Phonics & Word Recognition

Establishing the Foundations for Reading Success

Produced by the Technical Assistance Partnership for Academics at the University of Albany.
Disclaimer

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Agenda

• Welcome
• Purpose and Outcomes
• Review of the Science of Reading
• Teaching Phonics and Word Recognition
  - What is phonics and word recognition?
  - Why teach phonics and word recognition?
  - When should phonics and word recognition be taught?
  - How should phonics and word recognition be taught?
  - Leveraging assessment for effective instruction
• Wrap-up and Survey
Slide Marker Icons

- Activity
- Handout
- Poll
- Discussion
- Reflection

- Action Plan
Our Staff
Staff Information
Today’s Facilitators
Introductions

• Name
• Role
• District
• School
• Population Served
Meeting Norms

• Take care of your needs (water, food, restroom, etc.)
• Speak your truth – Use “I” statements
• Ask what you need to understand and contribute
• Listen with respect
• Push your growing edge
• Participate and struggle together
• Expect a lack of closure
• Respect each others’ needs and learning styles
• Strive to start and end on time
• Presume positive intentions
• Be prepared with materials
• Action plan to implement what you are learning
Training Objectives

Participants will be able to:

1. Describe the legal and ethical importance of providing research-based instruction in phonics and word recognition.
2. Define phonics and word recognition and describe why they are important to overall reading development.
3. Explain when and how to teach phonics and word recognition according to our current knowledge of the science of reading.
4. Identify ways in which classroom assessments can be used to improve phonics and word recognition instruction and student outcomes.
5. Describe ways in which students with diverse backgrounds and learning needs can be provided with individualized phonics and word recognition support.
New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Purpose and Outcomes

The Urgency Behind the Science of Reading
Appropriate Instruction
Regulations of the Commissioner of Education

“A student shall not be determined eligible for special education if the determinant factor is...lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies”

[8 NYCRR §200.4(c)(2)(i)]

“A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements: appropriate instruction delivered to all students in the general education class by qualified personnel...appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies”

[8 NYCRR §100.2(ii)(1)(i)(a)]
The New Civil Right
Stop & Think I

How has your ability to read allowed you to fully engage and participate as a citizen?

*How might your life be different if you lacked the literacy skills to fully engage and participate as a citizen?*
Reviewing The Science of Reading

Foundations of Reading Success
Defining the Science of Reading

“The science of reading’ is a phrase representing the accumulated knowledge about reading, reading development, and best practices for reading instruction obtained by the use of the scientific method.”

Petscher et al., 2020

“The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.”

The Reading League (2021)
Key Instructional Areas

Word Recognition/Decoding
- Phonological Awareness
- ★ Phonics & Word Recognition
- Fluency

Language Comprehension
- Vocabulary & Background Knowledge
- Listening & Reading Comprehension
  - Language Structure
  - Verbal Reasoning
  - Literacy Knowledge
  - Reading Comprehension Strategies
Learning Progression for Developing Skilled Readers
Timeline for Key Instructional Areas

Adapted from St. Martin et al., 2020
Foorman et al., 2016; Kilpatrick, 2015; NYSED Next Generation ELA Standards, 2017; Vaughn et al., 2022
Word recognition involves fluently translating alphabetic text into oral language sounds and identifiable words.

Developing the skill to recognize written words with automaticity permits readers to focus on understanding the meaning of text.
Explicit and Systematic Instructional Practices

Reviewing the Science of Reading

The most effective approach to teaching reading is through a structured approach that relies on the use of explicit and systematic instruction.

(e.g., Petscher et al., 2020, Gersten et al., 2009)

Explicit

An instructional approach that includes clear explanations, modeling, practice with specific feedback, and a gradual release towards independence until skills are mastered.

(e.g., Hughes et al., 2017)

Systematic

Skills are taught in an ordered manner, such as from less complex to more complex.

Castles et al., 2018; Gersten et al., 2009; Hughes et al. 2017; Petscher et al., 2020
Phonics & Word Recognition

What & Why
Consider the following scenario...

Teacher: “Read this sentence to me.”
Student: “The girl is...with her dad.”
Teacher: “What is this word?” Points to “reading.”
Student: Looks at picture for clue. “The girl is sitting with her dad!”

