MIBLSI

Michigan's Integrated Behavior and Learning Support Initiative

Phonics for Reading

Second Level

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Winter 2020

MICHIGAN Department of Education

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

- And one of MIBLSI's State Conference keynote presenters!

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

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 Second 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

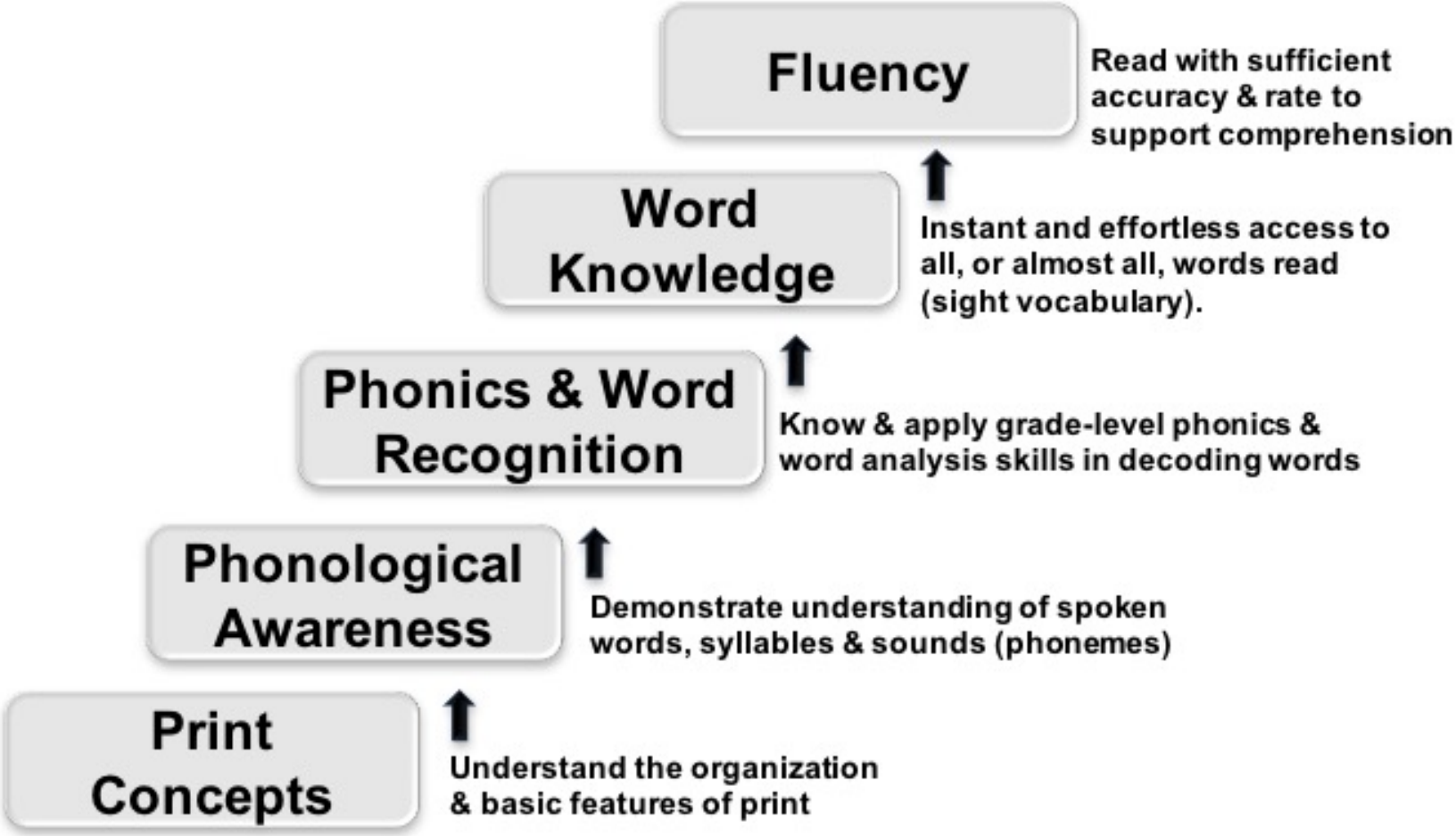
Simple View of Reading

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 Second 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 root words and word endings
- Utilizes explicit, teacher-directed instruction to introduce skills & strategies

Phonics for Reading, Second Level

Focuses on skills usually mastered in 2nd Grade

- Sounds and Letter Combinations
  - Vowel Combinations: Lessons 1-12
  - CVCe Words: Lessons 13-20
  - R-Controlled Vowels: 21-32

- Word Endings
  - Words ending in - ed: Lessons 1-6
  - Words with both - ed and - ing: Lessons 7-12
  - Root words altered when –ing added: Lessons 13-20
  - Word Ending Culumative Review: Lessons 21-23
  - Culumative Review and words with - er : Lessons 24-32

Activity 1.1

- **Review & Reflect:**
  - **Where does Phonics for Reading Second Level fit into the Simple View of Reading? What bucket does it support & why?**
  - **What skills are targeted in Second 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 Second Level
- Practice placing students into groups for the program

Do Students Own The Skill?

Changing Emphasis of Big Ideas

	K	1st	2nd	3rd	4th	5th
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	1st	2nd	3rd	4th	5th
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

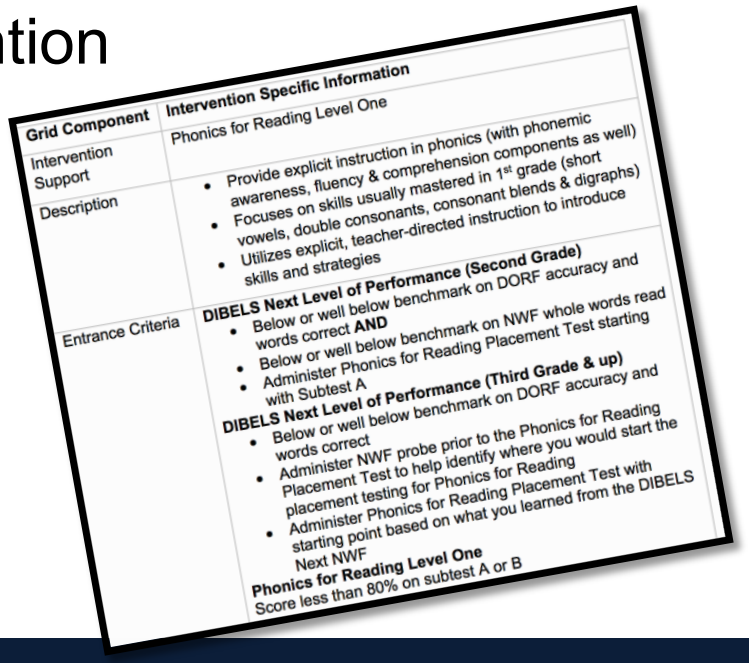
Activity 2.1

Turn to the last page in your TE, p. 191. You will find the Scope & Sequence Chart – Second Level.

- There are five columns across the top that provide you an overview of each lesson. Partner 1, read through Lessons 1-16 & Partner 2 read through lessons 17-32. Share one key noticing with each other.
- Using slides 21 & 22, at what grade should students own the following skills?
  - Vowel Combinations: Lessons 1-12
  - CVCe with Long Vowels a, i and o: Lessons 13-20
  - R-Controlled Vowel Sounds: Lessons 21-32
  - Word Endings -ed, -ing and -er: Lessons 1-32

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	• 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	**DIBELS Next Level of Performance (Second Grade)** • Below or well below benchmark on DORF accuracy and words correct **AND** • Below or well below benchmark on NWF whole words read • Administer Phonics for Reading Placement Test starting with Subtest A **DIBELS Next Level of Performance (Third Grade & up)** • 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 **Phonics for Reading Level One** Score less than 80% on subtest A or B

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

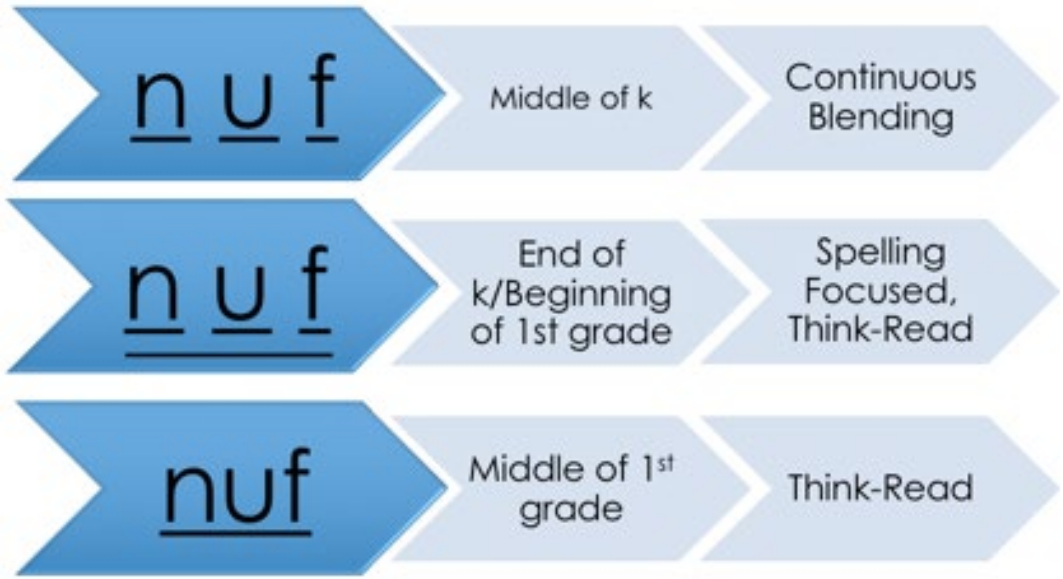
If there is no core reading program, it can be used as a supplement for phonics instruction

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

Program Prerequisites

Can decode words that contain:

- Short vowels, single and double consonant blends and consonant digraphs



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: Third Grade, Beginning of Year
Year: 2014-2015
Class: MacArthur

