



Oregon Reading First

Phonics for Reading **Implementation Tips**

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Phonics for Reading



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Acknowledgements

- Dr. Anita Archer
- Dr. Beth Harn
- Dr. David Chard
- Dr. Edward Kame'enui



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

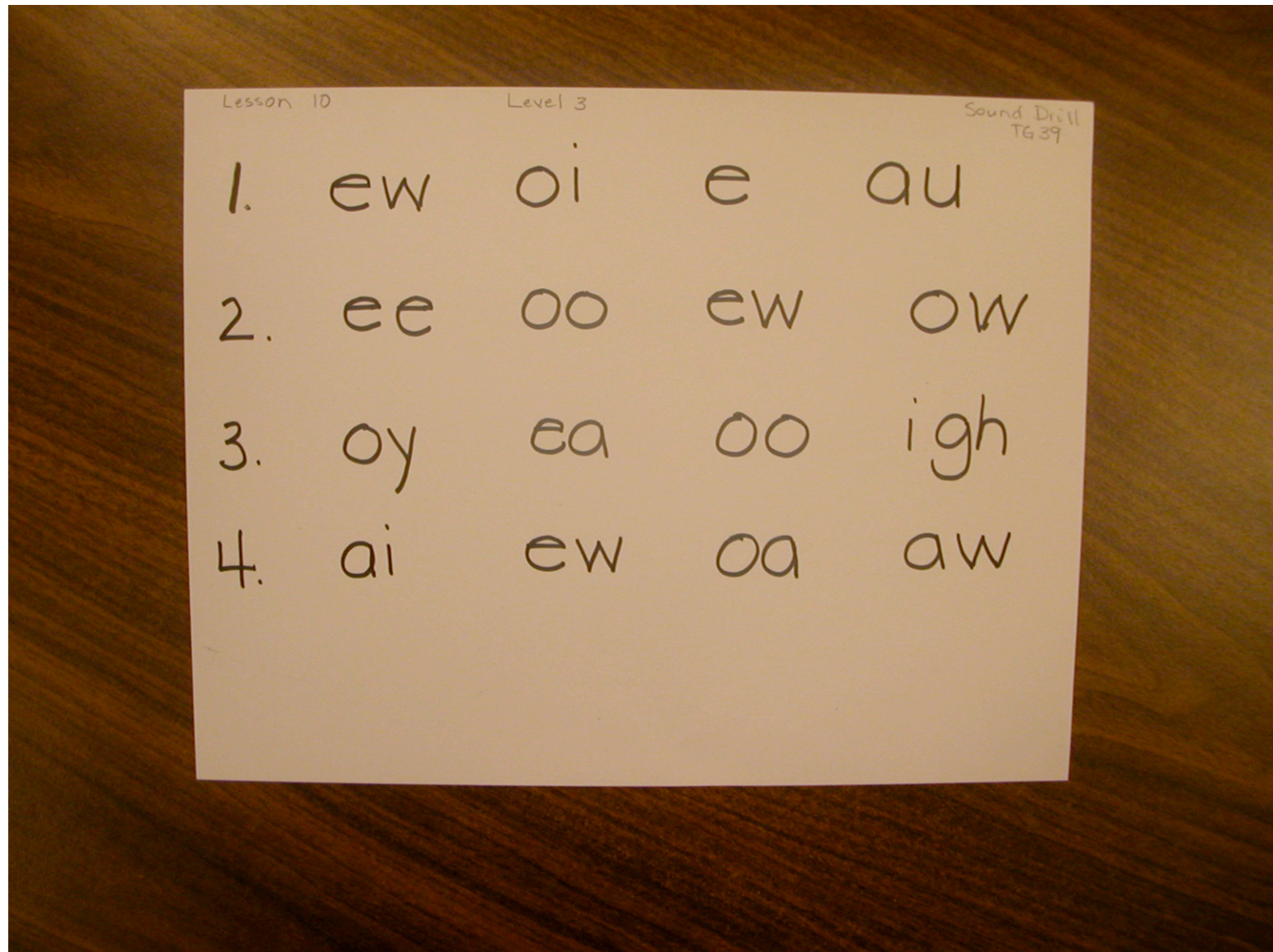


Chart Paper Example #2

1. kn	oo	th	ph
2. ch	kn	ph	au
3. qu	sh	wr	oo
4. oy	qu	ou	wr

1. qu	sh	wr	oo
2. ph	qu	th	kn
3. au	oy	ou	wr
4. kn	ch	qu	ph

1. kn	ai	dge	oo
2. ow	ph	au	ou
3. tch	ur	wr	er
4. oi	aw	oy	qu

Enhancing PFR with “Templates”

LESSON 6

A. **New Words.** Say each sound. Say each word. - Card 10

1. reach three sheep
2. tree tray leak
3. heel hail wheel
4. sleep grecn 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.

Follow P4R instructions.

B. **Review Words.** Say the words. - Card 3 - Regular

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. - Card 10 - Multisyllabic

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.**



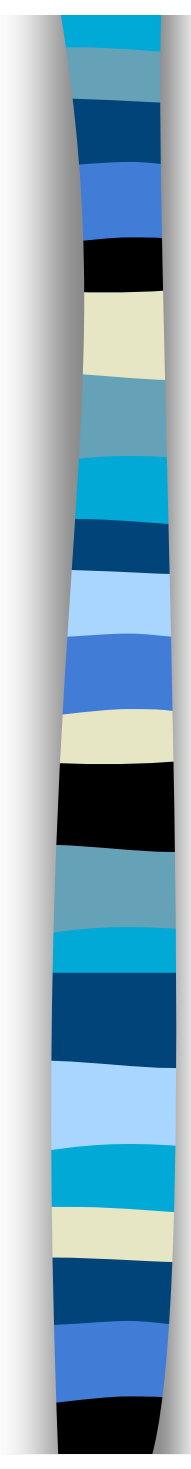
TIP: Progress Monitoring Check ups

- 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