The girl is reading with her dad.
Stop & Think II

What is the impact of reading the word “reading” as “sitting?”

How might developing a habit to look for clues impact reading in the long term?

*What does this make you think about the importance of attending to how words are spelled?*
What the Science Says

WHAT is Phonics and Word Recognition?

https://www.youtube.com/watch?v=XIf-xwxSxOI
Defining Phonics & Word Recognition

WHAT is Phonics & Word Recognition?

*Phonics is an approach to teaching “letter-sound correspondences and spelling patterns, and learning how to apply this knowledge to...reading”*

National Reading Panel & National Institute of Child Health and Human Development, 2000, p. 2-89

*“Word recognition refers to the ability to decode and read printed words regardless of context.”*

Wanzek, Al Otaiba, & McMaster, 2020, p. 35
The alphabetic principle is “...the insight that words can be broken into phonemes, which, in turn, can be represented with symbols....”

Moats, 2020, p. 96
Defining the Alphabetic Principle Table

**WHAT is Phonics and Word Recognition?**

<table>
<thead>
<tr>
<th>Term</th>
<th>What is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthography</td>
<td>-</td>
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<tr>
<td>Phoneme</td>
<td>-</td>
</tr>
<tr>
<td>Grapheme</td>
<td>-</td>
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<tr>
<td>Morpheme</td>
<td>-</td>
</tr>
<tr>
<td>Syllable</td>
<td>-</td>
</tr>
</tbody>
</table>
Decoding Strategies
Building Automatic Word Recognition Skills

Cracking the Written Code

How we learn to read: DECODING

https://www.youtube.com/watch?v=r0i7Plew1WA
Decoding (Reading) – Top Hat
Translating Print into Speech

• Requires phoneme blending skills

hat → /h/ + /ã/ + /t/ =
Decoding (Reading) – Winter Hat

Translating Print into Speech

• Requires phoneme blending skills
Encoding (Spelling)
Translating Speech into Print

\[ /h/ + /\ddot{a}/ + /t/ = \text{hat} \]
Orthographic Mapping

Storing Words in Memory

The mental process by which printed words are stored in memory for automatic retrieval/recognition that links sounds in our language, to spelling patterns and meaning (vocabulary).

Adapted from the University of Florida Literacy Institute Foundations
Phonics and Word Recognition

- Letter-Sound Correspondence
- High-Frequency Words
- Syllable Types
- Morphemes

Foorman et al., 2016; NYSED English Language Arts Standards, 2017; Vaughn et al., 2022
Phonics & Word Recognition Skill Progression

WHAT is Phonics & Word Recognition?

Letter-Sound Correspondence
- Letter Sounds & Names
- Vowel Consonant (VC) and Consonant-Vowel-Consonant (CVC) Decoding
- Consonant Blends & Diagraphs
- Long Vowels with Silent e
- Vowel Teams & Diphthongs
- R-Controlled Vowels
- Consonant Trigraphs & Silent Letter Combinations

High-Frequency Words
- Most Common (e.g., the, to, a)
- Less Common (e.g., both, world)

Syllable Types
- Closed Syllables
- Silent-e
- Open Syllables
- Vowel Team
- Vowel-r
- Consonant-le

Morphemes
- Root Words
- Suffixes
- Contractions
- Prefixes
- Roots

Apply knowledge to read increasingly complex words

Foorman et al., 2016; NYSED English Language Arts Standards, 2017; Vaughn et al., 2022
Cracking the Printed Code

WHAT is Phonics and Word Recognition?

“All writing systems are a kind of code for spoken language, and learning to read requires children to crack how the code works for their language. Once this is understood, children have the means to access their rich spoken-language knowledge from print.”

Castles et al., 2018, p. 8
Importance of Phonics & Word Reading

WHY Teach Phonics & Word Recognition?

• Early difficulties with word reading skills are rarely overcome
• Skill deficits compound and lead to delays in other reading skills over time
• 70% of regular monosyllabic words can be decoded by linking phonemes to their letters (graphemes)
• Increases in code-focused instruction improve reading performance, especially for struggling readers

“The good news is...we can say with confidence that if we intervene early, intensively, and appropriately, we can provide...children with the early reading skills that can prevent almost all of them from [experiencing reading delays].”