Classroom Report

acadience data management

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

		ORF						MAZE		READING COMPOSITE SCORE		
NAME	STUDENT ID	Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
Cooley, Caileb	440001080											
Gonzales, Annabel	440000382	16	< 1	57%	16	11	2	2	9	56	< 1	Well Below Benchmark
Logan, Katherine	440000402	33	9	87%	13	7	1	3	14	87	8	Well Below Benchmark
Sharp, Natalia	440000227	31	7	86%	12	4	2	8	44	95	9	Well Below Benchmark
Chambers, Devon	440000785	50	19	88%	18	18	1	0	3	110	11	Well Below Benchmark
Jacobson, Arielle	440000937	50	19	93%	17	13	2	2	9	156	16	Well Below Benchmark
Griffin, Tilly	440000472	68	38	97%	8	1	1	4	19	196	26	Below Benchmark
Montes, Carmen	440000206	78	56	96%	8	1	1	4	19	198	27	Below Benchmark
Howell, Caitlin	440000405	70	40	93%	24	43	2	6	31	206	31	Below Benchmark
West, Carly	440000274	56	28	93%	13	7	1	17	85	214	33	Below Benchmark
Reid, Aimee	440000476	62	33	97%	24	43	2	8	44	238	44	At Benchmark
Yang, Bethany	440000471	84	59	95%	26	49	2	8	44	248	46	At Benchmark
Duran, Alexa	440000210	68	38	97%	23	38	2	10	58	250	47	At Benchmark
Hall, Eleanor	440000474	71	43	97%	33	74	4	7	36	261	52	At Benchmark
Owen, Faith	440000473	76	54	99%	27	51	2	9	53	278	57	At Benchmark
Lloyd, Bonnie	440000321	87	63	97%	18	18	2	15	79	279	58	At Benchmark
Porter, Penelope	440000477	74	49	94%	53	91	3	7	36	280	59	At Benchmark
Carpenter, Eliana	440000827	106	79	95%	32	68	3	8	44	282	61	At Benchmark
Hays, Nora	440000487	82	57	99%	29	59	2	9	53	288	62	At Benchmark
Montoya, Ariannah	440000936	73	48	100%	32	68	2	8	44	289	63	Above Benchmark
Case, Hayley	440000262	107	82	98%	30	63	2	8	44	303	69	Above Benchmark
Marsh, Nicole	440000224	119	89	98%	21	29	2	13	71	317	74	Above Benchmark
Salas, Lyla	440000470	103	74	97%	32	68	2	16	83	327	77	Above Benchmark
Craig, Sadie	440000385	98	70	98%	38	79	3	15	79	338	81	Above Benchmark
Castillo, Emilie	440000294	117	87	97%	25	46	2	21	94	347	84	Above Benchmark
Guerra, Ella-Louise	440000791	146	93	99%	54	94	4	21	94	450	93	Above Benchmark
Hill, Aryia	440000469	174	98	99%	48	89	3	22	96	470	96	Above Benchmark
Schroeder, Harley	440000272	140	92	99%	71	> 99	3	22	96	482	97	Above Benchmark
	GOAL	70		95%	20		2	8		220		
	AVERAGE	82.9		94.3%	27.6		2.1	10.1		260.9		

Initial Groupings Suggestions Report

Group 1: Likely to Need Core Support

Accurate and Fluent Reading of Connected Text	At or Above Benchmark	
Reading Comprehension	'X' if At or Above Benchmark	
Name	DORF Accuracy 95%+	DORF Words Correct 70+	Retell 20+
Carpenter, Eliana	95%	106	X
Case, Hayley	98%	107	X
Castillo, Emilie	97%	117	X
Craig, Sadie	98%	98	X
Guerra, Ella-Louise	99%	146	X
Hall, Eleanor	97%	71	X
Hays, Nora	99%	82	X
Hill, Aryia	99%	174	X
Lloyd, Bonnie	97%	87	
Marsh, Nicole	98%	119	X
Montes, Carmen	96%	78	
Montoya, Ariannah	100%	73	X
Owen, Faith	99%	76	X
Salas, Lyla	97%	103	X
Schroeder, Harley	99%	140	X
Yang, Bethany	95%	84	X

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

Accurate Reading of Connected Text	At or Above Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	DORF Accuracy 95%+	DORF Words Correct 0-69
Duran, Alexa	97%	68
Griffin, Tilly	97%	68
Reid, Aimee	97%	62

Group 3: Additional support on accurate reading of connected text skills

Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	At or Above Benchmark	
Name	DORF Accuracy 0-94%	DORF Words Correct 70+
Howell, Caitlin	93%	70
Porter, Penelope	94%	74

Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills

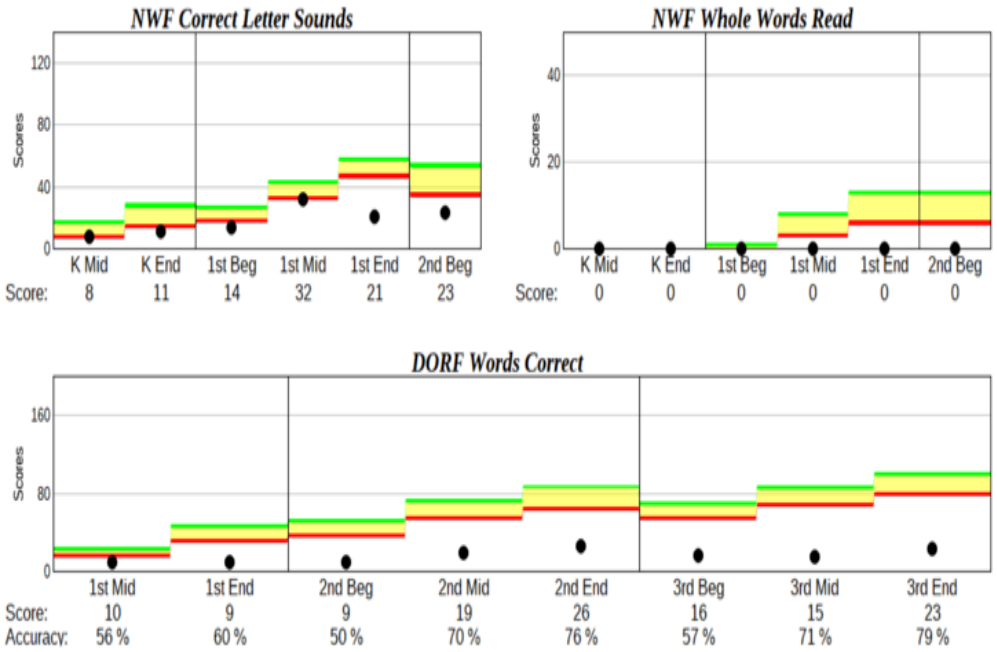
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	DORF Accuracy 0-94%	DORF Words Correct 0-69
Chambers, Devon	88%	50
Gonzales, Annabel	57%	16
Jacobson, Arielle	93%	50
Logan, Katherine	87%	33
Sharp, Natalia	86%	31
West, Carly	93%	56

Quad 4: Off Track with Both

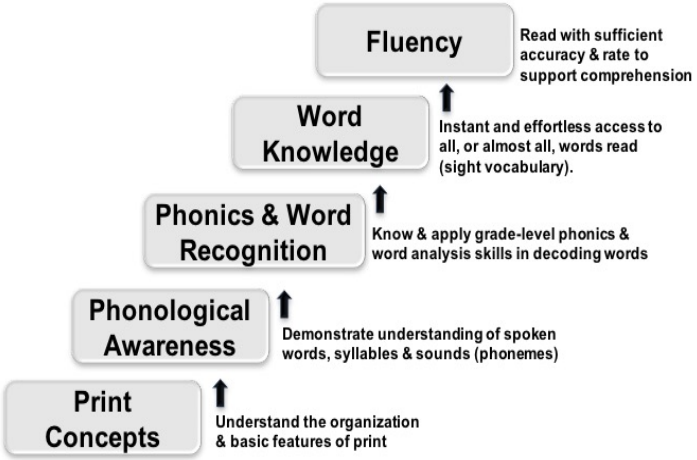
Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills		
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	DORF Accuracy 0-94%	DORF Words Correct 0-69
Chambers, Devon	88%	50
Gonzales, Annabel	57%	16
Jacobson, Arielle	93%	50
Logan, Katherine	87%	33
Sharp, Natalia	86%	31
West, Carly	93%	56

Quad 4: Why?

