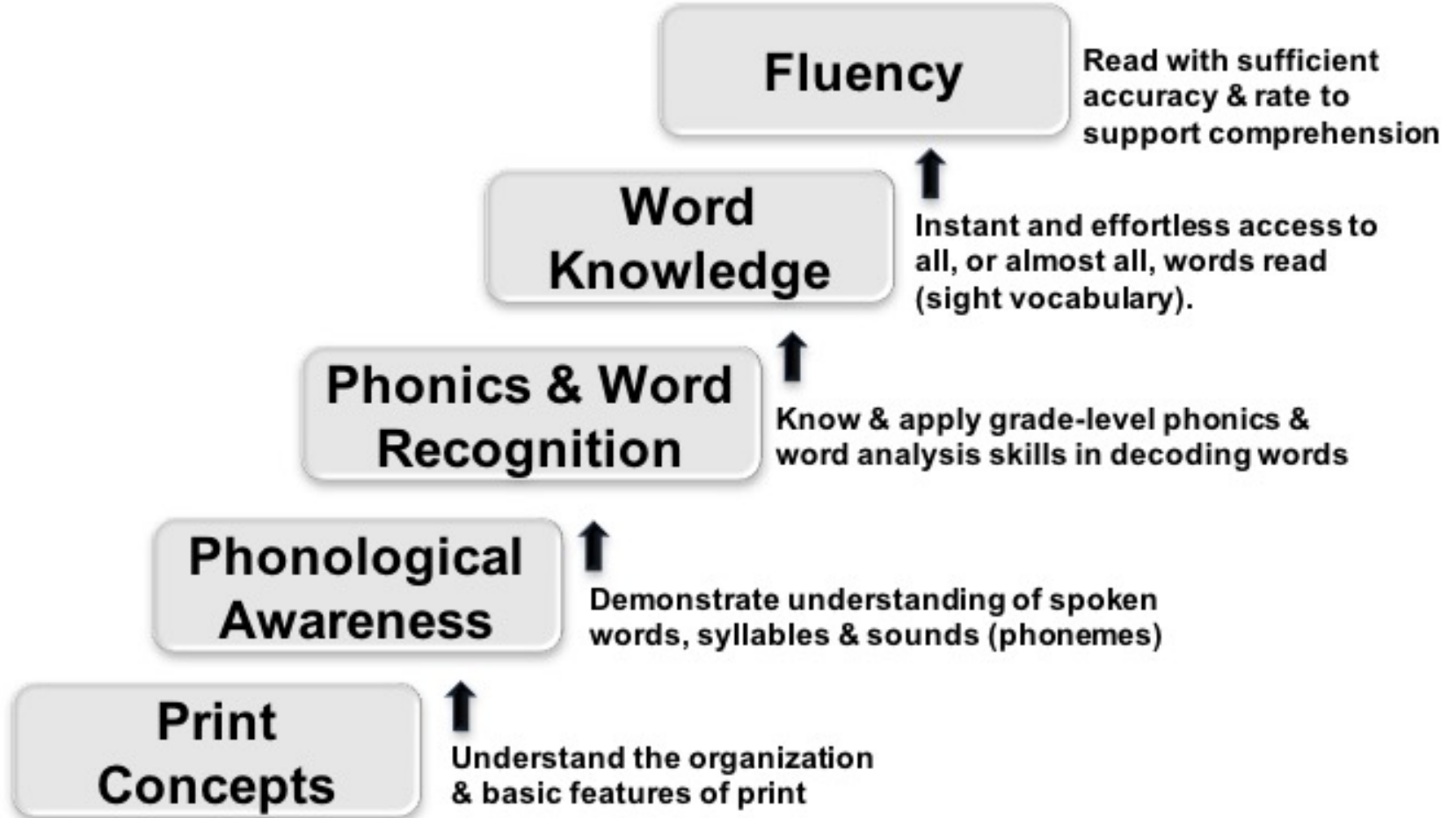
A formula introduced by Gough & Tunmer in 1986



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

Gough & Tunmer, 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 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 1st grade & above** who have not mastered the skills generally taught in kindergarten and beginning of 1st grade
 - Could be used to supplement 1st grade Tier 1 instruction for students needing systematic decoding instruction
- Could be used with students in 3rd – 6th 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?



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. 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

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 Next NWF <p>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**
- **How would this example need to be contextualized for use in your setting?**

