



Advanced Phonics and Decoding
Perfecting Our Craft and Planning for the Future
K – 1st Grades
Oregon Reading First
October 2007

Agenda

- ✓ Welcome!

- ✓ What We've Tried...What Happened

- ✓ What It Takes to Move Our Instruction to the Next Level

- ✓ Common Template Trouble Spots

- ✓ Template Practicum
 - Card #2
 - Card #3
 - Card #4
 - Card #6
 - Card # 7
 - Card # 8
 - Card # 9
 - Card #10

- ✓ Extending the Skill Instruction to Targeted Small-Group Instruction

- ✓ Action Steps and Commitments

Refining the Template Delivery

Template #	Don't Forget!	My Response/Action Steps
2		
3		
4		

Template #	Don't Forget!	My Response/Action Steps
6		
7		
8		

Template #	Don't Forget!	My Response/Action Steps
9		
10		

Word Lists for Template Practicum

Card #2	Card #3	Card #4	Card #6
r s t b f e r t b m n a e s t m	all along forever should could father enough from give done because does ready something nothing through	sh-op ch-ip s-lam c-rab p-ark sh-out m-ouse qu-ick d-ime k-eeep f-arm h-ills w-eeks ph-one b-roke p-ine	pen net fans trip pram nest hips peace grass beats mush runs heaps meek won peek

Card #7	Card #8	Card #9	Card #10
a_e ou ay ai igh i_e ci ce o_e ea ee ow i_e ai ou ow	joke list shore bucks might flip paint pay rent last quest chimp print click reap crown	place slam flint cram weeks slip hills leap queen on drain zips vane mint plays race	hoist shouts drought peace taste stitch crunch press zest needs tea keeps blame train wimp pray

Round 1: No errors
 Round 2: Errors and individual turns

Planning for Differentiated Instruction – Sample Planning Grid #1

Dates: _____

Skill Focus/Desired Outcome: _____

Students in Group:

Day 1	Day 2	Day 3	Day 4	Day 5

Dates: _____

Skill Focus/Desired Outcome: _____

Students in Group:

Day 6	Day 7	Day 8	Day 9	Day 10

Planning for Differentiated Instruction – Mrs. Jade’s Class SAMPLE

Dates: 9-21 to 9-25 Skill Focus/Desired Outcome: ar, er, ir

Students in Group: Peter, Shiloh, Kennedy, Molly, Ramone, Shannon, Jake

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Directly teach –ar to students</p> <p>Blend the following words: yard farm chart parked marks yarn barns cards darns charm shark Clark barks jars tarps warned</p> <p>Read “Mark Has Charm”</p>	<p>Directly teach -er to students</p> <p>Blend the following words: ferns perm term Bert nerds germs intern Vern stern kernel insert her perks derm Nerf clerk</p> <p>Read “Nerf, Do Not Eat the Fern!”</p>	<p>Directly teach -ir to students</p> <p>Blend the following words: shirt firm twirp skirts flirt birch chirp sir Kirk squirms Dirk</p> <p>Read “No Sir”</p>		

Intervention Planning Worksheet

Student	Instructional Need (detailed description)	Methods or Programs to be Implemented	Progress Monitoring Measure	Intervention Implementation Start Date	Implementation Review Date	Person Responsible	Teacher Support Needs

Instructional Methods Teacher Log
adapted from Brown-Chidsey and Steege

Teacher: _____ Student: _____

Date/Time	Teaching Activities	Rating	Ideas for Next Session

Teacher rating of effectiveness:
1 = very low effectiveness
5 = very high effectiveness

Instructional Methods Teacher Log

Teacher: Mr. Fligg Student: Tony Howie

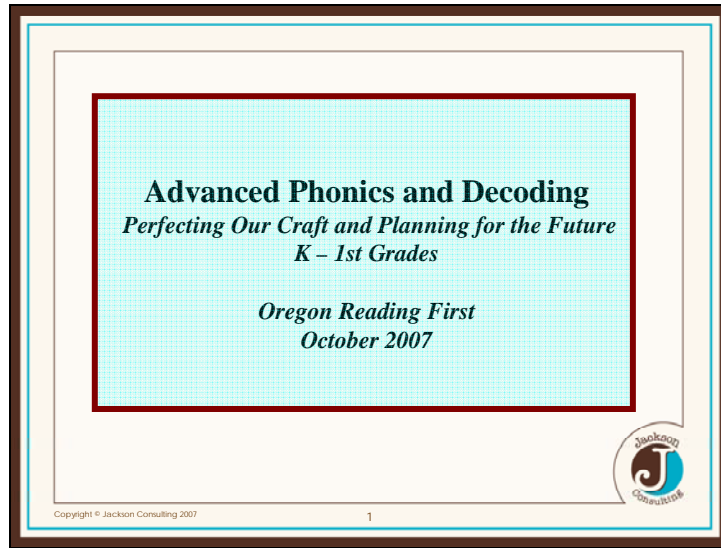
Date/Time	Teaching Activities	Rating	Ideas for Next Session
Mon Oct 17	Intro sound for letter n explicitly, students practiced sound five times, practiced the sound spelling with other known letters and sounds in new words. (10 words) Then we practiced speed round of random sound spelling cards using letter sound technique	4	Tony didn't quickly identify the new sound spelling in the new, unknown words. Next time I would double up on the sound spelling practice in isolation prior to identifying the sound spellings in whole words. I will increase the connection between the new and previously taught letter sounds in words – he needs even more practice on connecting the new with the old. I will also increase the intensity of the lesson to hold his attention.