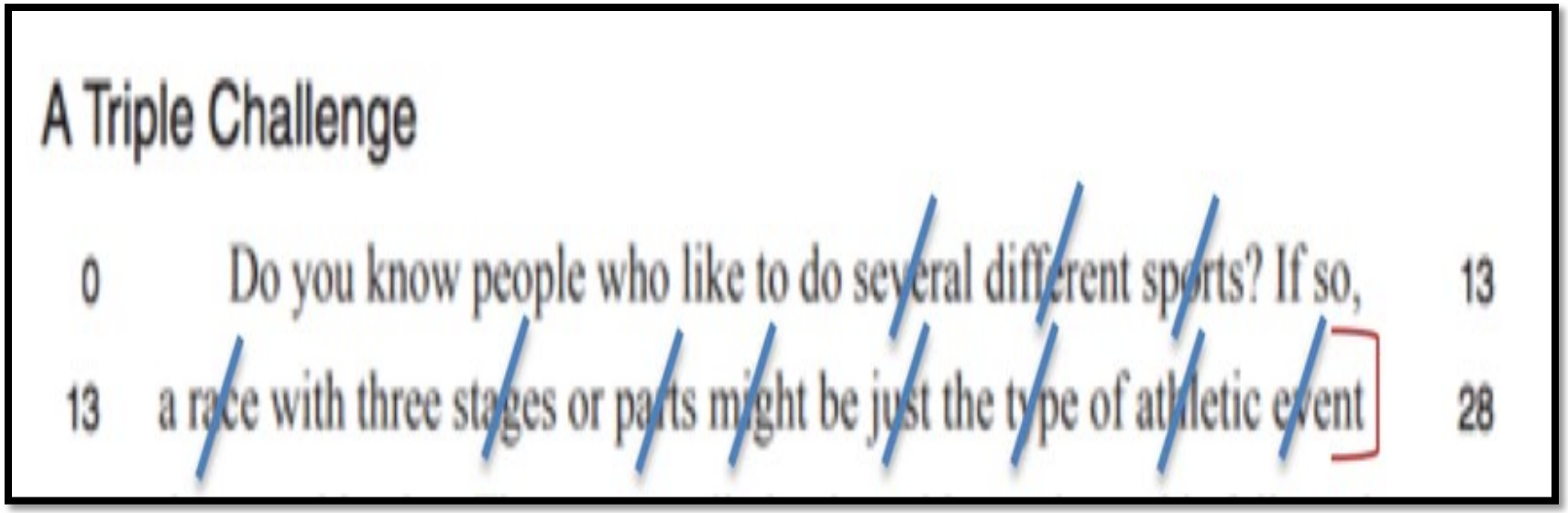
Student Benchmark History



Peel Back the Layers



Quad 4: Peeking at a Probe



A Triple Challenge

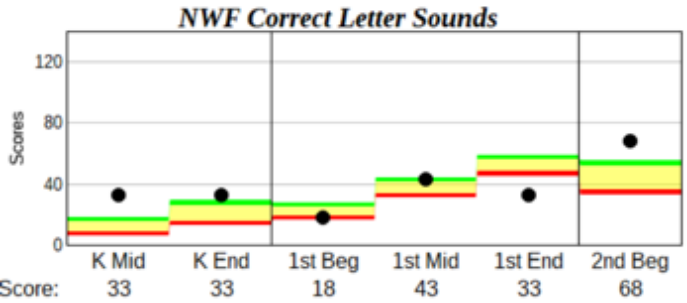
0 Do you know people who like to do several different sports? If so, 13

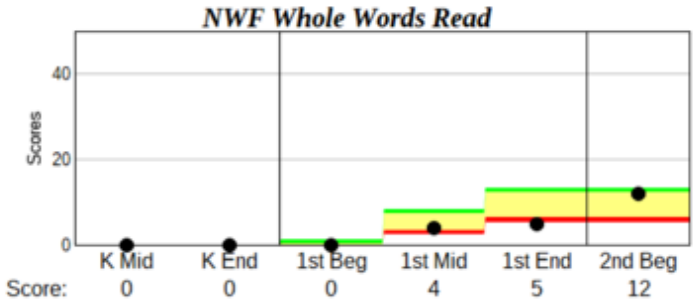
13 a race with three stages or parts might be just the type of athletic event 28

Q3: What Is Going On Here?

Group 3: Additional support on accurate reading of connected text skills		
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	At or Above Benchmark	
Name	DORF Accuracy 0-94%	DORF Words Correct 70+
Howell, Caitlin	93%	70
Porter, Penelope	94%	74

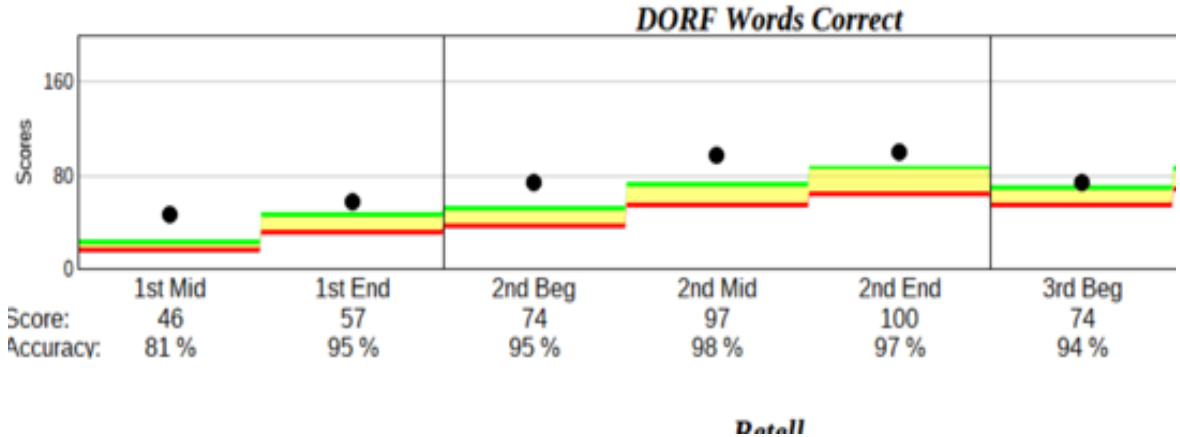
Quad 3: Why?





Student Benchmark History NWF

Student Benchmark History DORF



Quad 2: Accurate but not Automatic

Group 2: Additional support on fluent reading of connected text skills		
Accurate Reading of Connected Text	At or Above Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	DORF Accuracy 95%+	DORF Words Correct 0-69
Duran, Alexa	97%	68
Griffin, Tilly	97%	68
Reid, Aimee	97%	62

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 181. Then skim over the placement test for each level & starting point, pages 181-188.

- 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…

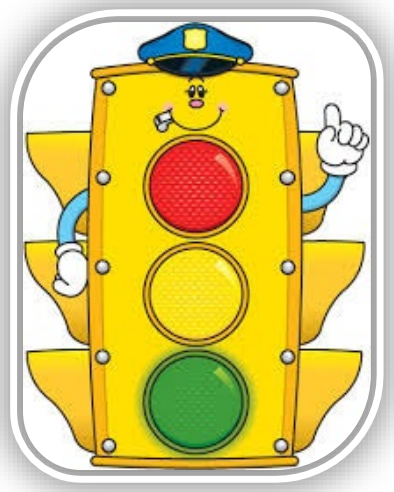
- Develop an understanding of creating consistent sounds & how to make them
- Review key instructional elements to make this program come to life
- Understand how each section of the lesson connects to best practice in phonics instruction
- Practice teaching each section of a lesson

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

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			
short	Ii	/ĭ/	itch
short	Ee	/ĕ/	edge
short	Aa	/ă/	apple
short	Oo	/ŏ/	octopus
short	Uu	/ŭ/	up
Long Vowels			
long	Ee	/ē/	eagle
long	Aa	/ā/	acorn
long	Ii	/ī/	ice
long	Oo	/ō/	open
long	Uu	/ū/	use
Unique Sounds			
Blend	Qu	/kw/	quit quack
Blend	Xx	/ks/	box ax
Consonant Phonemes			
Unvoiced Glide	Ww	/w/	win
Voiced Glide	Yy	/y/	yell
Unvoiced Glide	Hh	/h/	heart

Consonant Phonemes			
UnVoiced Stop	Pp	/p/	pig
Voiced Stop	Bb	/b/	balloon
Unvoiced Stop	Tt	/t/	time
Voiced Stop	Dd	/d/	dime
Unvoiced Stop	Kk	/k/	kite
Unvoiced Stop	Cc	/k/	can (hard)
Voiced Stop	Gg	/g/	gift (hard)
Unvoiced Fricative Continuous	Ff	/f/	fog
Voiced Fricative Continuous	Vv	/v/	vase
Unvoiced Fricative Continuous	Ss	/s/	set
Voiced Fricative Continuous	Zz	/z/	zebra
Unvoiced Fricative Continuous	Cc	/s/	city (soft)
Voiced Affricate	Jj	/j/	jet
Unvoiced Affricate	Gg	/j/	giraffe (soft)
Voiced Nasal Continuous	Mm	/m/	map
Voiced Nasal Continuous	Nn	/n/	necklace
Voice Liquid	Rr	/r/	red
Voiced Liquid	Ll	/l/	lion

Watch and Practice

44 Phonemes

Activity 3.1

Sound Practice

- Locate the Scope & Sequence on p. 191
- Read through the sounds for each lesson as a group, then practice with your partner.
- Remember all vowel sounds are continuous.

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

Lesson Design Based on Research

Phonemic Awareness Warm-Up

Associating letters & sounds.

- Correspondences, Combinations & Discriminations

Blending sounds into words.

- Spelling focused blending routine

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading decodable text

- Contains words with taught letter/sound associations.

Segmenting & spelling words.

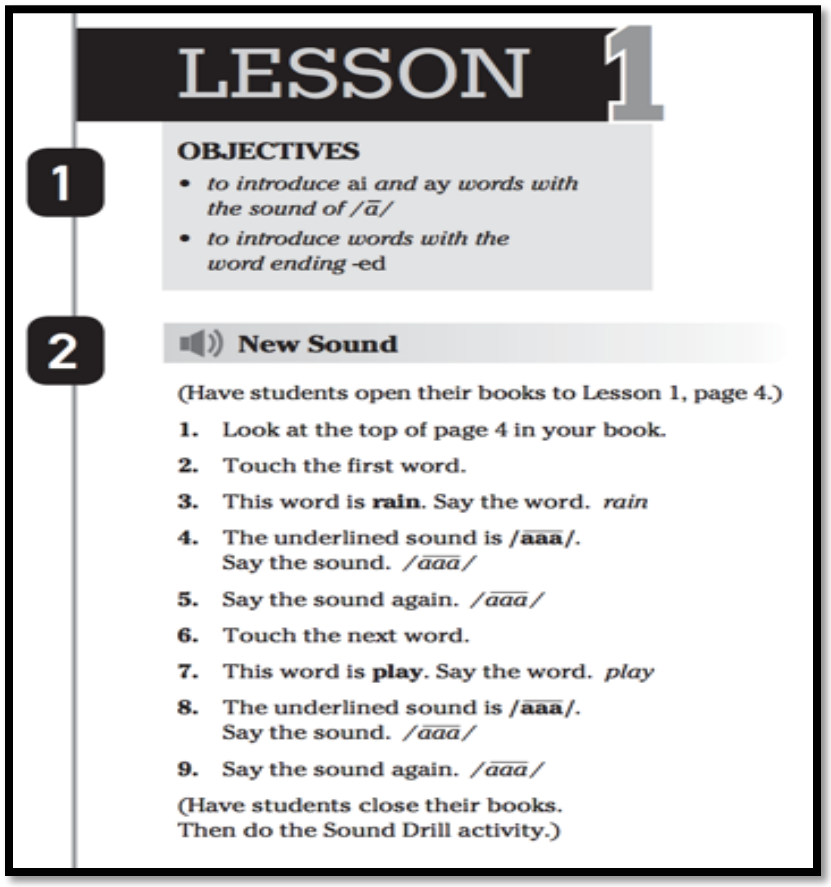
- Phonemic awareness connection

Activity 3.2

- Read pages 8-12 in your Teacher's Guide.
- Components of the lesson are divided into 14 sections and are numbered.
- What section is Oral Directed Teacher Activities? What do students look at during this section?
- About 4th lesson, section #14 is present. What is this section all about?