Intervention vs Core Supplement

Small group intervention is ideal

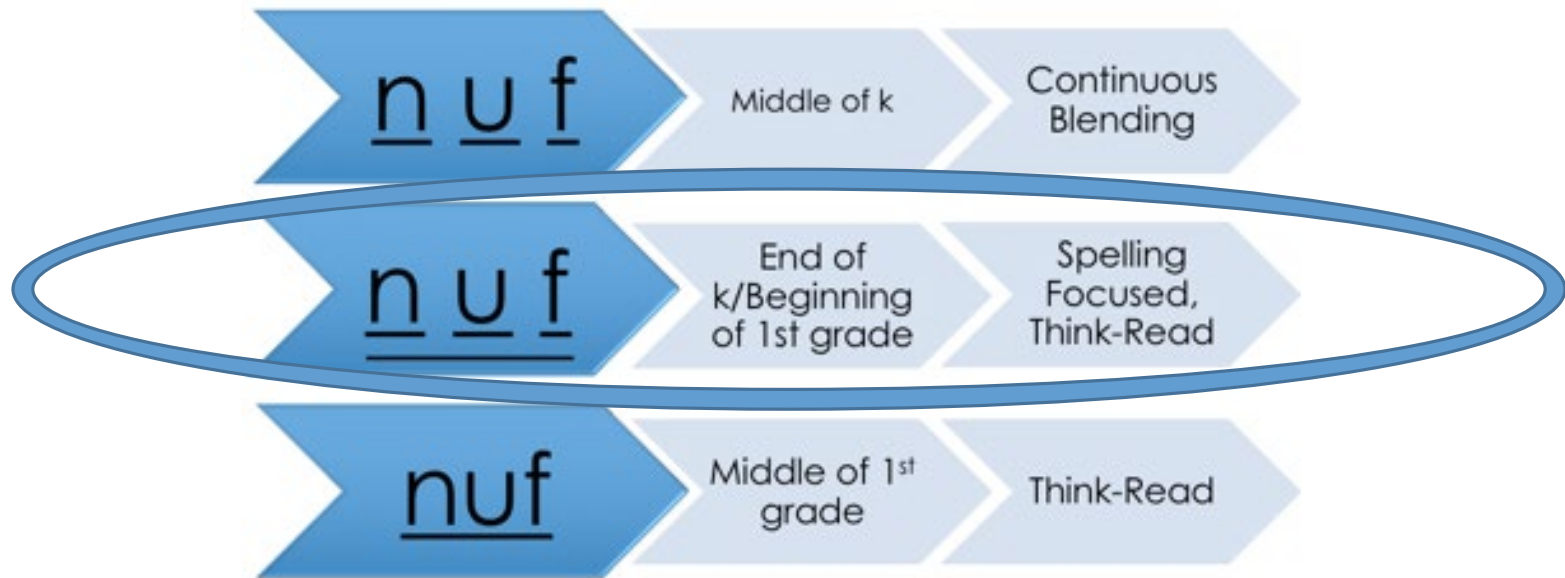
- More opportunities to practice, monitor, & provide feedback
- Materials designed for small groups of up to 10 students

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

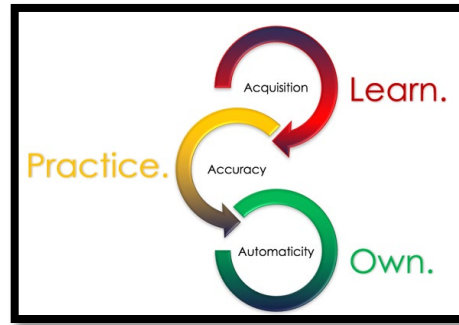
- 1st grade level skills for First Level
- Whole group lesson followed by small group instruction & practice to better monitor students is recommended

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?

School: Westminister Elementary
 Grade: Second Grade, Beginning of Year
 Year: 2012-2013
 Class: Whitmore

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	NWF				ORF						READING COMPOSITE SCORE		
		CLS	Local Percentile	WWR	Local Percentile	Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Score	Local Percentile	Score Level
Chan, Logan	440000122	26	5	0	5	9	6	56%	0	1	9	3	Well Below Benchmark	
Mason, Rory	440000389	41	22	2	16	8	5	50%	9	12	12	5	Well Below Benchmark	
Austin, Siena	440000215	20	2	0	5	14	8	67%	12	19	23	7	Well Below Benchmark	
Farrell, William	440000211	31	9	5	25	13	7	65%	15	30	26	8	Well Below Benchmark	
Stuart, Dylan	440000242	29	6	0	5	35	19	88%	15	30	104	20	Well Below Benchmark	
Rasmussen, Nieve	440000291	58	37	10	32	36	20	90%	15	30	131	26	Below Benchmark	
Irwin, Parker	440000025	64	45	12	34	50	35	89%	41	90	149	30	At Benchmark	
Wolf, Charlie	440000304	53	34	9	30	53	40	93%	26	55	158	33	At Benchmark	
Davies, Carter	440000024	122	83	42	87	30	16	81%	40	88	165	36	At Benchmark	
Huang, Louisa	440000515	43	24	13	37	66	58	90%	34	75	167	37	At Benchmark	
Cobb, Nathan	440000236	52	32	15	40	41	26	98%	13	22	170	39	At Benchmark	
Sosa, Jordan	440000204	49	29	7	28	62	51	97%	36	84	175	41	At Benchmark	
Horne, Indie	440000585	91	70	25	62	52	38	90%	27	57	177	43	At Benchmark	
Wiley, Lottie	440000513	62	40	18	47	54	42	93%	36	84	177	43	At Benchmark	
Cole, Amy	440000305	82	62	27	68	54	42	90%	15	30	183	47	At Benchmark	
Cervantes, Olivia	40000275	67	47	22	55	63	52	94%	13	22	194	54	At Benchmark	
Blackwell, Finley	440000360	72	55	23	59	56	45	95%	15	30	195	56	At Benchmark	
Stewart, Jack	440000169	86	66	27	68	76	70	96%	32	70	223	69	Above Benchmark	
Heath, Cole	440000292	114	80	32	75	68	62	97%	21	46	231	72	Above Benchmark	
Ellis, Mason	440000205	92	72	29	72	70	65	99%	35	80	233	76	Above Benchmark	
Lam, Thomas	440000280	127	84	43	89	90	84	99%	25	53	281	90	Above Benchmark	
Rios, River	440000123	136	90	46	92	158	97	99%	40	88	355	98	Above Benchmark	
Petty, Archie	440000299	142	97	49	97	175	> 99	99%	49	96	378	> 99	Above Benchmark	
GOAL		54		13		52		90%	16		141			
AVERAGE		72.1		19.8		58.0		87.6%	24.5	1.8	170.3			

