Phonics for Reading
Implementation Tips

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Phonics for Reading

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Introductions

- Oregon Reading First Staff
- Participants
  - Name, School, Position
- Partners
  - #1, #2
Objectives

- To share effective implementation tips for the *Phonics for Reading* program

- To assist participants in developing an “Action Plan” to improve the implementation of the *Phonics for Reading* program
Bright Ideas and more . . .

- Bright Ideas to implement immediately!
- Effective instructional practices
- Keep it up!
- Questions
Overview of Program

- A field-tested, research-based program
- Uses explicit, teacher-directed instruction
- Teaches the word recognition and comprehension skills usually mastered in grades K-2.
Review of Content

- **First Level**
  - Focuses on short vowels, consonants, and words with initial and final consonant blends and digraphs.

- **Second Level**
  - Includes vowel combinations *ai, ay, ee, ea, a, ow,* and *igh, CVCe* words, and words with *ar, er, or, ir,* and *ur.*
Review of Content

- Third Level
  - Addresses common prefixes and suffixes. Vowel combinations oo, aw, au, oi, oy, ew, and ou introduced. Also covered: letter combinations kn, ph, qu, wr, tch, dge; minor consonant sounds for c and g; and minor vowel sound combinations for oo, ow, and ea.
TIP: When to Use

- Supplemental instruction for first and second grade students who are on grade level
- Remedial instruction for older students
- Instruction for students and adults new to the English language
- Appropriate to be used in regular education, special education, tutorial programs, summer school
TIP: Administer and Use Placement Test

- Review School Screening Assessments (DIBELS, Phonics Screener, etc)
- Administer Phonics for Reading Placement Test to determine Placement into the program.
- Phonics for Reading Level I assumes students know consonant sounds
TIP: Grouping

- Use Placement Test Group Record (Teacher’s Guide) or similar form to record scores
- Place students appropriately into small groups
- Lowest performing students should be in smallest groups
TIP: Support or Supplant?

- Effective when used as a supplement to core program

- Determine when students will receive PFR instruction outside of the reading block

- For Tier II students: PFR supplements

- For Tier III students: PFR may supplant (Usually Students in Grade 3 and above)
Think and Talk

- How is Phonics for Reading being implemented at your school?

- How are students being placed into the program?

- Ideas to improve placement?
TIP: Physical Set-Up

- Desks, Facing Teacher

- Consider:
  - Visibility
  - Accessibility
  - Distractibility
TIP: Rules and Procedures

- Review rules; reinforce students for following rules

- Example:
  - S: Sit in the Learning Position
  - T: Track
  - A: Answer on signal
  - R: Respect yourself, others, and property
Think and Talk

- What rules are being used by the Phonics for Reading teacher?

- What is the physical set up like?

- Ideas for improvement?
TIP: Rules and Procedures

- Teach Procedures
  - How to enter classroom
  - Pencils
  - Asking questions
  - What to do when work is completed
TIP: Entry Tasks

- Keep Students Engaged
- Entry Tasks
  - 5 x 5 grids of sounds, words
  - Rapid Read
  - Practice Sound drills
  - Practice Sight words
  - Reread Sentences and Passages from previous lesson
Think and Talk

- What Entry Tasks are presently being utilized?

- What Entry Tasks will you recommend?
TIP: Materials

For Students:
- Workbooks
- Pencils

For Teachers:
- Teacher’s Guide; review and highlight
- Sound Drills
  - On chart paper
  - In sheet protectors
TIP: Time for Lessons

- Lesson takes 45 - 50 minutes
- Can break lesson into two days
TIP: Instructional Time

- Be prepared
- Materials ready
- Teach procedures to students
- Pacing critical
TIP: Sound Drills

- Use Teacher-made Sound Drill charts or pretyped Sound drills in sheet protectors
- Be sure students hold continuous sounds and are “quick and quiet” with stop sounds
- Work for 100% accuracy on each row
TIP: Blending Sounds

- Do not stop between sounds
- Put up a finger for each sound you say
TIP: Word Reading

- Use Card Template

- After students have sounded out the word or said the words by parts, go back and have students just say the whole words

- Work for 100% accuracy on each row
TIP: Review Words and Sentences

- Have words and sentences prepared on chalkboard or charts
- Work for 100% accuracy on each row
Chart Paper Example #1

1. ew  oi  e  au
2. ee  oo  ew  ow
3. oy  ea  oo  igh
4. ai  ew  oa  aw
Enhancing PFR with “Templates”

LESSON 6

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

1. reach three sheep
2. tree tray leak
3. heel hail wheel
4. sleep green grain
5. speak steal teeth
6. dream scream spray

7. Where can I reach you?
8. The tree fell with a thud.
9. The jeep lost a wheel.
10. Let him sleep for a bit.
11. The dentist will look at your teeth.
12. You must have had a bad dream.

B. Review Words. Say the words.

1. braid rain thin
2. step stay ship
3. raid rid mist
4. press raise spend
5. wait wit mitt

C. Word Endings. Say the words.

1. screamed
2. drained
3. reached
4. sprayed
5. stayed
TIP: Additional Word Reading Practice

- Partner Reading
- Timed Word Reading
- Cross-Out
- I’m Thinking of a Word
TIP: Passage Reading

- Vary practice activities and have students do repeated readings
  - Silent Reading
  - Individual Turns
  - Choral Reading
  - Cloze Reading
  - Partner Reading
TIP: Practice Activities

- While students are working independently, teacher can do fluency checks or check ups.
TIP: Progress Monitoring
Check ups

- Watch for “Check-ups” to progress monitor students
- Teacher-made Progress monitoring
- At the end of the program, reassess using the Placement Test
Think and Talk

- Bright Ideas and more . . .
Action Planning: Improving *Phonics for Reading Implementation*

- Recommendations to Teachers
  - Placement
  - Scheduling and Grouping
  - Physical Set-up/Rules and Procedures
  - Materials
  - Templates
  - Instruction
  - Progress Monitoring
Closure

- Questions
- Wrap-Up