Sections #1-3: Associating Letters/Sounds

In Both TE and Student Edition



LESSON 1

1

OBJECTIVES

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

2

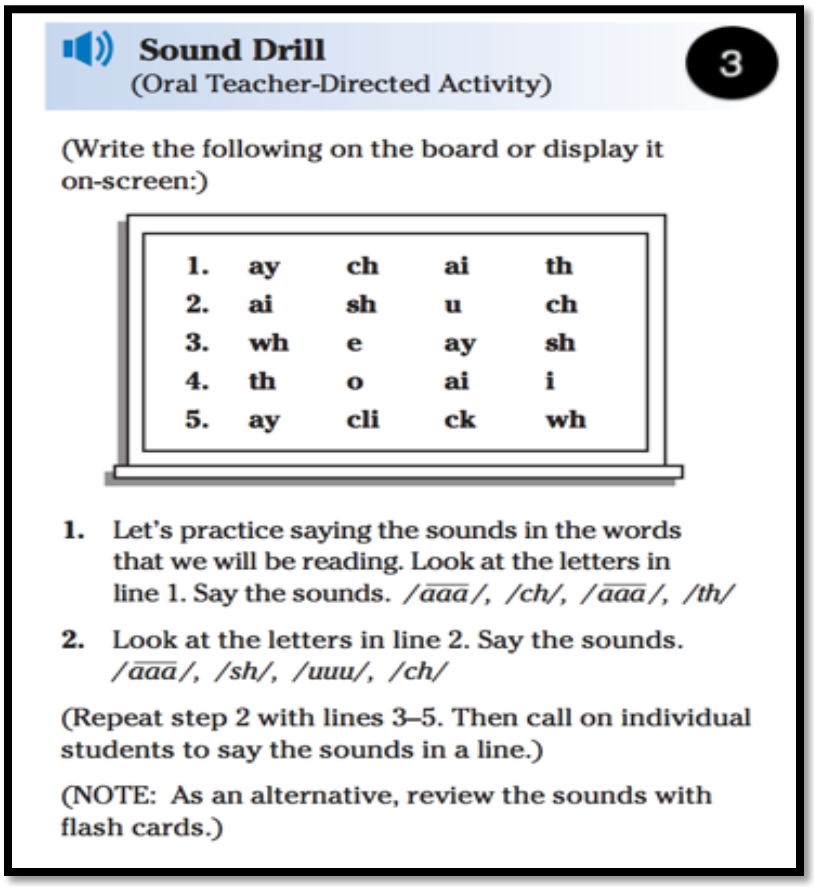
New Sound

(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 /**aā**/. Say the sound. */āā/*
5. Say the sound again. */āā/*
6. Touch the next word.
7. This word is **play**. Say the word. *play*
8. The underlined sound is /**aā**/. Say the sound. */āā/*
9. Say the sound again. */āā/*

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

ONLY in TE



Sound Drill 3
(Oral Teacher-Directed Activity)

(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. */āā/, /ch/, /āā/, /th/*
2. Look at the letters in line 2. Say the sounds. */āā/, /sh/, /uuu/, /ch/*

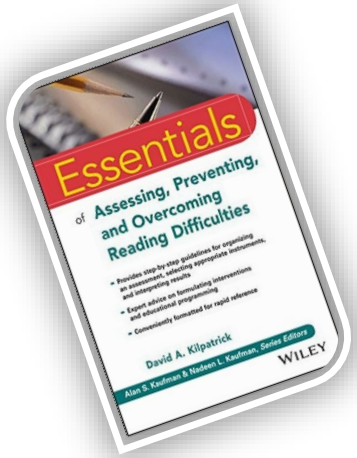
(Repeat step 2 with lines 3–5. Then call on individual students to say the sounds in a line.)

(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: Phonemic Awareness

4a: Lessons 1-6

Blending Sounds
(Oral Teacher-Directed Activity)

Let's practice saying some words. I will say a word slowly. You tell me the word. **/t/ /rrr/ /āaā/ /lll/** What is the word? *trail*

(Repeat this procedure with the following words:)

clay	**/k/**	**/lll/**	**/āaā/**	
faint	**/fff/**	**/āaā/**	**/nnn/**	**/t/**
gain	**/g/**	**/āaā/**	**/nnn/**	
braid	**/b/**	**/rrr/**	**/āaā/**	**/d/**

(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.)

4b: Lessons 7-12

Segmenting Words into Sounds
(Oral Teacher-Directed Activity)

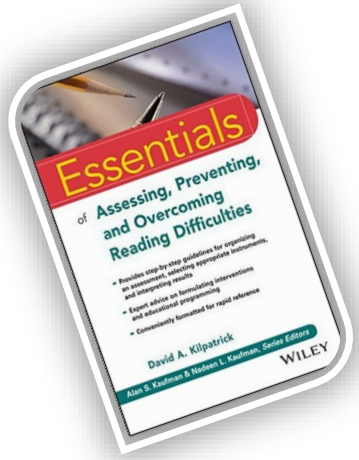
1. Let's practice saying some words. I will say a word, and then you will say the sounds in the word.
2. The first word is **night**. What is the word? *night*
3. Say the sounds in **night**. Put up a finger for each sound. */nnn/ /īīī/ /t/*
4. The next word is **coast**. What is the word? *coast*
5. Say the sounds in **coast**. Put up a finger for each sound. */k/ /ōōō/ /sss/ /t/*

(Repeat steps 4 and 5 with these words:)

flown	**/fff/**	**/lll/**	**/ōōō/**	**/nnn/**
bright	**/b/**	**/rrr/**	**/īīī/**	**/t/**
bleach	**/b/**	**/lll/**	**/ēēē/**	**/ch/**

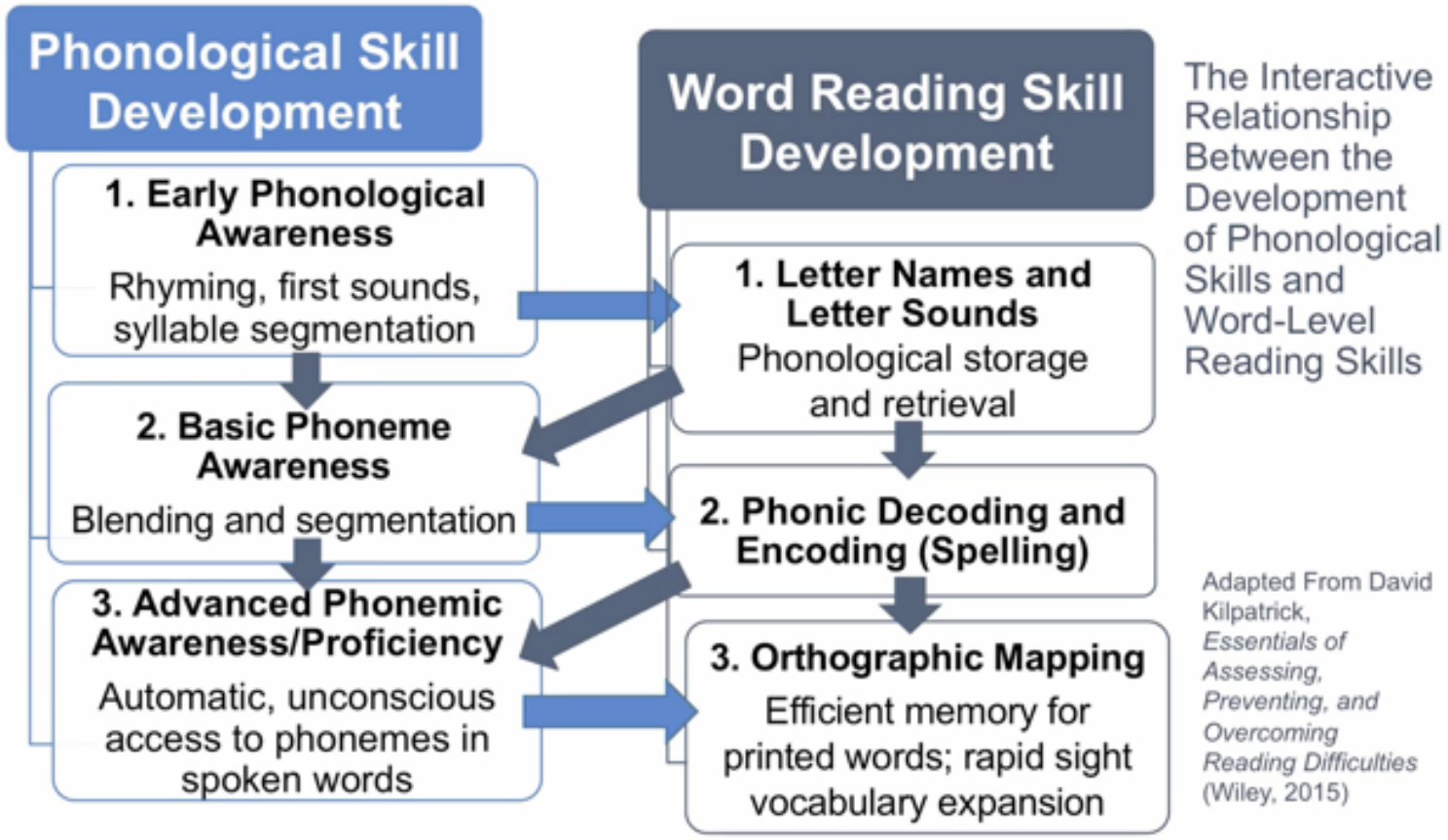
Phonemic Awareness: Why

"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 d on their Phonological Counterparts