Initial Groupings Suggestion Report

Group 1: Likely to Need Core Support		
Alphabetic Principle and Basic Phonics		At or Above Benchmark
Accurate and Fluent Reading of Connected Text		At or Above Benchmark
Name	NWF-WWR 13+	DORF Words Correct 52+
Blackwell, Finley	23	56
Cervantes, Olivia	22	63
Cole, Amy	27	54
Ellis, Mason	29	70
Heath, Cole	32	68
Horne, Indie	25	52
Huang, Louisa	13	66
Lam, Thomas	43	90
Petty, Archie	49	175
Rios, River	46	158
Stewart, Jack	27	76
Wiley, Lottie	18	54

Group 2: Additional support on accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics		At or Above Benchmark
Accurate and Fluent Reading of Connected Text		Below or Well Below Benchmark
Name	NWF-WWR 13+	DORF Words Correct 0-51
Cobb, Nathan	15	41
Davies, Carter	42	30

Group 3: Additional support on alphabetic principle and basic phonics skills		
Alphabetic Principle and Basic Phonics		Below or Well Below Benchmark
Accurate and Fluent Reading of Connected Text		At or Above Benchmark
Name	NWF-WWR 0-12	DORF Words Correct 52+
Sosa, Jordan	7	62
Wolf, Charlie	9	53

Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics		Below or Well Below Benchmark
Accurate and Fluent Reading of Connected Text		Below or Well Below Benchmark
Name	NWF-WWR 0-12	DORF Words Correct 0-51
Austin, Siena	0	14
Chan, Logan	0	9
Farrell, William	5	13
Irwin, Parker	12	50
Mason, Rory	2	8
Rasmussen, Nieve	10	36
Stuart, Dylan	0	35

Off Track with BOTH

Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	NWF-WWR 0-12	DORF Words Correct 0-51
Austin, Siena	0	14
Chan, Logan	0	9
Farrell, William	5	13
Irwin, Parker	12	50
Mason, Rory	2	8
Rasmussen, Nieve	10	36
Stuart, Dylan	0	35

Let's Look in the Books

Mason's NWF 4 1/2

	CLS	WWR
dil kaj os wel hun	14 /14 (14)	1
duj tek vol ij dag	14 /14 (28)	1
wuj ket vab lom hiv	13 /15 (43)	

Mason's DORF 8 at 50%

Total words:	16
Errors (include skipped words): -	8
Words correct: =	8

Picture Day

0	The teacher told the class that they would have their pictures	11
11	taken the next day. Nick did not look forward to picture day. He did not	26
26	understand why all of the other kids were so excited. Why did they like	40
40	picture day so much?	44

Another Example

Logan's NWF 26/0

	CLS	WWR
d <u>i</u> l k <u>a</u> j o <u>s</u> w <u>e</u> l h <u>u</u> n	8 /14 (14)	0
d <u>y</u> j t <u>e</u> k v <u>o</u> l i <u>j</u> d <u>a</u> g	8 /14 (28)	0
w <u>y</u> j k <u>e</u> t v <u>a</u> b k <u>o</u> m h <u>i</u> v	10 /15 (43)	0

Logan's DORF 9 at 58%

Total words:	<u>16</u>
Errors (include skipped words):	<u>7</u>
Words correct: =	<u>9</u>

Picture Day

0	The teacher to d the class that they would have the ir pic tures	11
11	take n the next day. Nick] did not look forward to picture day. He did not	26
26	understand why all of the other kids were so excited. Why did they like	40
		44

Wait... What's going on here?

Group 3: Additional support on alphabetic principle and basic phonics skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark	
Name	NWF-WWR	DORF Words Correct 52+
Sosa, Jordan	7	62
Wolf, Charlie	9	53

nuf

n u f

~~nuf~~

Why aren't you fluent?

Group 2: Additional support on accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	NWF-WWR 13+	DORF Words Correct 0-51
Cobb, Nathan	15	41
Davies, Carter	42	30

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?

	CLS	WWR
dil kaj os wel hun	14 /14 (14)	1
duj tek vol ij dag	14 /14 (28)	1
wuj ket vab lom hiv	13 /15 (43)	

Total words:	16
Errors (include skipped words):	0
Words correct:	16

0	The teacher told the class that they would have their pictures	11
11	taken the next day. Nick did not look forward to picture day. He did not	26
26	understand why all of the other kids were so excited. Why did they like	40
40	picture day so much?	44

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...

Group 1: Likely to Need Core Support		
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark	
Name	NWF-WWR 13+	DORF Words Correct 52+
Blackwell, Finley	23	56
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Cole, Amy	27	54
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Group 2: Additional support on accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
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Group 3: Additional support on alphabetic principle and basic phonics skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
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Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	NWF-WWR 0-12	DORF Words Correct 0-51
Austin, Siena	0	14
Chan, Logan	0	9
Farrell, William	5	13
Irwin, Parker	12	50
Mason, Rory	2	8
Rasmussen, Nieve	10	36
Stuart, Dylan	0	35

Where did those other kids place...

Quarter	Name of Student	Placement Level
Q4	Rory Mason	Level 1, Subtest A
Q4	William Farrell	Level 1, Subtest A
Q4	Nieve Rasmussen	Level 1, Subtest A/B
Q4	Parker Irwin	Level 1, Subtest A/B
Q4	Dylan Stuart	Level 1, Subtest B
Q3	Jordan Sosa	Level 1, Subtest A/B
Q3	Charlie Wolf	Level 1, Subtest A/B
Q2	Nathan Cobb	Level 1, Subtest B
Q2	Carter Davies	Level 2, Subtest C
Q1	Louise Huang	Level 1, Subtest B

3.0 Preparing to Teach

Matching Data to Instruction = Power

In Module 3.0, we will...