Torgesen, 2004

Castles et al., 2018; Foorman et al., 2016; Kilpatrick, 2016; Moats, 2020; Torgesen, 2004
"The same evidence-based instructional strategies that are effective for English speakers are also appropriate for ELs."

-Hougen et al., 2020

**English Language Learners (ELLs)**

**WHY Teach Phonics and Word Recognition?**

- Explicit and systematic instruction in phonics and literacy is effective for ELLs

- Instruction in word reading and phonics must be supported by visual and verbal supports to increase understanding of core content

Cárdenas-Hagan, 2018; Takanishi, et al., 2017
## ELLs

### WHAT & WHY to Teach Phonics & Word Recognition

<table>
<thead>
<tr>
<th>Challenges for ELLs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited literacy skills in home language</td>
<td>Students who have learned to read in their native language have a distinct advantage because they were able to learn this concept with familiar sounds and words.</td>
</tr>
<tr>
<td>Limited literacy skills in home language</td>
<td>Students who have not learned to read in their native language may struggle to put together the sound/symbol correspondence concept, new words, and new sounds all at once.</td>
</tr>
<tr>
<td>Unfamiliar vocabulary words</td>
<td>It is difficult for students to distinguish phonetic components in new vocabulary words.</td>
</tr>
</tbody>
</table>

Language Variation

WHY Teach Phonics and Word Recognition?

“For children who speak more than one language variety, learning to read requires learning the differences between their oral language and print, in addition to the inconsistencies of English orthography, making supportive instruction and abundant practice even more critical for mastering reading. The burden placed on the child can be tremendous, but it can be mitigated by effective, culturally responsive instruction and through being given the time needed to master new skills.”

Washington & Seidenberg, 2021
Students with Disabilities

WHY Teach Phonics & Word Recognition?

• Word reading deficits are common in students with disabilities
• Phonics and word recognition interventions are effective for students with disabilities at different ages
• Instruction for students with disabilities needs to be sufficiently intensive to meet their word reading needs

“...studies examining the cumulative effects of intensive interventions over multiple years provide evidence that sustained, intensive interventions may be a powerful tool for supporting students with reading disabilities.”

-Wanzek & Vaugh, 2013

Fuchs, Fuchs, & Malone, 2017; Vaughn et al., 2022, Vaughn & Wanzek, 2014; Wanzek et al., 2020
True or False?

We’ve evolved to learn to read. So, most students will develop this skill naturally with enough exposure to print.
Knowledge Check B

True or False?

Teaching students to use clues to figure out a word, such as looking at a picture, and guessing based on the first letter, can prevent students from developing good reading habits.
Knowledge Check C

True or False?

If students lack decoding/word recognition skills after 3\textsuperscript{rd} grade, they should only receive reading comprehension instruction.
Multiple Choice

Which of the following is **NOT** a major category of phonics and word recognition instruction?

1. High-Frequency Words
2. Letter-Sound Correspondence
3. Morphemes
4. Checking for Meaning
5. Syllable Types
Multiple Choice

It is essential that phonics and word recognition skills are:

1. Taught explicitly and systematically
2. Only taught in the early grades
3. Only taught to students with disabilities
4. Discovered by children on their own as they read books
5. Taught through structured play experiences
True or False?

Students who are learning English benefit from visual and verbal supports to increase understanding of a word that has been decoded during explicit instruction in word reading and phonics.
Phonics & Word Recognition

When & How
Learning Progression for Developing Skilled Readers Revisited

Timeline for Key Instructional Areas

Adapted from St. Martin et al., 2020; Foorman et al., 2016; Kilpatrick, 2015; NYSED Next Generation ELA Standards, 2017; Vaughn et al., 2022
# Phonics & Word Recognition Skill Progression

**Instructional Guide by Grade**

<table>
<thead>
<tr>
<th>PreK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter-Sound Correspondence</strong></td>
<td></td>
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<tr>
<td><strong>High-Frequency Words</strong></td>
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</tr>
<tr>
<td><strong>Syllable Types</strong></td>
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<tr>
<td><strong>Morphemes</strong></td>
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</tbody>
</table>

