Link to LiveBinder <https://bit.ly/2tZhJ3r>

Access Key: litacademyphonics

**Objectives:**

* Understand the relationship between phonemic awareness and phonics.
* Explore activities for teaching explicit and systematic phonics
* Learn strategies to incorporate if a student is having difficulty linking sounds to letters.

1. **The Truth About Learning to Read**

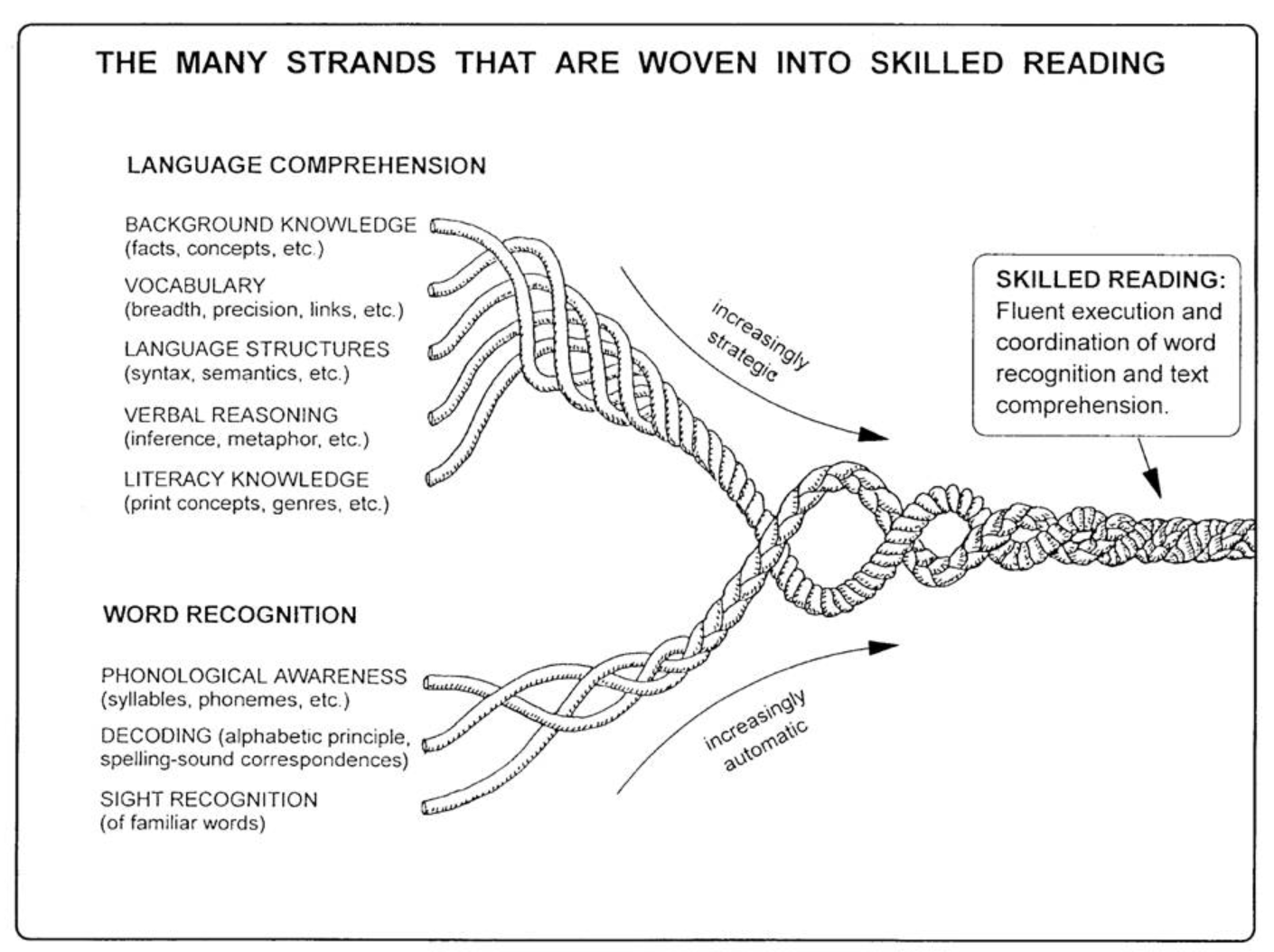
Teaching reading is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* + Teaching all children to read proficiently by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ should be the number one priority for schools.
* Teaching reading is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Teaching reading *is* rocket science (Moats, 1999).
* Teaching reading should be guided by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Teachers must have an in-depth understanding of reading instruction and assessment.

**Simple View of Reading**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ X \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Reading Rope**



**Agree/Disagree and Why?**

Only struggling readers benefit from phonics instruction.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**From the Experts:**

* “Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some.” Snow & Juel (2005)
* “We have no way of sorting out ahead of time who needs phonics, who would gain some benefit, and who would do fine without it.” Tim Shanahan, Distinguished Professor Emeritus at the University of Illinois at Chicago

1. **Phonological Awareness**

Most teachers are unfamiliar with the difference between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Clarification of Terms**

Phonological Awareness:

* + Awareness of **speech sounds**
  + Ability to manipulate the **sound structures** in words
  + Deals with **spoken language**

Phonemic Awareness:

* 1. **Subset** of phonological awareness
  2. Focuses on the **individual sounds**, or phonemes.