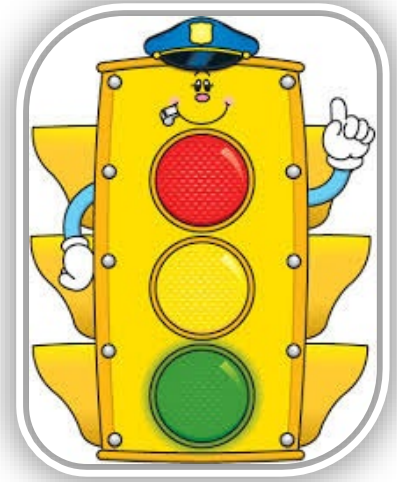
- Develop an understanding of creating consistent sounds & how to make them
- Review key instructional elements to make this program come to life
- Understand how each section of the lesson connects to best practice in phonics instruction
- Practice teaching each section of a lesson

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 & sound)	

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	Voice Liquid	Rr /r/ red
Unvoiced Glide	Hh	/h/	heart	Voiced Liquid	Ll /l/ lion

Watch and Practice



44 Phonemes

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/minimalize behaviors

Four Parts of Clear Signaling

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.

Center for Teaching and Learning, 2018

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

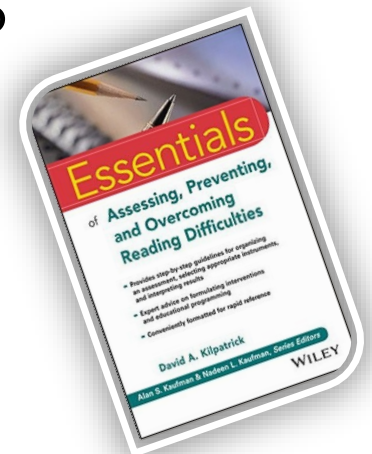
- This appears only in teacher's guide
- Students say the sounds for the letters.

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.”

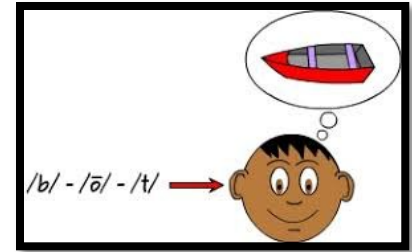
— Kilpatrick p. 271, 2015



Section #4: Phonemic Awareness

4a:

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

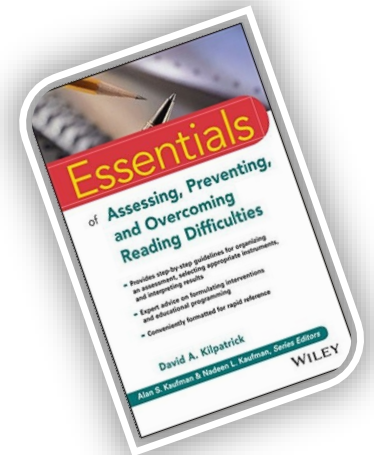


4b:

- Lessons 17-30 Segmenting Sounds
- Students say separate sounds in the word as they hold up a finder for each sound

