Provisioning Support to Program-Specific Enhancement Schools

Welcome back reading coaches! We are very pleased with the success of the Program Specific Enhancements. Our goal again this year is to continue to increase student outcomes and to provide you with additional supports during the 2007/2008 school year. Like last year, we will send out a monthly newsletter with suggested activities (most of these activities can occur during grade-level team meetings) and the supporting documents for each of the monthly activities. We will also meet with enhancement school coaches to work on implementation issues a couple of times this year immediately following regional coaches’ meetings.

In addition, we are thrilled to have Jill Jackson offer a Kick-Off Phonics session. This session, designed for those seasoned “touchers, tappers, and sliders”, will help teachers (and coaches) refine their phonics and decoding implementation. See below for more information on this session! Again, welcome back and we look forward to working with you this year!

Beginning of the Year Activities

Kindergarten
- Post Alphafriends (or any other alphabet cards that have come with your core program) on classroom wall, if applicable.
- Set up Word Wall (ONLY for irregular words -- not decodable words).

Grade 1
- Set up Word Wall (ONLY for irregular words -- not decodable words).
- Post Word Learning Strategies Poster on classroom walls. (example attached)

Complete, if applicable:
- Post Sound/Spelling Cards (or any other sound/spelling cards that have come with your core program) on classroom wall.
- Add a “Ring” card for the /ng/ sound.
- Put green dots on the short vowel letter spaces on the following Sound/Spelling cards:
  - Jump rope: _dge
  - kangaroo: _ck
  - cat: _ck
  - chick: _tch
  - fox: _x
  - ring: _ng
- Post Comprehension Strategies Posters on classroom walls.

At any time, please let Trish or Carol know of any concerns, problems, or suggestions so that we can incorporate those ideas into future newsletters!

Contact Us: ttravers@uoregon.edu and/or cdissen@uoregon.edu
Beginning of the Year Activities (continued)

Grade 2

- Post enlarged template Card 16 (Procedure for Attacking Multisyllabic Words) on classroom walls.
- Post Word Learning Strategies Poster (Card 17 Side 2) on classroom walls. (example attached)
- Set up Word Wall (ONLY for irregular words -- not decodable words).
- Set up a place (in the instructional area) to post prefixes and suffixes as they are introduced during the year (example attached)

Complete the following, if applicable:

- Post Sound/Spelling Cards (or any other sound/spelling cards that have come with your core program) on classroom wall.
- Add a "Ring" card for the /ng/ sound.
- Put green dots on the short vowel letter spaces on the following Sound/Spelling cards:
  
  - jump rope: _dge  kangaroo: _ck
  - cat: _ck  chick: _tch
  - fox: _x  ring: _ng

- Post Comprehension Strategies Posters on classroom walls.

Grade 3

- Post enlarged Card 16 (Procedure for Attacking Multisyllabic Words) on classroom walls.
- Post Word Learning Strategies Poster (Card 17 Side 2) on classroom walls (example attached).
- Set up Word Wall (ONLY for irregular words -- not decodable words).
- Set up a place (in the instructional area) to post prefixes and suffixes as they are introduced during the year (example attached)

Complete the following, if applicable:

- Post Sound/Spelling Cards (or any other sound/spelling cards that have come with your core program) on classroom wall.
- Add a "Ring" card for the /ng/ sound.
- Put green dots on the short vowel letter spaces on the following Sound/Spelling cards:
  
  - jump rope: _dge  kangaroo: _ck
  - cat: _ck  chick: _tch
  - fox: _x  ring: _ng

- Post Comprehension Strategies Posters on classroom walls.
Items to Post on the Classroom Walls

The beginning of the year is a good time to make sure that all of the appropriate posters are posted on the classroom walls so they can be referenced by the teacher and students during instruction. Please make sure you see this in ALL classrooms (refer to the checklist above for the list of posters that should be posted at each grade level).

Word Walls

It is important to make sure that Word Walls in the classrooms are used to post irregular words only (words that are NOT decodable). Teachers want to make sure that students have the opportunity to learn and practice those words that they cannot decode. Teachers want students using their phonics/decoding strategies (i.e., blending strategies) to “decode” the decodable words. Grades K and 1 teachers may want to have separate “word family” walls to post words for additional decoding practice.

Sound/Spelling Cards (and Alphabet)

Teachers should put green dots on the short vowel letter spaces, if applicable to your reading program (see August checklist). When the students are reviewing these sound/spelling cards make sure that they say, “short vowel” whenever they see a green dot. For example, when reviewing the Ring Card, and students are prompted for the first spelling, they would say, “short vowel n g”
If you’re a reading coach or classroom teacher and you’re implementing the lesson maps and templates, you understand the nuances of navigating through the lesson maps and touching, tapping and sliding your way through your reading block! This session, designed for those seasoned “touchers, tappers, and sliders”, will help you refine the phonics and decoding template routines, troubleshoot the tricky spots of the template and lesson map implementation and plan for even deeper implementation as you head into the next school year. We will discuss “domestication” of the templates, revisit how to use the phonics screener to plan lessons, address how to increase the power that this explicit instruction provides and what our implementation should look like as we head into 2007-2008.

**Portland Area**

**October 22, 2007**  
Enhancement Coaches and Teachers (K/1)  
Capped at 100 people  
Kingstad Center-Beaverton  
8:30 am - 3:30 pm  
Voluntary Session  
MIKO Registration Required **Beginning**  
**September 1**  
Coffee and Lunch

**October 24, 2007**  
Enhancement Coaches and Teachers (2/3)  
Capped at 100 people  
Kingstad Center-Beaverton  
8:30 am - 3:30 pm  
Voluntary Session  
**Miko Registration Required Beginning**  
**September 1**  
Coffee and Lunch
## Medford Area

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<th>Venue</th>
<th>Capsulation</th>
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