1. **Phonics**

The understanding there is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between phonemes (sounds) and graphemes (the letters that represent those sounds) in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ language.

**How Predictable?**

Given that only \_\_\_\_\_% of English words are totally irregular, there is tremendous value in teaching students to use a phonemic approach to spelling. At least \_\_\_\_\_% of words can be encoded exactly as they sound, while another \_\_\_\_\_% have only one unpredictable letter.

**Emergent and Early Literacy Considerations**

[Burns, M. S., Griffin, P., & Snow, C. E. (2004). *Starting out right: a guide to promoting children’s reading success*. Washington, D.C.: National Academy Press.](https://www.nap.edu/catalog/6014/starting-out-right-a-guide-to-promoting-childrens-reading-success)

**Building the Foundation**

In PreK, we are teaching letter recognition and letter/ sound correspondences. These are the pre-cursor skills to phonics and decoding.

**Emergent and Early Literacy Activities to Build Print Awareness**

|  |  |
| --- | --- |
| ABC Eye Chart |  |
| Letter Arc |  |

**Conventional Literacy Considerations**

[Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook*. Oakland, CA: Arena Press.](https://www.amazon.com/Teaching-Reading-Sourcebook-3rd-2018/dp/1634022351)

[Blevins, W. (2016). *A fresh look at phonics: common causes of failure and 7 ingredients for success*. Thousand Oaks: Corwin.](https://us.corwin.com/en-us/nam/a-fresh-look-at-phonics-grades-k-2/book248966)

**Changing Emphasis**

Changing Emphasis of the Big Ideas of reading from SLide 23 in the presentation.


Adapted from Michigan’s Integrated Behavior and Learning Support Initiative, 2017

**Wiley Blevins identifies 7 success ingredients for phonics instruction**

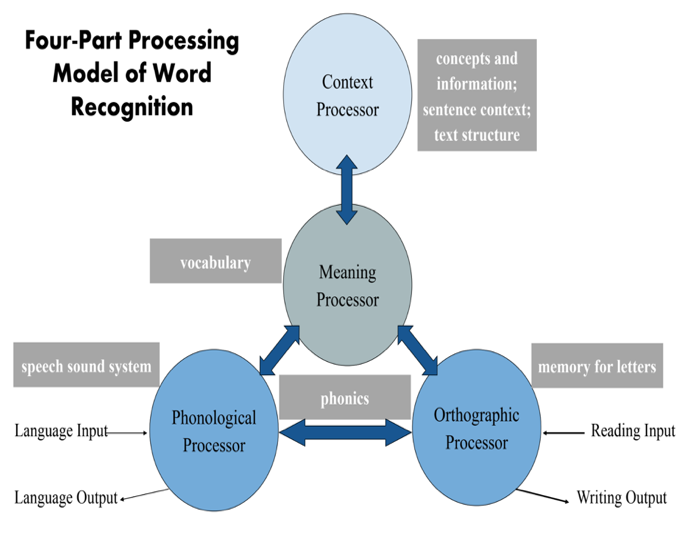
* Readiness skills – phonological and phonemic awareness
* Scope and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is taught
* Dictation is included in every lesson
* Word Awareness –word building using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* High Frequency words taught using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Reading connected text – decodables

**Sample Scope and Sequence**

scope and sequence of phonics instruction



**Four Part Processing Model of Word Recognition**



**Conventional Literacy Activities**

|  |  |
| --- | --- |
| Phoneme-Grapheme Mapping |  |
| Tap It, Map It, Graph It, Zap It! |  |
| Physical Phonics |  |
| Word Chaining |  |

**Adolescent Literacy Considerations**

[Curtis, M. E., & Longo, A. M. (2001). *When adolescents can’t read: methods and materials that work*. Cambridge, Mass: Brookline Books.](https://www.amazon.com/When-Adolescents-Cant-Read-Materials/dp/1571290699)

**Adolescent Literacy**

Big Ideas

* Advanced Word Study - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Fluency
* Vocabulary
* Comprehension
* Motivation

**Syllabication**

* Closed
* Silent e
* Open
* Vowel Team
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Adolescent Literacy Activities**

|  |  |
| --- | --- |
| Decoding Strategies for Multi-syllabic Words |  |
| Walk About Words |  |
| Syllable Tracking |  |