Foorman et al., 2016; NYSED English Language Arts Standards, 2017; Vaughn et al., 2022
# Next Generation ELA Standards

## Connecting the Science of Reading to the Standards

### Phonics and Word Recognition

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PKRF3</strong>: Demonstrate emergent phonics and word analysis skills.</td>
<td><strong>KRF3</strong>: Know and apply phonics and word analysis skills in decoding words.</td>
<td><strong>1RF3</strong>: Know and apply phonics and word analysis skills in decoding words.</td>
<td><strong>2RF3</strong>: Know and apply phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td><strong>PKRF3a</strong>: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</td>
<td><strong>KRF3a</strong>: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</td>
<td><strong>1RF3a</strong>: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).</td>
<td><strong>2RF3a</strong>: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</td>
</tr>
<tr>
<td></td>
<td><strong>KRF3b</strong>: Decode short vowel sounds with common spellings.</td>
<td><strong>1RF3b</strong>: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final-e conventions and common vowel teams).</td>
<td><strong>2RF3b</strong>: Decode short and long vowel sounds in two-syllable words.</td>
</tr>
<tr>
<td></td>
<td><strong>KRF3c</strong>: Decode some regularly spelled one-syllable words.</td>
<td><strong>1RF3c</strong>: Decode regularly spelled one-syllable words.</td>
<td><strong>2RF3c</strong>: Decode regularly spelled two-syllable words.</td>
</tr>
<tr>
<td></td>
<td><strong>KRF3d</strong>: Read common high-frequency words by sight.</td>
<td><strong>1RF3d</strong>: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</td>
<td><strong>2RF3d</strong>: Recognize and identify root words and common suffixes and prefixes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1RF3e</strong>: Decode two-syllable words following basic patterns by breaking the words into syllables.</td>
<td><strong>2RF3e</strong>: Read all common high-frequency words by sight.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1RF3f</strong>: Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked).</td>
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</tr>
</tbody>
</table>
### Next Generation ELA Standards Continued

**Connecting the Science of Reading to the Standards**

#### Phonics and Word Recognition

<table>
<thead>
<tr>
<th></th>
<th>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</td>
</tr>
<tr>
<td></td>
<td>3RF3b: Decode multi-syllabic words.</td>
</tr>
<tr>
<td></td>
<td>3RF3c: Identify, know the meanings of, and decode words with suffixes.</td>
</tr>
<tr>
<td></td>
<td>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</td>
</tr>
<tr>
<td>4</td>
<td>4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td></td>
<td>4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
</tr>
<tr>
<td>5</td>
<td>5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td></td>
<td>5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
</tr>
</tbody>
</table>
Supporting Struggling Readers

WHEN do Older Students Need Phonics and Word Recognition Instruction?

• Provide instruction whenever there is an identified need
• Evaluate phonics and word recognition skills any time a student demonstrates difficulty quickly and accurately reading words
• Use results of diagnostic skills assessments to guide instruction
• Utilize multi-component interventions to build fluency and comprehension skills as well as phonics and word reading skills

Foorman et al. (2016), Vaughn et al., 2022
## ELLs

### WHEN & HOW to Teach Phonics & Word Recognition

<table>
<thead>
<tr>
<th>Strategies for ELLs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach and reinforce phonics in context</td>
<td></td>
</tr>
<tr>
<td>Provide structured opportunities to develop written language skills</td>
<td></td>
</tr>
<tr>
<td>Help students make a connection between their first language and English</td>
<td></td>
</tr>
<tr>
<td>Provide phonics and word recognition interventions when needed</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: [https://www.colorincolorado.org/article/reading-101-english-language-learners](https://www.colorincolorado.org/article/reading-101-english-language-learners); Gersten et al., 2007; Baker et al., 2014
# Vowel Sounds Across Languages