Teacher rating of effectiveness:

1 = very low effectiveness

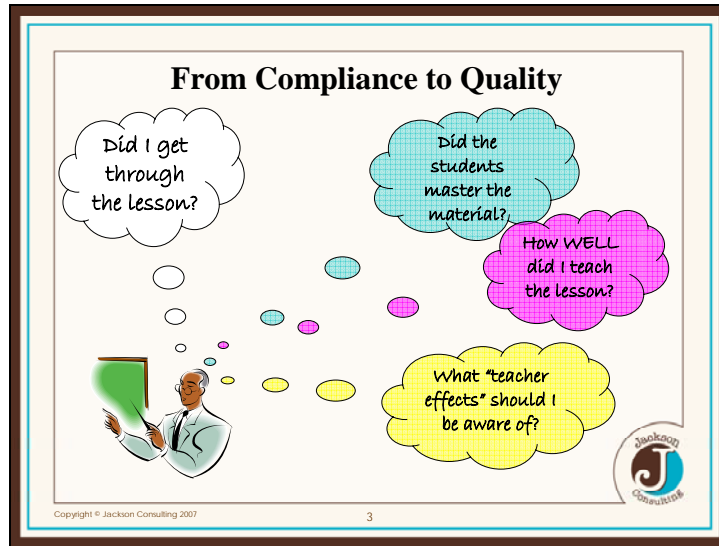
5 = very high effectiveness

Slide 1

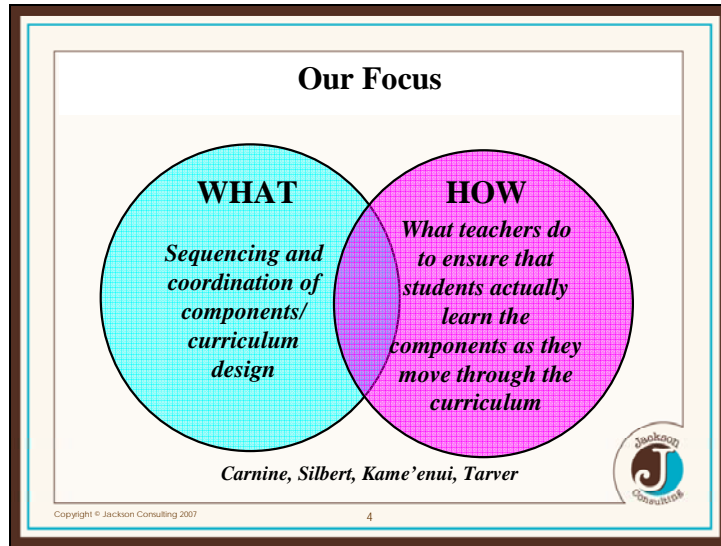


Slide 2






Slide 4



Teacher Effects

**The increase in students' achievement due
to using certain teaching strategies**

Barak Rosenshine



Copyright © Jackson Consulting 2007

5


Slide 6

Personal Qualities vs. Skill

An organization that purports to have little or no influence over its core functions is one that can be expected to subscribe to trait theories of competence.

Richard F. Elmore


Copyright © Jackson Consulting 2007



Teacher Effectiveness Research

Rosenshine (1986)

- ✓ **High levels of student engagement**
- ✓ **Academic Focus**
- ✓ **Teacher-directed**
- ✓ **Carefully sequenced and structured materials**
- ✓ **Clear goals**
- ✓ **Sufficient time allotted for instruction**
- ✓ **Monitoring of student performance**
- ✓ **Immediate, academically-oriented feedback**
- ✓ **Structured teacher-student interactions**



Copyright © Jackson Consulting 2007 7

Slide 8

The Marriage

The “Art” of Teaching
+
First Class Instructional Materials/
Scope & Sequence
=

BOOSTED STUDENT ACHIEVEMENT




Copyright © Jackson Consulting 2007

8

Common Characters

- 🌿 **Ms. Linger Finger**
- 🌿 **Perpetual Hover Crafter**
- 🌿 **Speedy Gonzales**
- 🌿 **Debbie Downer**
- 🌿 **Space Cadet**
- 🌿 **Been There Done That Syndrome**
- 🌿 **Individual Turn Turncoat**




Copyright © Jackson Consulting 2007 9

Six Important Design Elements

1. Specifying objectives
2. Devising instructional strategies
3. Developing teaching procedures
4. Selecting examples
5. Sequencing skills
6. Providing practice and review


Copyright © Jackson Consulting 2007

10



Sight Word Reading: Critical Behaviors


- Signals
- Individual Turns
- Correcting Errors
- Overall Pacing



Copyright © Jackson Consulting 2007 11

Phonics Instruction “Musts”

- 1. Teaching the most common sound(s) represented by several consecutive letters (letter combinations)**
- 2. Teaching a strategy for decoding words with contain high-frequency patterns**



Copyright © Jackson Consulting 2007 12