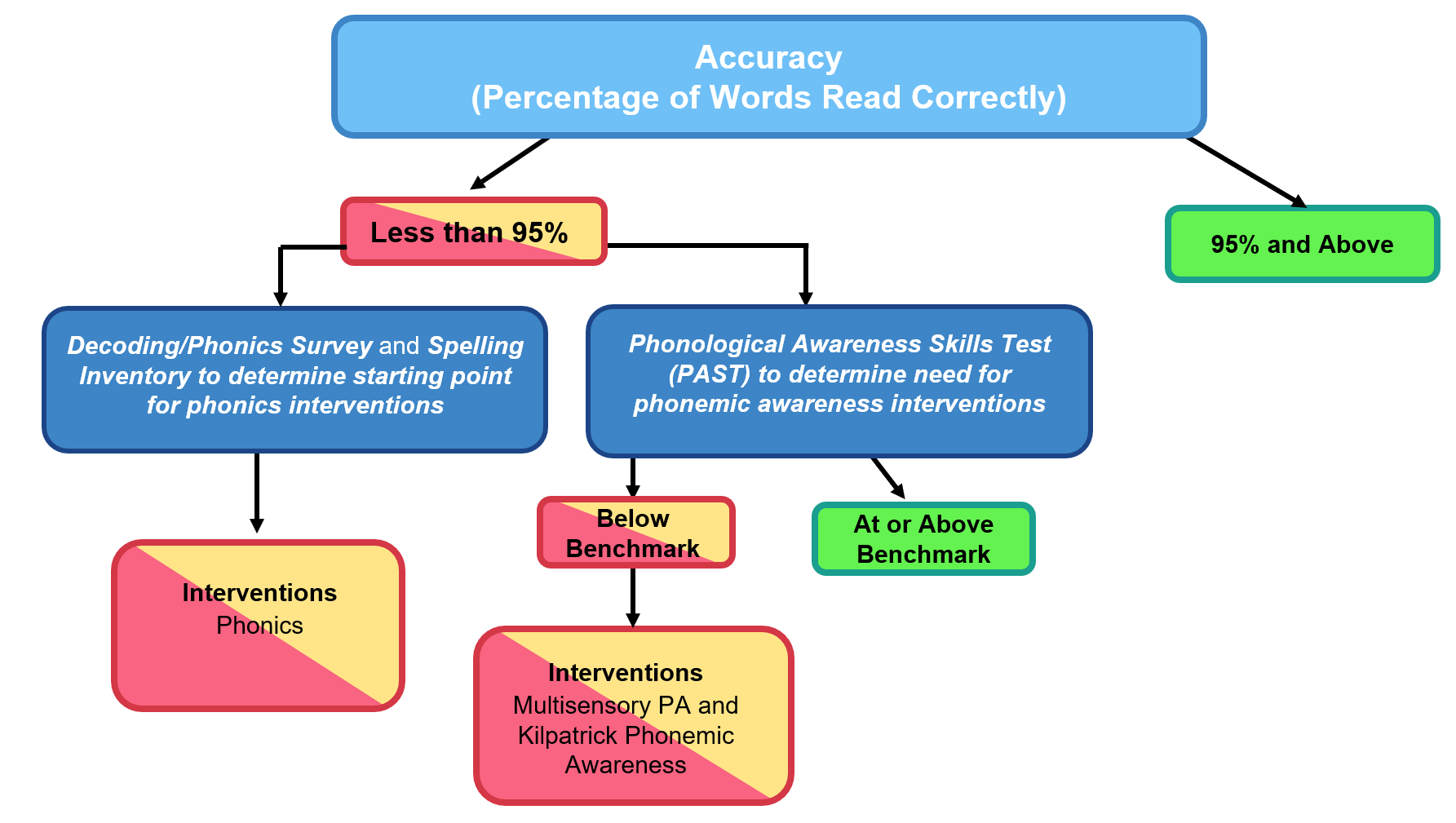
1. **Prevention and Intervention**

3 tiers of instruction from bottom up
core - all students
intervention - in addition to core
intensive intervention - in addition to intervention and core

Phonics in Tier 1 for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ following \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Tier 2 and 3 phonics Interventions for those with a decoding weakness, identified by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ data.

**Decision Rules Example**



**Sample Decoding Surveys**

[Really Great Reading](https://www.reallygreatreading.com/dds)

[San Diego Quick Assessment](https://www.modelteaching.com/wp-content/uploads/2019/10/San-Diego-Quick-Assessment.pdf)

**Phonics Take Aways**

* Decoding is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ though \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for comprehension
* Teach orthographic mapping to increase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instruction should be systematic and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Use the 4 Part processing System as a guide for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to students.
* Don't group just to group. Use skill-based small groups

**Remember:**

There is **no comprehension strategy** powerful enough to compensate for the fact you can’t read the words.

**What stuck with you today?**

3 takeaways

1.

2.

3.

2 colleagues you will collaborate with

1.

2.

1 change you would like to make in your instruction

1.

**Additional Reading**

[**Hard Words by APM Reports**](https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read)

[**Meeting the Challenge of Early Literacy Phonics Instruction**](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf)

[**Why a Structured Phonics Program is Effective**](http://www.standardsinstitutes.org/sites/default/files/why_a_structured_phonics_program_is_effective_draft_1.pdf)

[**Learning to Read: A Primer**](http://go.info.amplify.com/hubfs/CFER/Primer/PrimerPt1_LearningToRead.pdf?t=1509466645927)