## WHY Teach Phonics and Word Recognition?

<table>
<thead>
<tr>
<th>Language</th>
<th>Features</th>
<th>Examples of Possible Confusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>8 vowels and dipthongs</td>
<td>Short vowels, such as /e/ (short e) and /i/ (short i)</td>
</tr>
<tr>
<td>Cantonese</td>
<td>6 vowel sounds, 12 dipthongs</td>
<td>Chinese is a tonal language; each syllable pronounced with a particular tone that gives it its meaning</td>
</tr>
<tr>
<td>English</td>
<td>Approximately 12 vowels and 8 dipthongs</td>
<td></td>
</tr>
<tr>
<td>Hmong</td>
<td>Approximately 16 vowel sounds</td>
<td>Hmong is a tonal language; tone conveys meaning</td>
</tr>
<tr>
<td>Russian</td>
<td>5 vowels, no dipthongs</td>
<td>Difficulty with /ur/ after /w/ as in work, word; short vowels such as /a/ and /e/</td>
</tr>
<tr>
<td>Spanish</td>
<td>5 vowel sounds</td>
<td>Sounds of: /ē/ (long e), /i/ (short i), /ō/ (long o), /o/ (short o)</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>Complex vowel system with 11 pure vowels, many more dipthongs and tripthongs</td>
<td>Tonal language with short 1- to 2-syllable words; words ending in vowels, short and long vowel confusion, /a/ (short a)</td>
</tr>
</tbody>
</table>
Review the example materials and consider:

• What tasks are students introduced to when?

• How do tasks change over time?

• How is phonics and word recognition instruction related to instruction in other skills in a lesson?

• How might these kinds of tasks look with your students?
Review the example materials and consider:

• What tasks are students introduced to when?
• How do tasks change over time?
• How is phonics and word recognition instruction related to instruction in other skills in a lesson?
• How might these kinds of tasks look with your students?
Phonics & Word Recognition Skill Progression

Reminder

Example Skill Sequences for Each Area

Letter-Sound Correspondence
- Letter Sounds & Names
- Vowel Consonant (VC) and Consonant-Vowel-Consonant (CVC) Decoding
- Consonant Blends & Diagraphs
- Long Vowels with Silent e
- Vowel Teams & Diphthongs
- R-Controlled Vowels
- Consonant Trigraphs & Silent Letter Combinations

High-Frequency Words
- Most Common (e.g., *the*, *to*, *a*)
- Less Common (e.g., *both*, *world*)

Syllable Types
- Closed Syllables
- Silent-\(e\)
- Open Syllables
- Vowel Team
- Vowel-\(r\)
- Consonant-\(le\)

Morphemes
- Root Words
- Suffixes
- Contractions
- Prefixes
- Roots

Apply knowledge to read increasingly complex words

Foorman et al., 2016; NYSED English Language Arts Standards, 2017; Vaughn et al., 2022
Letter-Sound Correspondence
WHEN & HOW to Teach Phonics and Word Recognition

• When is it typically taught?
  - Prekindergarten (letter names and individual sounds)
  - Kindergarten through fifth grade (increasingly complex letter sounds and spelling patterns with application to text)

• Examples of instructional strategies
  - Use Explicit Instruction to teach letter-sound correspondence:
    • Model by touching and saying a new letter sound or spelling pattern (I Do)
    • Direct students to engage in choral response by touching and saying the new sound or spelling pattern together (We Do)
    • Ask individual students to read or write words using the target sound(s) (You Do)

See “Participant Packet” for links to resources for instruction in this area
Letter-Sound Correspondence
Whole Group Letter Sound Introduction Example

https://www.youtube.com/watch?v=K4XEDJlugxM
Letter-Sound Correspondence

Small Group Word Building Example

https://www.youtube.com/watch?v=4Tm2U2zOQ_M
High-Frequency Words
WHEN & HOW to Teach Phonics and Word Recognition

• When is it typically taught?
  - Kindergarten (most common high-frequency words)
  - First through fifth grade (increasingly complex high-frequency and irregular words, with application to text)

• Examples of instructional strategies
  - Point out parts of the word that are regularly and irregularly spelled
  - Explicitly teach how to say the whole word
  - Provide many opportunities to read and write the word

See “Participant Packet” for links to resources for instruction in this area
Irregular High-Frequency Words

Introducing “Heart Words”

https://www.youtube.com/watch?v=P59_5p7Pma4
High-Frequency Words
Small Group Fluency Building Activity

https://www.youtube.com/watch?v=kLmkg_IYY6g
Syllable Types
WHEN & HOW to Teach Phonics and Word Recognition