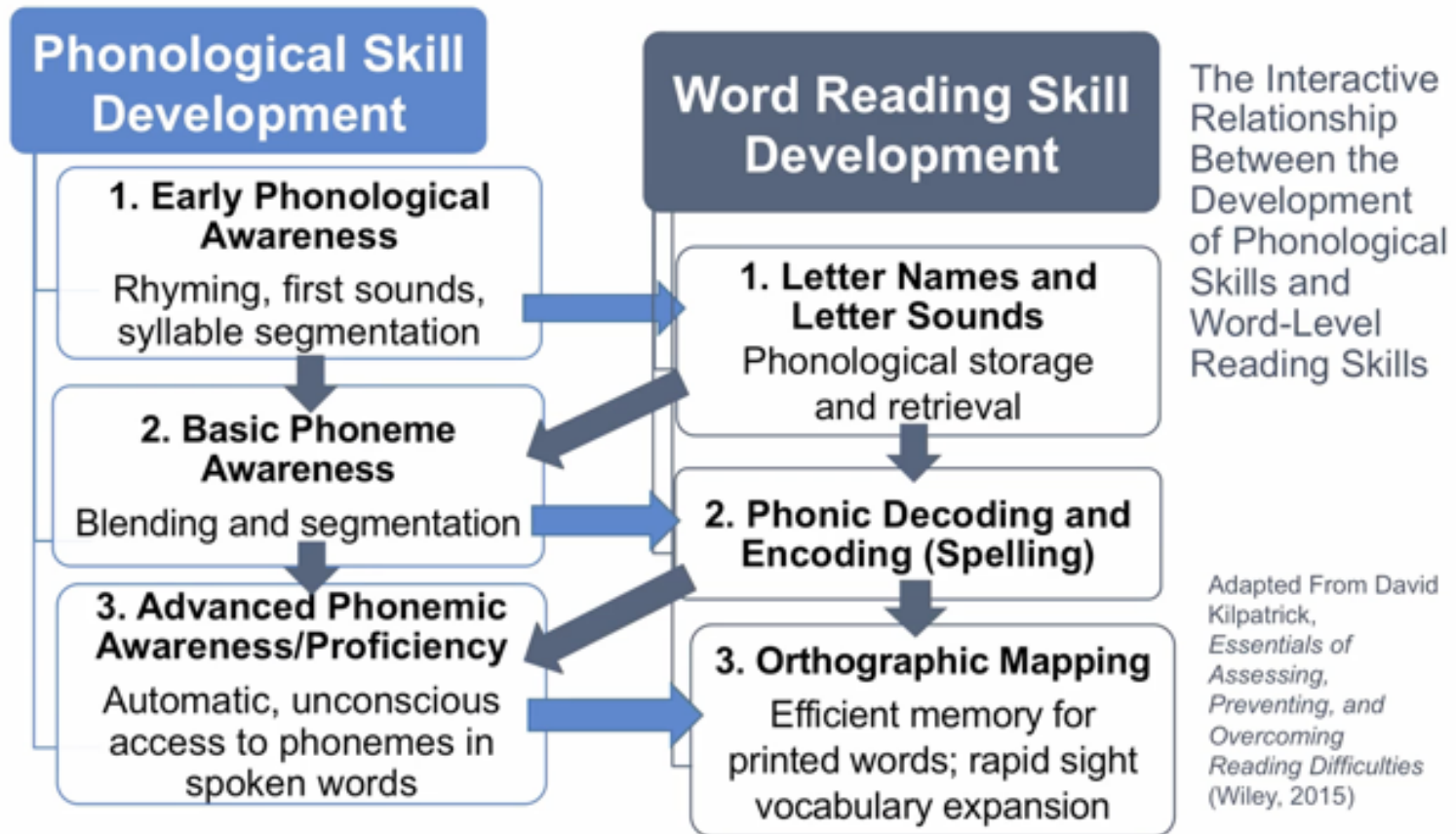
Phonemic Awareness: Why

“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



(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?

LESSON 1

1 OBJECTIVES
• to introduce at and ay words with the sound /t/.
• to introduce words with the sound 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 min. Say the word. min.
4. The underlined sound is /min/. Say the sound. /min/.
5. Say the sound again. /min/.
6. Touch the next word.
7. This word is play. Say the word. play.
8. The underlined sound is /play/. Say the sound. /play/.
9. Say the sound again. /play/.
(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 on-screen.)

1.	ai	sh	ch	ay
2.	th	wh	a	ck
3.	ai	l	ck	ch
4.	e	sh	al	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. /ay/, /sh/, /ch/, /ay/.

4 Blending Sounds
(Oral Teacher-Directed Activity)
Let's practice saying some words. I will say a word slowly. You tell me the word. /min/ /min/ /min/ /min/. What is the word? min.
(Repeat this procedure with the following words.)
play /p/ /ll/ /ll/ /ll/ /ll/
pain /p/ /ll/ /ll/ /ll/ /ll/
wait /w/ /ll/ /ll/ /ll/ /ll/
aid /ll/ /ll/ /ll/ /ll/
(NOTE: As you pronounce these words slowly, don't stop between the sounds. This practice will assist students in recognizing words that they have sounded out.)

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

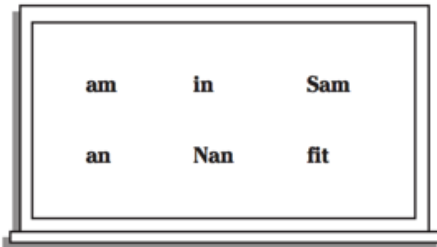
1. Associating letters & sounds.
 - Correspondences, Combinations & Discriminations
2. Blending sounds into words.
 - Spelling focused blending routine
3. Reading words to build fluency.
 - Think Read Routine (practice, practice, practice)
4. Reading decodable text
 - Contains words with taught letter/sound associations.
5. Segmenting & spelling words.
 - Phonemic awareness connection



Sections 5-6 & 8: Blending Sounds & Reading Words

Word Practice (Oral Teacher-Directed Activity)




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



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

- | | | | |
|----|-------|-------|-------|
| 1. | a m | i n | S a m |
| 2. | a n | N a n | f i t |
| 3. | m a n | s a t | s i t |
| 4. | f a t | s a d | l i p |
| 5. | r i p | r a n | l a p |

Circle the word that goes with each picture.

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

Review Words (Oral Teacher-Directed Activity)