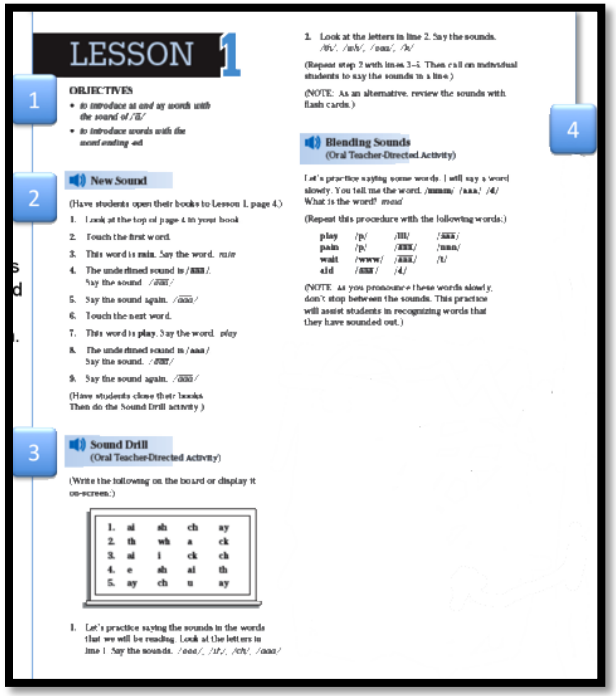
(Ehri, 2005; Kilpatrick, 2015)

Phonemic Awareness Option: Les#12

Task Routine	Lesson #1 Words
Blend: Put these sounds together to make a word: /lll/ /igh/ /t/. What word? light	bright, sigh, least, show, faint
Segment: Let's tap & say the sounds in the word: might. /mmm/ /igh/ /t/	steal, fright, night, braid
Add: Say weep. Add /s/ to the beginning and the word is? sweep	light – add /fff/ right – add /fff/ rain – add /b/
Delete: Say sweep. Without /w/, what is left? seep	bright - /rrr/ - bite steal - /t/ - seal sight - /t/ - sigh
Substitute: Say slash. Change /sh/ to /p/, and the word is? slah	brisk - /s/ - brick grass - /sp/ - grasp chick - /eee/ - check

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* ai *and* ay *words with the sound of /ā/*
- *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 rain. Say the word. *rain*
4. The underlined sound is /ā/. Say the sound. /ā/
5. Say the sound again. /ā/
6. Touch the next word.
7. This word is play. Say the word. *play*
8. The underlined sound is /ā/. Say the sound. /ā/
9. Say the sound again. /ā/

(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	i	ck	ch
4.	e	sh	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. /ā/, /ī/, /ch/, /ā/

2. Look at the letters in line 2. Say the sounds. /th/, /wh/, /ā/, /k/

(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.)

4

Blending Sounds
(Oral Teacher-Directed Activity)

Let's practice saying some words. I will say a word slowly. You tell me the word. /mmm/ /āāā/ /d/ What is the word? *maid*

(Repeat this procedure with the following words.)

play	/p/	/lll/	/āāā/
pain	/p/	/āāā/	/nnn/
wait	/www/	/āāā/	/t/
aid	/āāā/	/d/	

(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 3.3

- Each person in your group needs to have a different assigned lesson number. (At least one person select 1-12, 13-20, & 21-30)
- Working with your partner, review Section 1-4.
  - What to display, materials set up, etc?
- Discuss the following questions:
  - What does the instructional routine sound like (Hint: Use the script as your guide)?
  - How will I elicit frequent responses?
  - How will I monitor & provide feedback?
  - What does my brisk pace feel like?

Activity 3.4

- 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

Associating letters & sounds.

- Correspondences, Combinations & Discriminations

Blending sounds into words.

- Spelling focused and Loop Loop blending routine

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading decodable text

- Contains words with taught letter/sound associations.

Segmenting & spelling words.

- Phonemic awareness connection

Blending Sounds & Reading Words Rationale

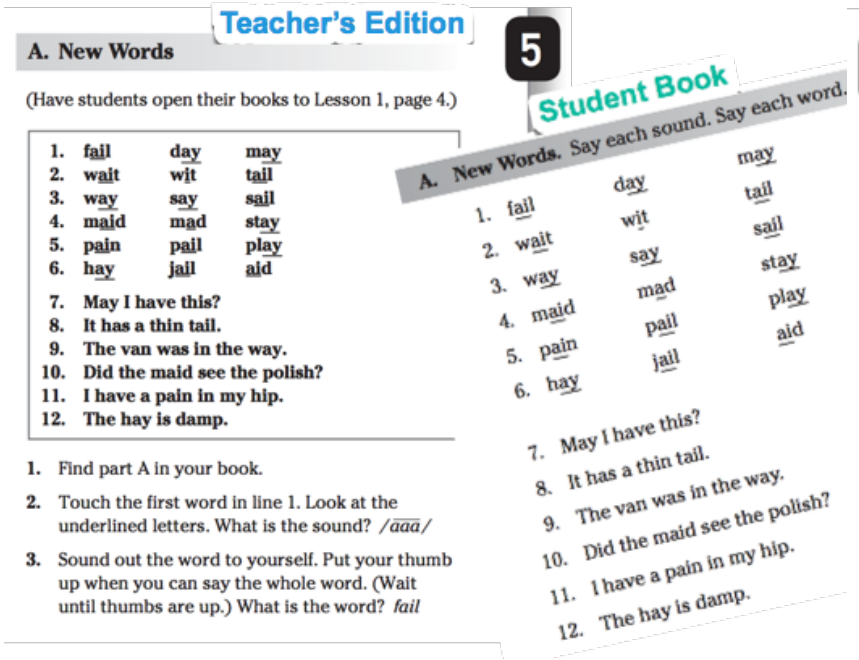
- "Good readers must have a strategy to phonologically recode words."
  (Ehri, 1991; NRP, 2000)
- "During the alphabetic phase, reading must have lots of practice phonologically recoding the same words to become familiar with spelling patterns."
  (Ehri, 1991)
- "Good readers rely primarily on the letters 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)

Sections 5-6: Blending Sounds & Reading Words

5. New Words



Teacher's Edition

A. New Words

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

1.	fail	day	may
2.	wait	wit	tail
3.	way	say	sail
4.	maid	mad	stay
5.	pain	pail	play
6.	hay	jail	aid

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 hay is damp.

1. Find part A in your book.
2. Touch the first word in line 1. Look at the underlined letters. What is the sound? */ā/*
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? *fail*

5

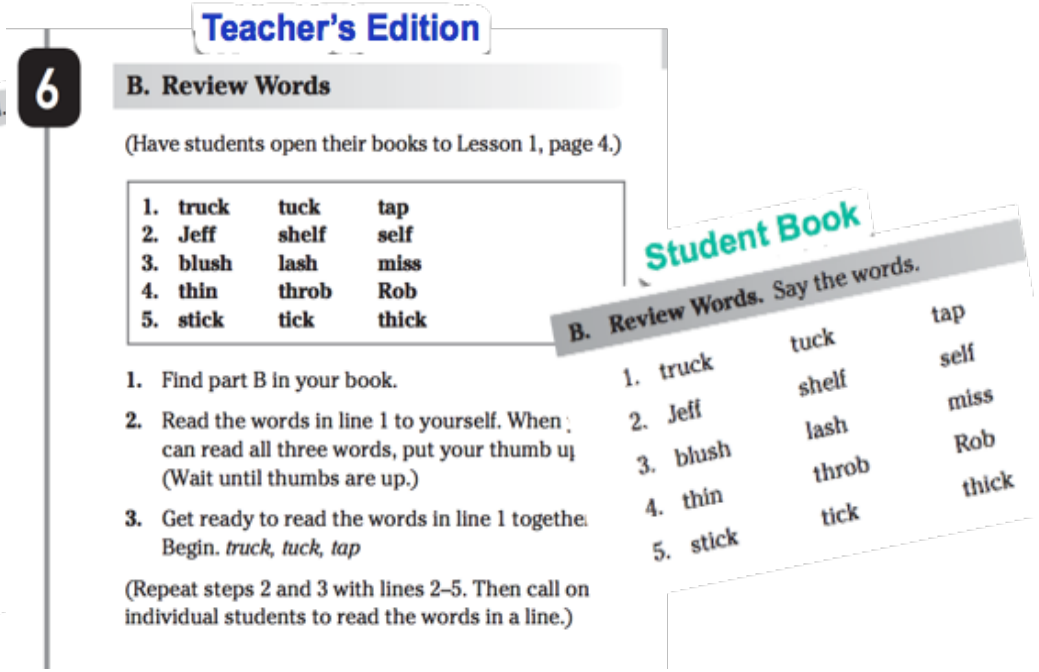
Student Book

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

1.	fail	day	may
2.	wait	wit	tail
3.	way	say	sail
4.	maid	mad	stay
5.	pain	pail	play
6.	hay	jail	aid

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 hay is damp.

6. Review Words



Teacher's Edition

B. Review Words

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

1.	truck	tuck	tap
2.	Jeff	shelf	self
3.	blush	lash	miss
4.	thin	throb	Rob
5.	stick	tick	thick

1. Find part B in your book.
2. Read the words in line 1 to yourself. When you can read all three words, put your thumb up. (Wait until thumbs are up.)
3. Get ready to read the words in line 1 together. Begin. *truck, tuck, tap*

(Repeat steps 2 and 3 with lines 2–5. Then call on individual students to read the words in a line.)