• When is it typically taught?
  ▪ First grade (closed syllables; most common patterns)
  ▪ Second through fifth grade (increasingly complex syllable patterns, with application to text)

• Examples of instructional strategies
  ▪ Explicitly teach the six syllable types
  ▪ Have students use their knowledge of syllable types to decode and spell multisyllabic words, both in isolation and in connected text

See “Participant Packet” for links to resources for instruction in this area
Syllable Types
Syllable Sort Activity

https://www.youtube.com/watch?v=fP42BfQuuvM
Syllable Types
Multisyllabic Word
Reading Strategy

Example 1.2. Teacher working with students to apply a routine to identify syllables and sound out unfamiliar words

The teacher posts the steps of the routine on the board before providing an explanation:

1. Underline single vowels and vowel or vowel-consonant combinations.
2. Count the number of vowel sounds to determine how many syllables are in the word.
3. Break the word into parts, with every syllable having a vowel sound in it.
4. Blend each part together to form a word you recognize.

**Teacher:** Today we are going to learn a routine for breaking words into parts and sounding them out. In this routine there are four steps. In the first step, we underline single vowels and vowel combinations. Remember, a lot of the time two vowels together sound as one. The first word is unreasonable. I am going to underline the **u**, the **ea**, the **o**, the **a**, and the **e**.

**unreasonable**

**Teacher:** Now we will count the number of vowel sounds to determine how many syllables are in the word unreasonable. **Count them with me.**

**Teacher and student:** 1... 2... 3... 4... 5.

**Teacher:** So how many syllables are in this word?

**Student:** Five!

**Teacher:** Yes, we have five vowels or vowel combinations, so we have five syllables. In Step 3, I am going to use a slash mark to break the word into parts so that every syllable has a vowel sound in it. For the word unreasonable, we broke the word into these parts: unreasonable.

**un/re/a/son/a/ble**

**Teacher:** Now let’s blend the parts together.

Together the group, reads **un rea son a ble**, and then blends the sounds to read unreasonable. The teacher tells students the word unreasonable means not capable of reason or explanation.

The teacher works with the students in applying the same routine for two more words, **mispinform** and **salamander**.

**mis/in/form**

**sal/a/mand/er**

Morphemes
WHEN & HOW to Teach Phonics and Word Recognition

• When is it typically taught?
  ▪ First grade (root words and simple suffixes)
  ▪ Second through fifth grade (increasingly complex morphemes with application to text)

• Examples of instructional strategies
  ▪ Explicitly teach the meaning of different morphemes and how they are combined to create words
  ▪ Have students use their knowledge of morphemes to read and spell multisyllabic words, both in isolation and in connected text

See “Participant Packet” for links to resources for instruction in this area
Morphemes
Activities to Reinforce Affixes

https://youtu.be/8XqGqbso_4o
Morphemes
Multisyllabic Word
Reading Strategy

Example 1.1. Teacher demonstrating how to identify prefixes, suffixes, and vowel combinations to decode a multisyllabic word

The teacher refers to the following steps that are posted in the classroom:

1. Look for prefixes and suffixes. Circle prefixes and suffixes in the word.
2. Underline the remaining single vowels and vowel or vowel-consonant combinations.
3. Loop under each word part as you say it.
4. Say the whole word by blending the parts together, making it into a word you recognize.

**Teacher:** Today we are going to learn a routine for breaking longer words into parts so we can easily sound them out. In this routine there are four steps. In the first step, we circle the prefixes and suffixes in the word. The first word is unreasonable. I am going to circle un- because it is a prefix and -able because it is a suffix. Remember un- means not and -able means capable of being.

**Unreasonable**

**Teacher:** In Step 2, I am going to underline the vowel sounds that are left. I am going to underline ea and o. I am doing this because each syllable has a vowel sound.

**Unreasonable**

**Teacher:** In Step 3, I am going to use my pencil to loop under each word part as I say it. un reason able. Now, in Step 4, I am going to blend the parts together: unreasonable. Unreasonable means not capable of reason or explanation.