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



1. 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

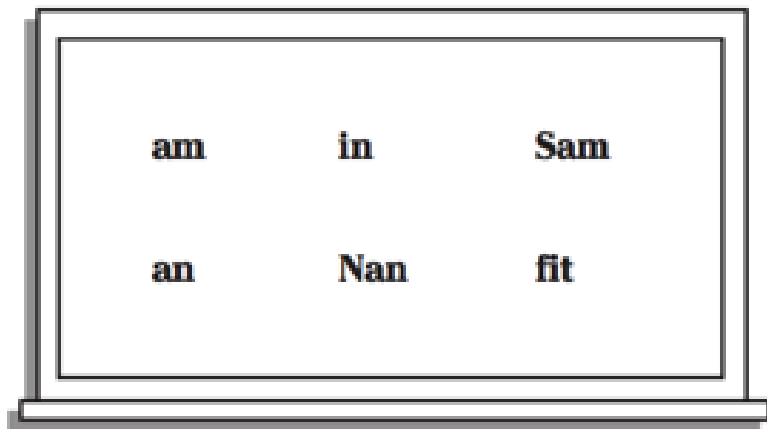
In Teacher's Edition



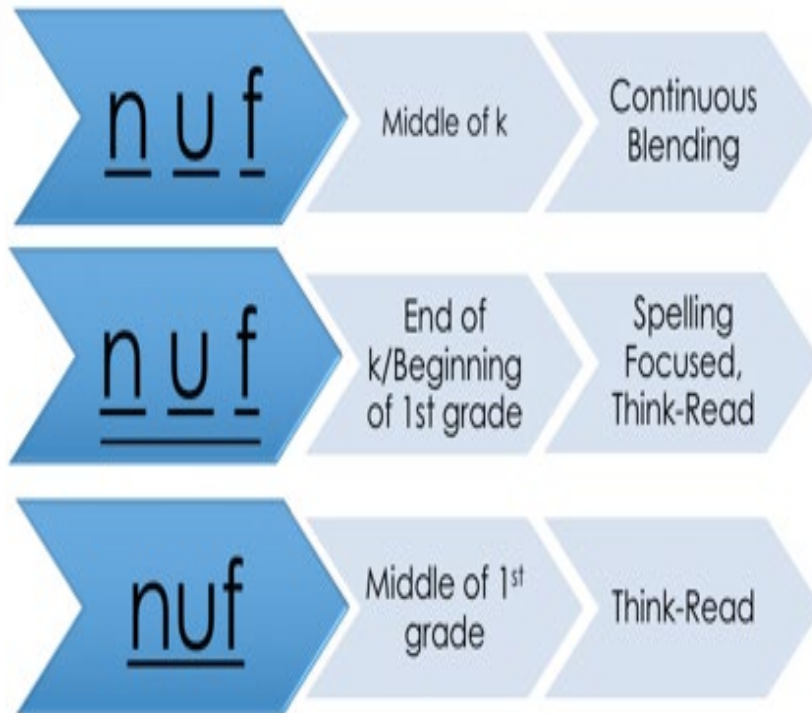
Word Practice

(Oral Teacher-Directed Activity)

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



NWF Pattern



Word Practice Model: Lesson 4

bib

Jim

bad

New Words

A. New Words

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




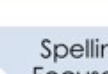

1. <u>a</u> m	i <u>n</u>	S <u>a</u> m
2. <u>a</u> n	N <u>a</u> n	f <u>i</u> t
3. m <u>a</u> n	s <u>a</u> t	s <u>i</u> t
4. f <u>a</u> t	s <u>a</u> d	l <u>i</u> p
5. r <u>i</u> p	r <u>a</u> n	l <u>a</u> p

- Find part A in your book. (Give help if needed.)
 - Touch the first word in line 1. Look at the underlined letter. What is the sound? /aaa/
 - 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*
 - Touch the next word. Look at the underlined letter. What is the sound? /inn/
 - Touch the next word. Look at the underlined letter. What is the sound? /saaa/
 - Touch the next word. Look at the underlined letter. What is the sound? /fata/
 - Touch the next word. Look at the underlined letter. What is the sound? /rip/
- (Repeat step 4 with the remaining words.)
- Touch the first word in line 1. Look at the underlined letter. What is the sound? /aaa/
 - Touch the next word. Look at the underlined letter. What is the sound? /inn/
 - Touch the next word. Look at the underlined letter. What is the sound? /saaa/
 - Touch the next word. Look at the underlined letter. What is the sound? /fata/
 - Touch the next word. Look at the underlined letter. What is the sound? /rip/

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

1. <u>a</u> m	i <u>n</u>	S <u>a</u> m
2. <u>a</u> n	N <u>a</u> n	f <u>i</u> t
3. m <u>a</u> n	s <u>a</u> t	s <u>i</u> t
4. f <u>a</u> t	s <u>a</u> d	l <u>i</u> p
5. r <u>i</u> p	r <u>a</u> n	l <u>a</u> p

Circle the word that goes with each picture.

-  am in Sam
-  an Nan fit
-  man sat sit
-  at sad lip
-  p ran lap

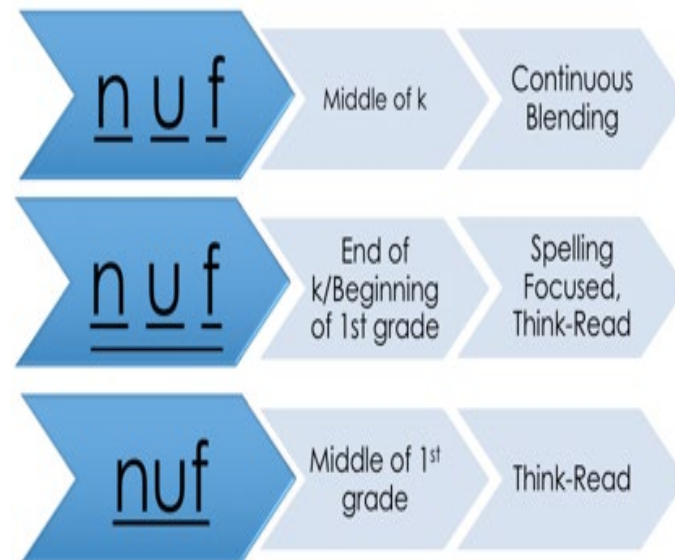
<u>n</u> <u>u</u> <u>f</u>	Middle of k	Continuous Blending
<u>n</u> <u>u</u> <u>f</u>	End of k/Beginning of 1st grade	Spelling Focused, Think-Read
<u>n</u> <u>u</u> <u>f</u>	Middle of 1st grade	Think-Read

Review Words

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

Review Word Sentences

- | | |
|------------------------------------|-------------|
| 1. Don took his ____ for a walk. | <i>pup</i> |
| 2. Two is ____ than six. | <i>less</i> |
| 3. The pigs play in the ____ . | <i>mud</i> |
| 4. Do you have a cat for a ____ ? | <i>pet</i> |
| 5. Sam went for a ride in a ____ . | <i>jet</i> |