6

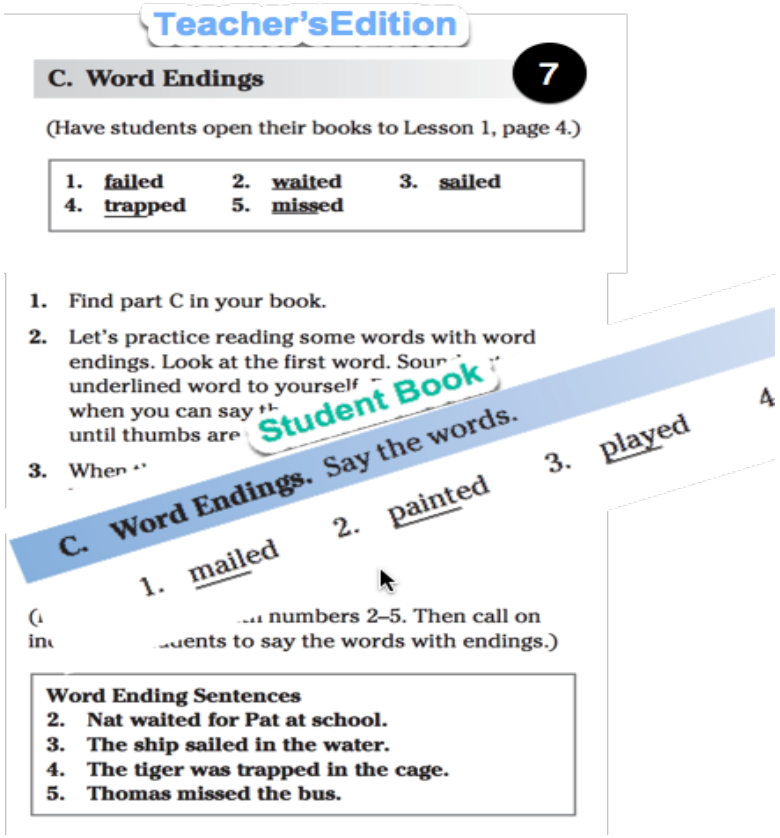
Student Book

B. Review Words. Say the words.

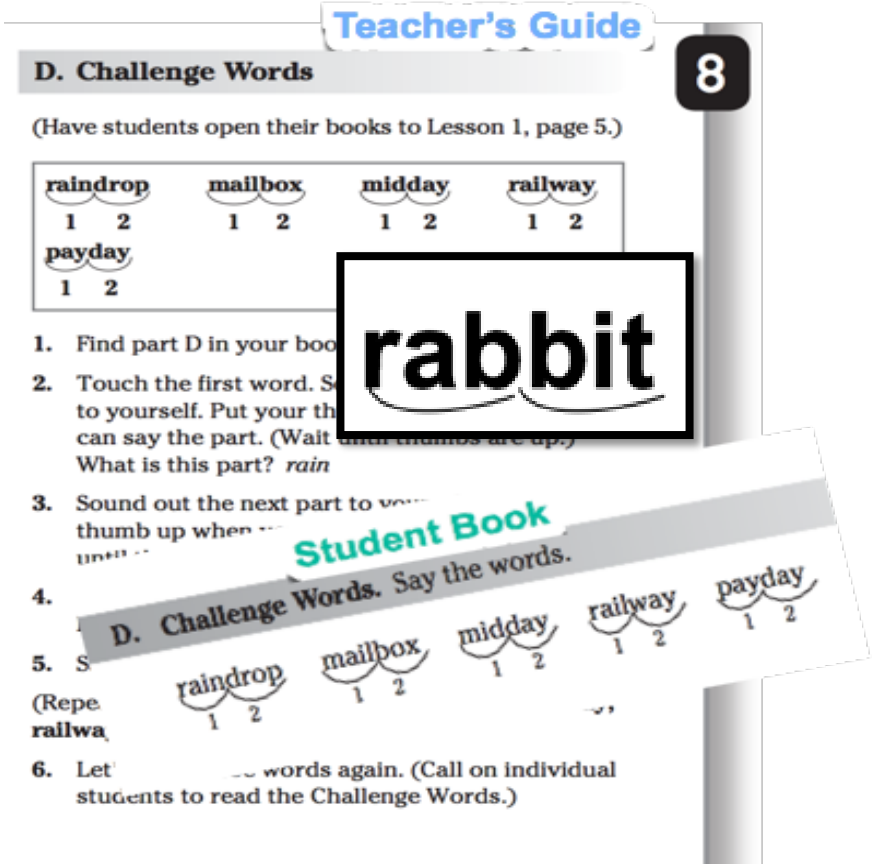
1.	truck	tuck	tap
2.	Jeff	shelf	self
3.	blush	lash	miss
4.	thin	throb	Rob
5.	stick	tick	thick

Section 7-8: Blending Sounds and Reading Words

7. Word Endings



8. Challenge Words



Instructional Routines in the Second 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
Loop Loop Routine	All – Encourages students to apply their decoding strategy with longer words	What part? What part? What word?	Word Type

Review, & Challenge Words Rationale

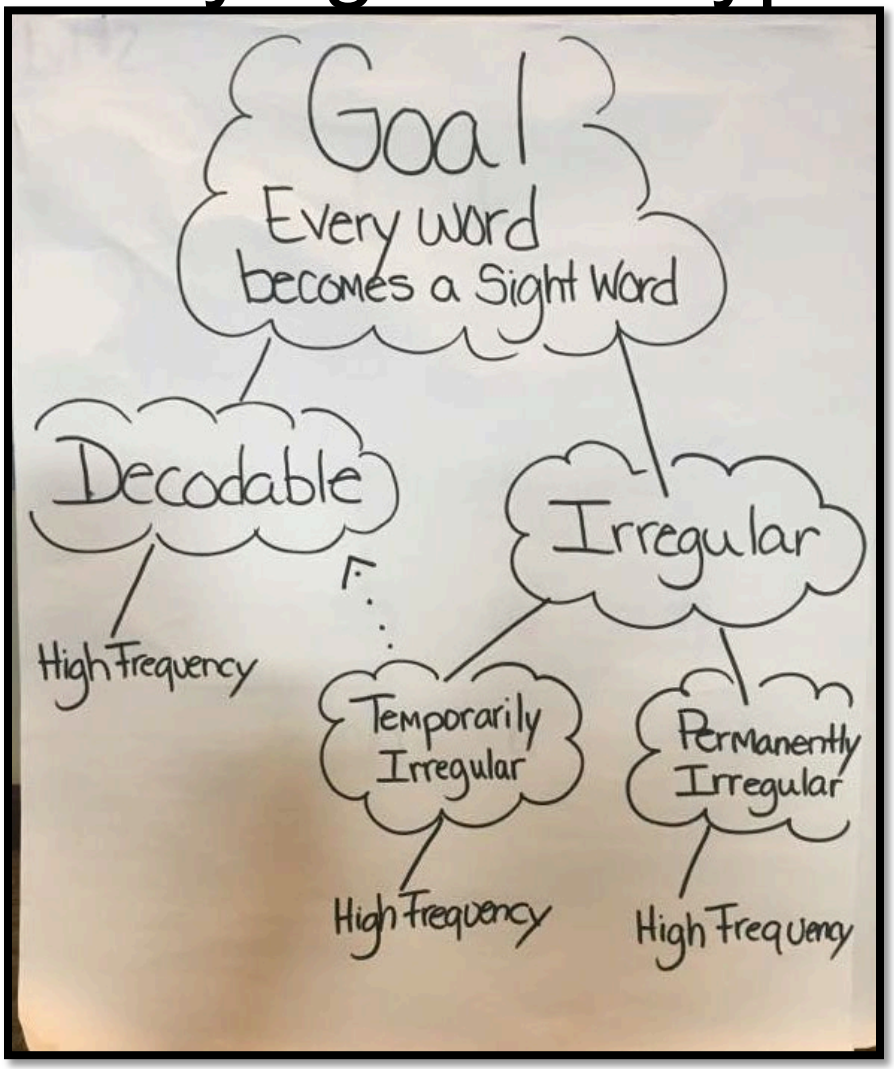
- Enhance students' transfer of decoding skills to longer words
- Increase student motivation
- Increase the size of students' sight word vocabulary – meaning that they can instantly & effortlessly read all types of words

Archer, 2011 & Kilpatrick, 2015

Activity 3.5

- At your table group, return to your selected lesson number.
- Review your lesson – **New Words, Review Words, Word Endings and Challenge Words**.
- 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

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)

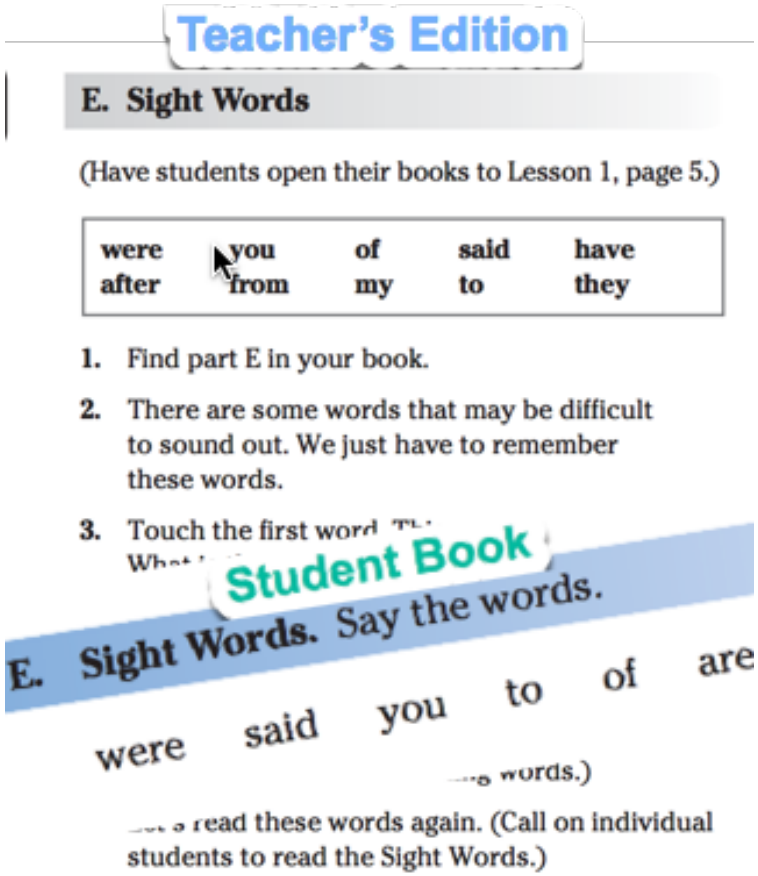
Irregular Words

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

Sight Vocabulary

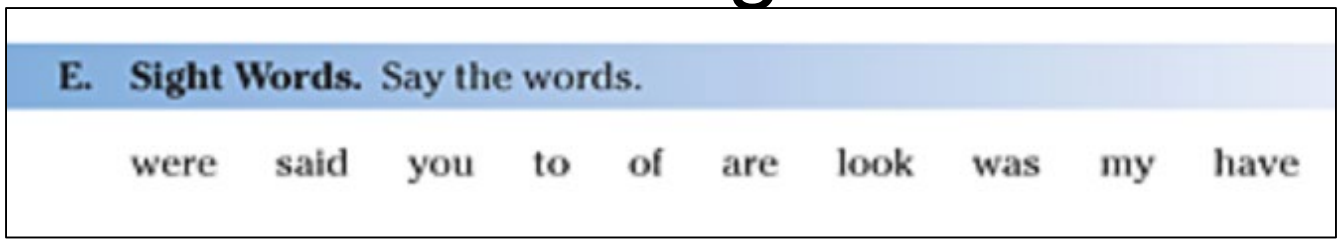
- Words that are recognized instantly.
- The quick & automatic recognition of most common words appearing in text is necessary for fluent reading." (Blevins, 1998)