**Unreasonable**

The teacher follows the same procedure for two more examples, misinform and salamander. In the word misinform the single vowel, i, and the r-controlled combination, or, are underlined. The teacher reminds students that mis- means wrong and that the word inform means to tell someone. Misinform means to tell someone something wrong. In the word salamander the three single vowels, a, and the r-controlled combination, er are underlined. Note that -er is not a suffix in the word salamander. “Salamand” is not a word on its own. Therefore, -er in salamander is not circled. The teacher explains that a salamander is an amphibian that looks like a lizard.

**Misinform**

**Salamander**

Reading Multisyllabic Words
WHEN & HOW to Teach Phonics and Word Recognition

• When is it typically taught?
  - First and second grade (two-syllable words)
  - Third through fifth grade (words with three or more syllables)

• Examples of instructional strategies
  - Teach a strategy for breaking down a word into smaller parts using knowledge of syllable patterns, morphemes, or both
  - Avoid teaching too many strategies, especially for students with disabilities or learning difficulties
  - Have students engage in repeated practice with feedback using the taught strategy

See “Participant Packet” for links to resources for instruction in this area
Reading Multisyllabic Words

Activities to Analyze Word Parts

https://www.youtube.com/watch?v=RmKY3RFmajk
Morphemes
Multisyllabic Word
Reading Strategy II

Example 1.3. Practice activities that can build students’ automaticity with multisyllabic word reading

1. As a warm-up provide practice in vowel combinations in the multisyllabic words that students are going to encounter in a word list or section of text for the session.
2. Read a list of high-frequency prefixes and suffixes aloud as a group (in unison or by taking turns).
3. Ask students to underline prefixes and suffixes in each word in a word list, and then read the prefixes and suffixes aloud as a group (in unison or by taking turns).
4. Ask students to write words by adding a prefix and/or a suffix to a base word.
5. Ask students to read a list of words once with their partner, noting any words students have difficulty reading. Then ask them to try to read more words correctly when they read the list to their partner a second time.
6. Read a list of words (up to 20 words) aloud as a group (in unison or by taking turns).
7. Time students as they read a list of words. Ask them to read the list again to meet or beat their previous time.
8. Dictate words for students to spell that contain the targeted prefixes and suffixes or sounds in the lesson.
9. Read sentences containing multisyllabic words aloud as a group (in unison or by taking turns) or with the teacher reading first and then the students reading next.
10. Ask students to read the passage containing the words they are learning at least twice.

Source: Toste et al. (2019).

### Example Lesson for Foundational Reading

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Typical Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the goal of the lesson</td>
<td>-</td>
</tr>
<tr>
<td>Review previously learned material</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Phoneme Awareness</td>
<td>1-5 minutes</td>
</tr>
<tr>
<td>Introduce, explain new reading/spelling pattern</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>Give guided practice</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Provide monitored, independent practice opportunities</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Spell and write</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Decodable text reading</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>

Adapted from Moats, 2020 (p. 258)
Stop & Think III

WHEN to Teach Phonics and Word Recognition

Now that you know what instruction may look like, in what ways might you incorporate or improve phonics and word reading instruction?

What might you do for students in sixth grade and beyond who require intervention in this area?
Assessment to Inform Instruction

Support & Strengthen Phonics and Word Recognition
Core ELA Instruction: Assessment Types

What Can We Use to Inform Our Core Instruction of Phonics & Word Recognition?

Universal Screening

• Strong evidence they are reliable and valid assessments of current skill levels
• Predict the likelihood of future reading difficulties
• Allow for valid decisions to be made about the effectiveness of the instructional environment

Classroom Assessments

• Determine the group’s mastery of specific skills taught in previous lessons
• Not necessarily evaluated for reliability and validity
Core ELA Instruction: Assessment Examples
What Can We Use to Inform Our Core Instruction of Phonics And Word Recognition?

Example Universal Screening
- Nonsense Word Fluency (NWF)
- Letter-Sound fluency
- Oral Reading Fluency
- Decodable Passages

Example vendors:
- Dynamic Indicators of Basic Early Literacy Skills* (DIBELS); aimsweb; Acadience*.