Lesson 14 Review Word Model

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

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

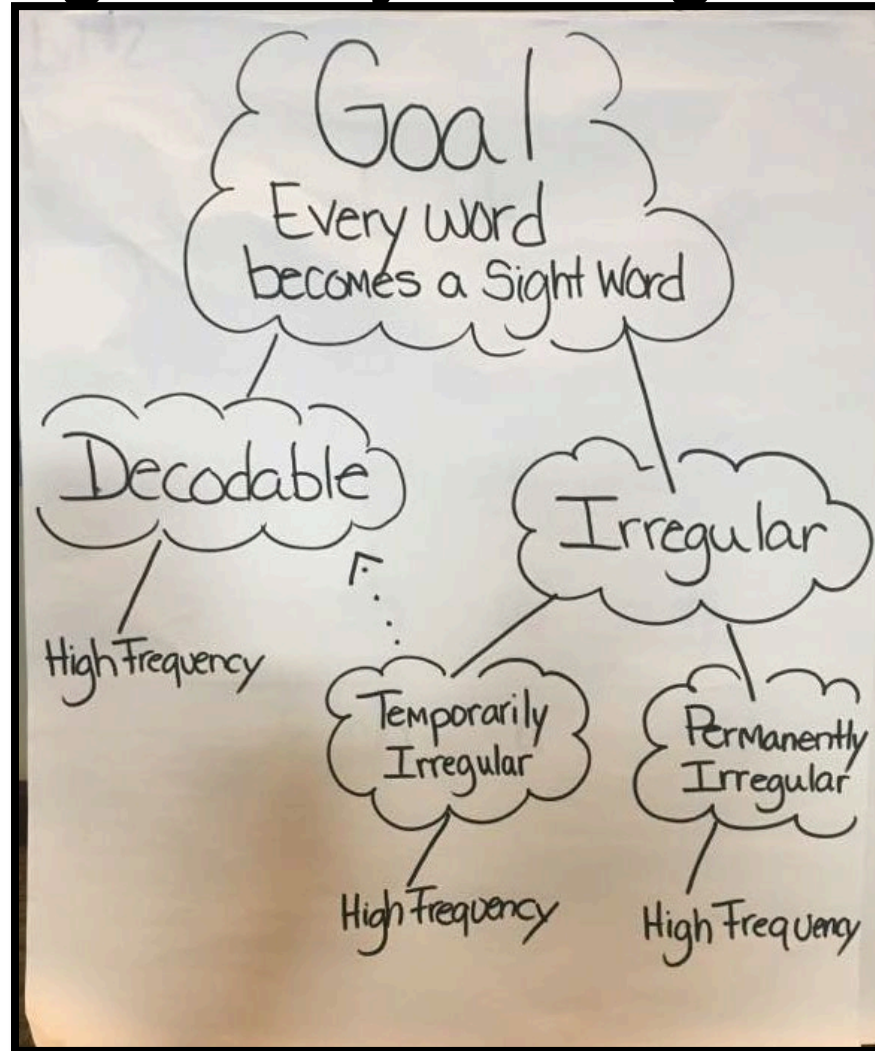
Rationale

- “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



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"



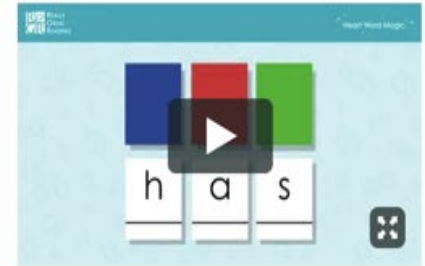
The Word "Is"



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



Sight Words. Say the words.

after of from to with people water he school my

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

Routines:	Who Benefits?	Sounds Like?	When?
Continuous	Some – Typically mastered at 1st grade, but may need to be reinforced	You say the sound as I touch the letter, don't stop between sounds.	Data Driven
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
Think- Read	All- After practicing blending, this routine moves students toward automaticity.	Get Ready to read this word. Think... Read.	Following blending practice
Loop Loop Routine	All – Encourages students to apply their decoding strategy with longer words	What part? What part? What word?	Word Type

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?

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

1.	a m	i n	S a m
2.	a n	N a n	f i t
3.	m a n	s a t	s i t
4.	f a t	s a d	l i p
5.	r i p	r a n	l a p

Circle the word that goes with each picture.

1.		am	in	Sam
2.		an	Nan	fit

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

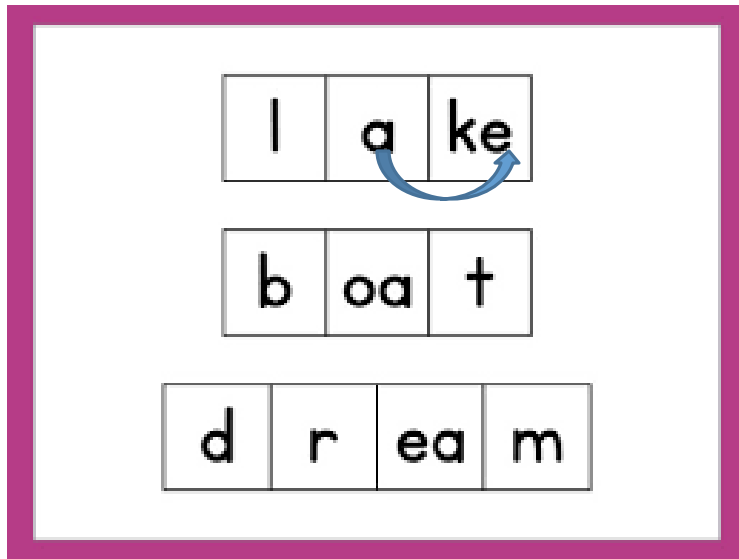
- Students read the material together.
- First reader (better reader) reads material. Second reader reads the SAME material.
- Partners allowed to say “me” or “we”.

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?

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 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 fast.*

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

4. Let's read these sentences again. You will read. When you are not reading, follow along in your book. (Call on students to read a sentence.)
5. Look at the three pictures. Put a thumb up under the picture that goes with the sentence.

Repeat steps 2-5 with Stories 2 and 3.

C. Spelling

(Have students open their books to Lesson 1, page 6.)