Section 9: Blending Sounds & Reading Words



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

Section 7: Sight Words



E. Sight Words. Say the words.

were said you to of are look was my have

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 3.6

Pause for Partner Practice

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

Recap of Sections 5-9

Phonemic Awareness Warm-Up

Associating letters & sounds.

- Correspondences, Combinations & Discriminations

Blending sounds into words.

- Spelling focused blending routine and Loop Loop

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading decodable text

- Contains words with taught letter/sound associations.

Segmenting & spelling words.

- Phonemic awareness connection

Section 10: Sentences & Stories

10

F. Sentences and Stories

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

1. Find part F in your book.
2. Touch the title of the story. Let's read the title together. *The Day of Rain*
3. Read Part 1 to yourself. Read it very carefully. Put your thumb up when you are done. (Wait until thumbs are up.)
4. Let's read Part 1 together. When you are not reading aloud, follow along in your book. (Call on a student to read one or two sentences. Continue until Part 1 has been read.)
5. Look at the three pictures. Put a number 1 under the picture that goes with Part 1.

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

Answers

F. Sentences and Stories. Read each part of the story. Write the story part number under the picture that goes with each story part.

After the Rain

Part 1

Chuck, Kim, and Nick played with the ship. "I will be glad
12 when this rain stops," Chuck said. "Ships and trains are OK,
23 but I think it will be fun to check on that shed on the trail."
38 "Look!" said Kim. "Is that a faint ray of sun I see in
51 the west?" Just then, the rain stopped.
58 "Let's go!" said Nick. "You stick the ship and the train
69 back on the shelf, and I will tell my mom."

_____

Part 2

79 Chuck and Kim sped up the wet trail. "Wait! Wait!"
89 Nick said with a pant. Kim and Chuck sat on a gray rock
102 and waited. The shed was just up the trail.
111 "My dad said that this trail led to the train tracks when
123 my mom and dad were kids," Nick said. "He said that mail
135 going on the next train was kept in the shed."
145 "Well, let's go check the mail shed then," said Kim.

_____

Part 3

155 "It's just junk," Chuck said. "I see paint cans, a paintbrush,
166 a bent tray, pails, and lots of dust."
174 "This is not junk," said Nick as he held up a mail sack.
187 "Look. This sack is from the Clay Trail Mail Run. This must
199 be Clay Trail. Dad said mail was kept in this shed. I bet it will
214 shock Dad to see the mail sack. He may faint!"
224

_____

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.

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 then 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?*

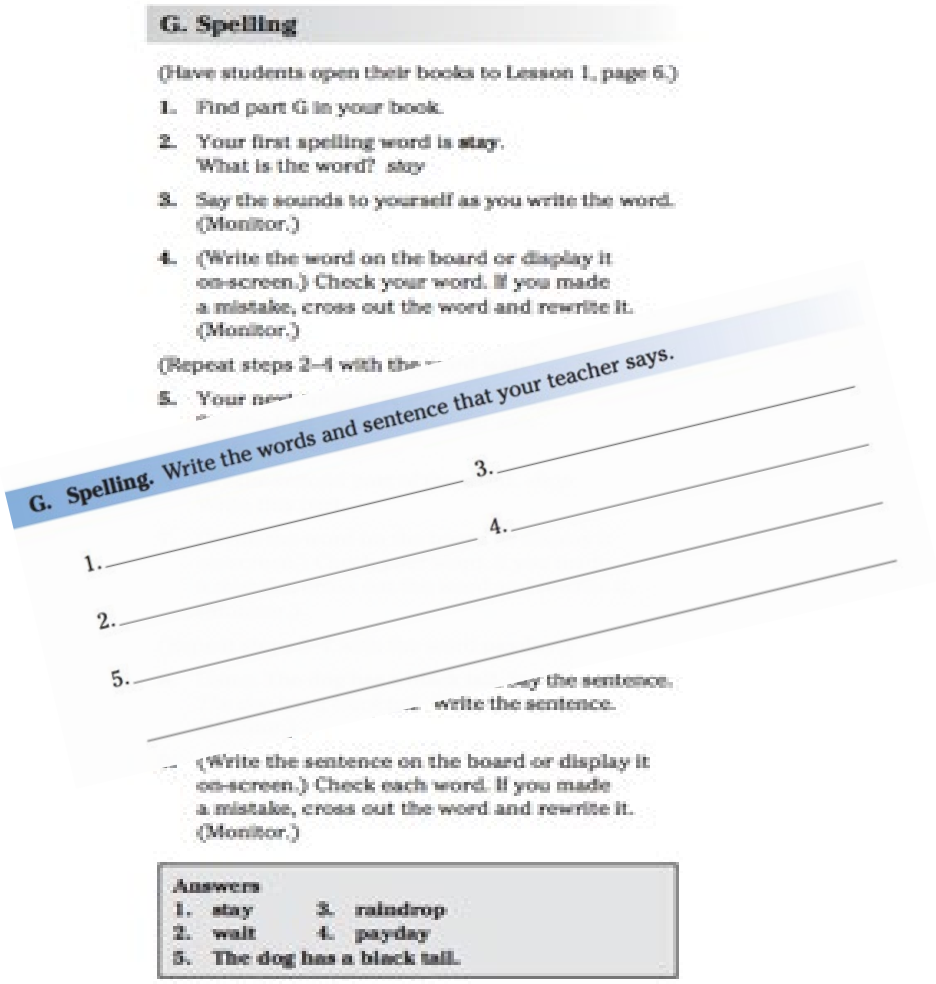
  Reread the sentence.

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”.

Section 11: Segmenting & spelling words.

- Important that students segment the sounds in the word before writing it.
- Provide feedback on the phoneme-grapheme connection



G. Spelling

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

1. Find part G in your book.
2. Your first spelling word is **stay**. What is the word? *stay*
3. Say the sounds to yourself as you write the word. (Monitor.)
4. (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 2–4 with th-

5. Your n-

G. Spelling. Write the words and sentence that your teacher says.

1. _____ 3. _____
2. _____ 4. _____
5. _____

-ay the sentence.
write the sentence.

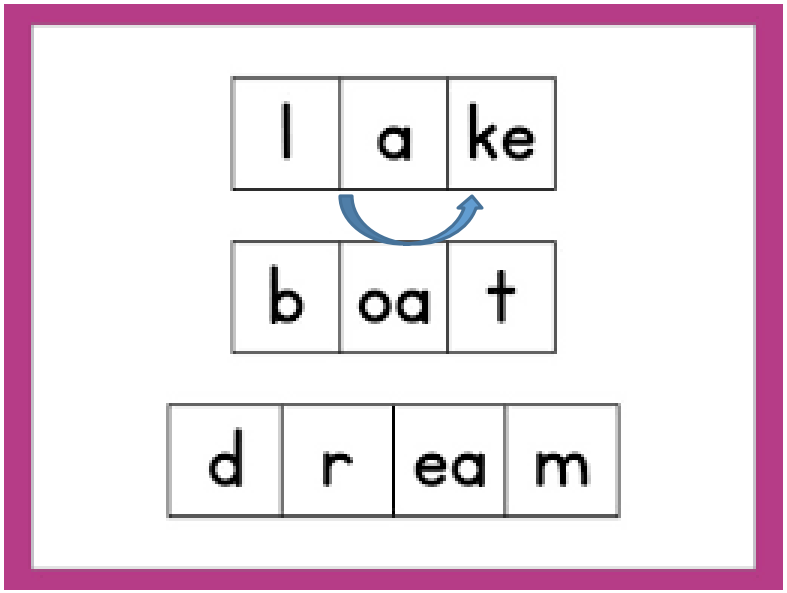
(Write the sentence on the board or display it on-screen.) Check each word. If you made a mistake, cross out the word and rewrite it. (Monitor.)

Answers

1. **stay**
2. **wait**
3. **raindrop**
4. **payday**
5. **The dog has a black tail.**

Segmenting & Spelling Words Rationale

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



Step 1: attach phonological sound in memory to letters

Step 2: anchor the sequence of letters in memory

Experience Sections 10 & 11

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

Activity 3.7

- 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 (Hint: Use the script as your guide)?
  - How will I elicit frequent responses?
  - How will I monitor & provide feedback?
  - What does my brisk pace feel like?

Activity 3.8

- 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

Associating letters & sounds.

- Correspondences, Combinations & Discriminations

Blending sounds into words.

- Spelling focused blending routine

Reading words to build fluency.

- Think Read Routine (practice, practice, practice)

Reading decodable text

- Contains words with taught letter/sound associations.

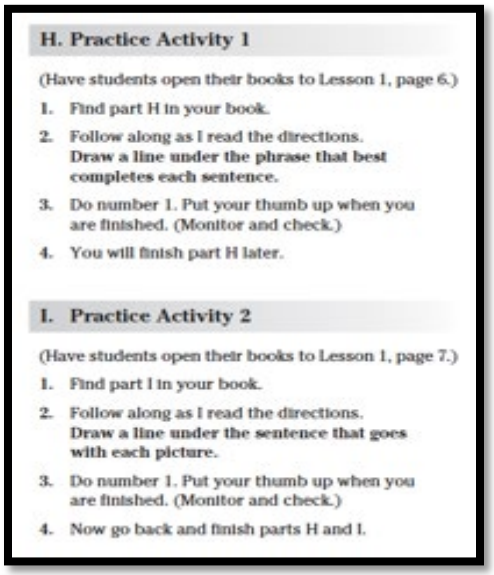
Segmenting & spelling words.

- Phonemic awareness connection

Sections 12-13: Extension Activities

Section 12: Practice Activity 1 & 2

- Students do independently after doing at least one example together



H. Practice Activity 1

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

1. Find part H in your book.
2. Follow along as I read the directions. **Draw a line under the phrase that best completes each sentence.**
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part H later.

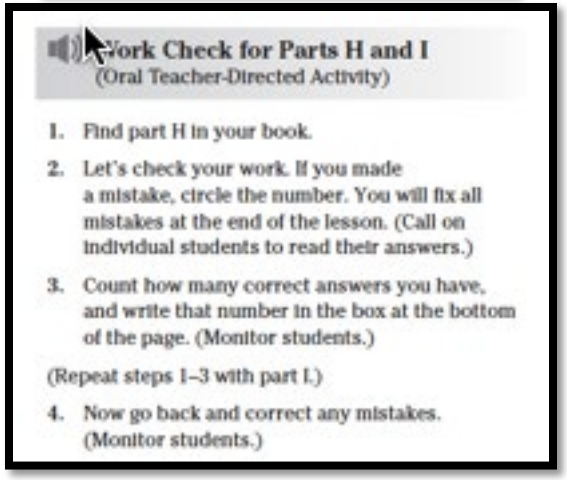
I. Practice Activity 2

(Have students open their books to Lesson 1, page 7.)

1. Find part I in your book.
2. Follow along as I read the directions. **Draw a line under the sentence that goes with each picture.**
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. Now go back and finish parts H and I.

13: Word Check

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



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

1. Find part H 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 page. (Monitor students.)

(Repeat steps 1–3 with part I.)

4. Now go back and correct any mistakes. (Monitor students.)

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.

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 3.9

- 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 the Program

A Student & Teacher Perspective

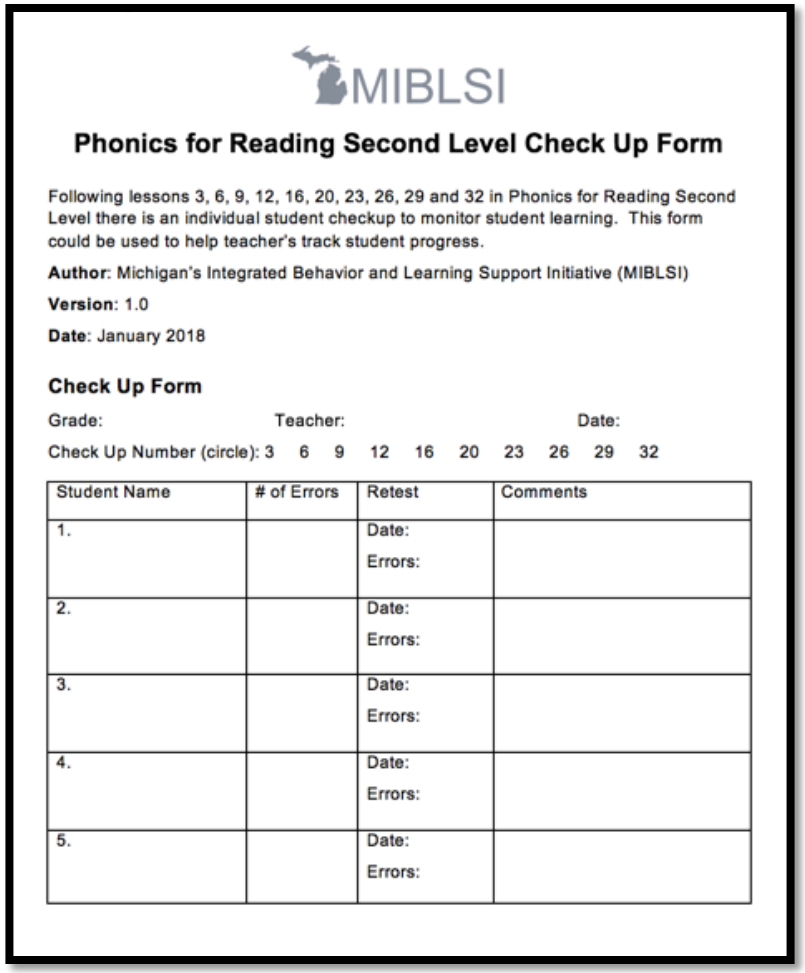
In Module 4.0, we will…

- Review the following tools:
  - Checking Up (Section 14) that occurs at the end of lessons 3, 6, 9, 12, 16, 20, 23, 26, 29 & 32
  - 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, 16, 20, 23, 26, 29 & 32
- Teacher listens to students read 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



MIBLSI

Phonics for Reading Second Level Check Up Form

Following lessons 3, 6, 9, 12, 16, 20, 23, 26, 29 and 32 in Phonics for Reading Second 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

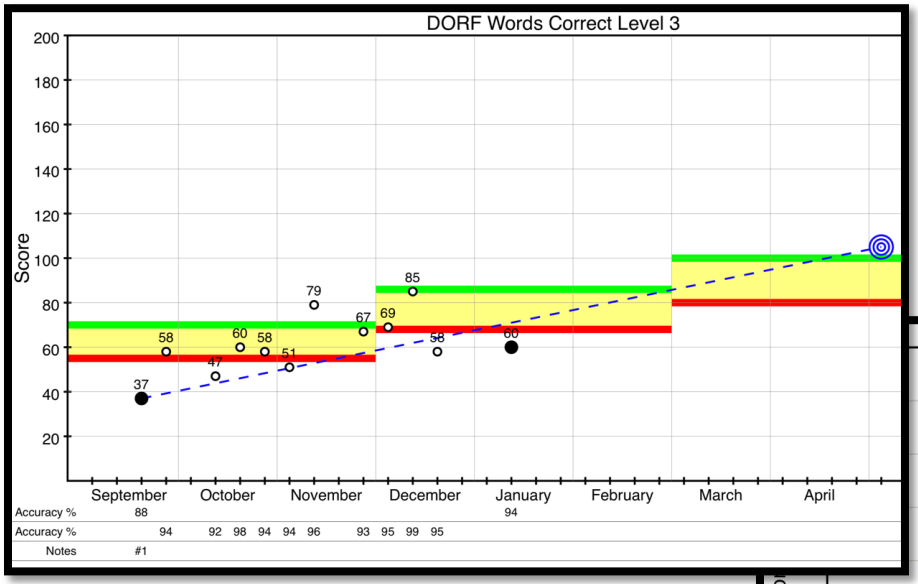
Check Up Form

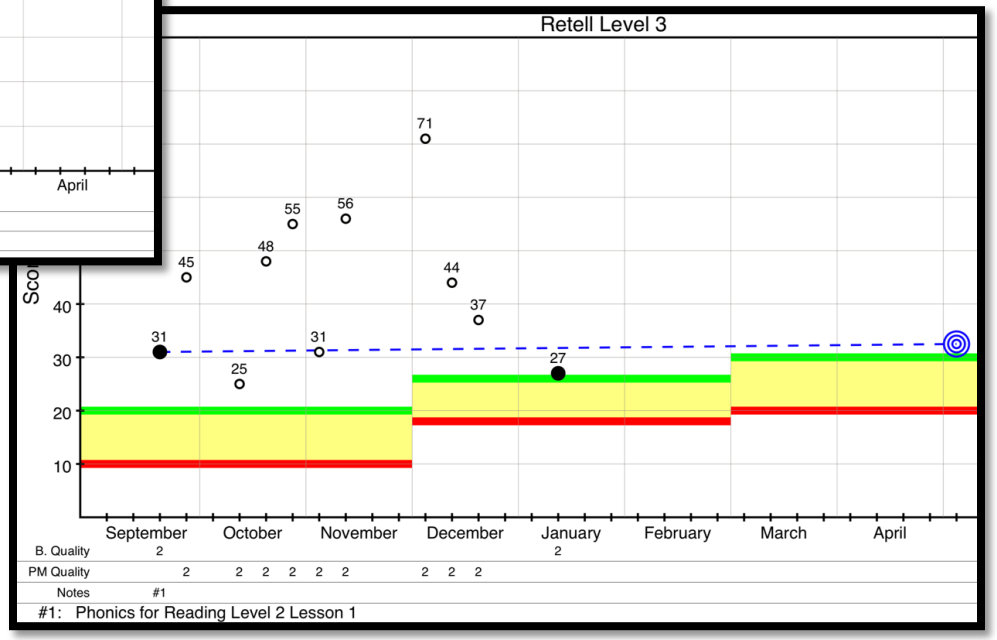
Grade: Teacher: Date:

Check Up Number (circle): 3 6 9 12 16 20 23 26 29 32

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

Universal Screening Monitoring





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. • Uses teacher script	2 1 0
Elicits frequent responses. • Choral or Partner • Written • Physical (touch/point)	2 1 0
Monitors and provides feedback. • Positive comments • Error correction procedure	2 1 0
Delivers at a brisk pace. • Many opportunities to practice • Quick transitions	2 1 0

Comments:

Teaching Look Fors

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

Activity 5.1

- Review the MIBLSI Check Up form & Fidelity Checklist for Phonics for Reading Second 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 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

Activity 4.1

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?

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 Second Level fit into?
- What skills are covered in Second Level?
- Which students might be a good fit for Second? 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