1. Find part C in your book.
2. Your first spelling word is **man**. What is the word? *man*
3. What is the first sound in **man**? /mmm/ Write the letter. (Students write the first letter in the word.)
4. What is the next sound? /aaa/ Write the letter. (Students write the second letter in the word.)
5. What is the last sound? /nnn/ Write the letter. (Students write the third letter in the word.)
6. (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. (Wait until students have checked spelling.)

(Repeat steps 2-6 with the words **sit**, **lap**, and **fat**.)

7. Get ready to write a sentence. Listen. **The man sat.** Say the sentence. *The man sat.* Write the sentence. (Monitor.)
8. (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.)

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 _____.	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.

- The lid cannot fit on the pot.  The cod cannot fit in the pot.
- Pat did a jig.  The rat did a jig with the cat.
- The tot has a little cap.  My cap is in the hatbox.
- The fox hid in the pit.  The tot pats the fox.
- The cot is in the box.  The cot is in the log cabin.
- The man can slip.  The mop can sop the water.
- 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 4th 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

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:

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

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

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

Total B ____/8

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	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

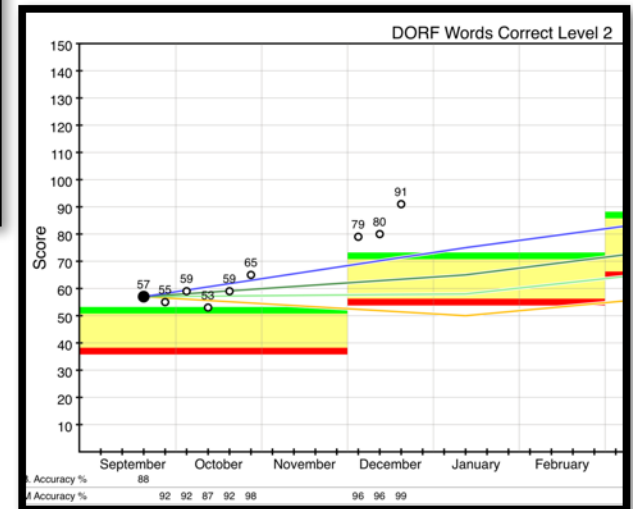
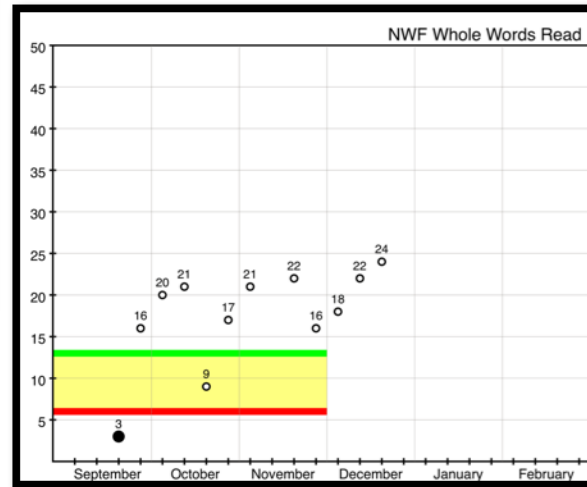
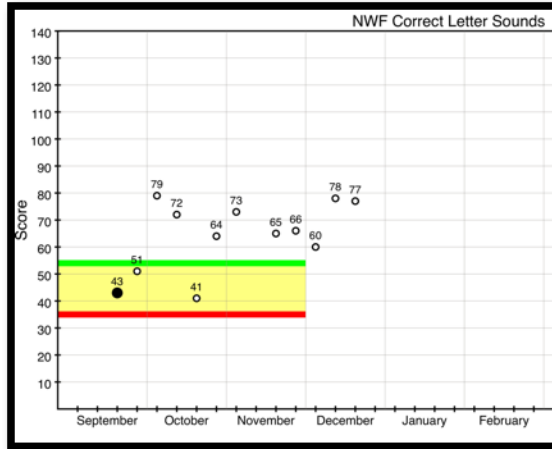
	C	D	E	F	G	H	I	J	K	L	M
					Unit 1 Lesson 4						
					Part A Sound & Word Spelling 7 pts	Part B Comprehension 8 pts	Part C1 Sounds 5 pts	Part C2 New Words 5 pts	Part C3 Challenge & Sight Words 5 pts	Total %	DIBELS Progress Monitoring
Intervention Start Date		Intervention End Date		Student							
	10/1/2019	TBA		1	6	6	4	5	4	83%	Less than 3 d
				2	5	5	3	5	4	73%	Less than 3 d
				3	6	6	4	4	3	77%	Less than 3 d
				4	5	4	5	3	5	73%	Less than 3 d
				5	5	4	4	5	3	70%	Less than 3 d
				6	4	5	5	3	4	70%	Less than 3 d
				7	7	7	5	5	4	93%	Less than 3 d
				8						0%	
				9						0%	
				10						0%	
				11						0%	
				12						0%	
				13						0%	
				14						0%	
				15						0%	
				Average percentage	5	5	4	4	4		
					78%	66%	86%	86%	77%		

Phonics for Reading Level 1

Intervention Group Name	Unit	Part 1 S&W Spelling	Part 2 Comprehension	Part 3 Sounds	Part 4 New Words	Part 5 Challenge Words	Unit Mastery	DIBELS Progress Monitoring
Smth	1	78%	66%	86%	86%	77%	14%	0%
Start Date	2							
10/1/19	3							
End Date	4							
TBA	5							
	6							
	7							
	8							

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

**Find p. 13 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?
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

Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*, 6-10.

National Reading Panel (U.S.), & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: reports of the subgroups*. Washington, D.C.: National Institute of Child Health and Human Development, National Institutes of Health.

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....