Example Classroom Assessments
- Unit/Skill Tests
  - Core Knowledge Language Arts (CKLA) Unit Student Performance Task Assessments
  - Reading A-Z Phonics Assessment
  - Basic Phonics Skills Test III*
  - *Words Their Way* Spelling Inventory
- Teacher-developed assessments of specific phonics skills
- Other skill assessments administered to all students

* Available free of charge
Intervention: Assessment Types

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

• Provides further assessment within a skill area or domain about which specific skills require additional support to develop
• May or may not have been evaluated for reliability and validity

Progress Monitoring Assessments

• Provides information on an individual student’s specific skill or set of skills
• Is administered at frequent intervals (e.g., weekly)
• Demonstrates strong evidence of reliability and validity in measuring growth over time
Intervention: Assessment Examples
Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

- National Center on Intensive Intervention Phonics Inventory* (2014)
- Basic Phonics Skills Test III* (Shefelbine, 2006)
- Words Their Way Spelling Inventory (Bear et al., 2020)
- Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word-Reading Survey* (Voyager Sopris Learning Inc., 2018)
- Manual review of responses on completed Curriculum-Based Measurement (CBMs; Error Analysis)*

Progress Monitoring Assessments

- First Sound Fluency
  - Acadience Reading*
- NWF
  - Acadience Reading*
  - DIBELS*
- Word Reading Fluency
  - Acadience*
  - Easy CBM*
- Teacher-developed progress monitoring measures

* Available free of charge
## Case Example
### Kindergarten Classroom: DIBELS 8th Edition Winter Screening Data

<table>
<thead>
<tr>
<th>Student</th>
<th>Letter Naming Fluency</th>
<th>Phoneme Segmentation Fluency</th>
<th>NWF -Correct Letter Sounds</th>
<th>NWF - Whole Words Read</th>
<th>Word Reading Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>14</td>
<td>28</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>15</td>
<td>25</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>22</td>
<td>33</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>31</td>
<td>34</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>32</td>
<td>47</td>
<td>25</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>38</td>
<td>33</td>
<td>16</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>G</td>
<td>40</td>
<td>24</td>
<td>13</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>H</td>
<td>41</td>
<td>34</td>
<td>28</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>I</td>
<td>42</td>
<td>26</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>J</td>
<td>45</td>
<td>36</td>
<td>14</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>K</td>
<td>63</td>
<td>29</td>
<td>20</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
### Classroom Case Example

**Kindergarten Classroom: Grade Level Instructional Plan**

<table>
<thead>
<tr>
<th>ICE Area</th>
<th>Description &amp; Action Steps</th>
<th>Goals</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Students receive 60 minutes of reading instruction each day (25-minute read-aloud; 10-minute vocabulary; 10-minute choral read; 10-minute phonological awareness; 5-minute letter name/sound activities)</td>
<td>80% of students will score at least 42 letter names on a randomly selected DIBELS probe. 60% will meet benchmark for NWF Letter Sequences</td>
<td>All Teachers</td>
<td>Spring Screening</td>
</tr>
<tr>
<td><strong>What else we need to do:</strong></td>
<td>Students aren’t grasping letter-sound correspondence. We need additional letter-sound activities. We’ll draw resources from the Florida Center for Reading Research.</td>
<td>Identify and implement new instructional routines with fidelity.</td>
<td>Teacher 1</td>
<td>Within 1 month</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>We use a combination of Fountas &amp; Pinnell and Heggerty</td>
<td>80% of students will score at least 42 letter names on a randomly selected DIBELS probe. 60% will meet benchmark for Nonsense Word Fluency – Correct Letter Sequences.</td>
<td>All Teachers</td>
<td>Spring Screening</td>
</tr>
<tr>
<td><strong>What we need:</strong></td>
<td>We’ll need to supplement (or replace) curriculum with those that emphasize letter-sound correspondence. We need additional decodable readers for students to practice on after lessons.</td>
<td>Identify new curriculum materials in alignment with reading science.</td>
<td>Teacher 2</td>
<td>1 month</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>Good Behavior Game</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>What else we need to do:</strong></td>
<td>Nothing currently</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Other Considerations (e.g., Community Engagement, Assessment):** Students in our school spend a lot of time at a local community center. We will reach out and offer to provide training and materials to staff on some phonics activities.
### Case Example

#### 3rd Grade Classroom: DIBELS 8th Edition Winter Screening Data

<table>
<thead>
<tr>
<th>Student</th>
<th>NWF – Correct Letter Sequences</th>
<th>NWF – Words Words Read</th>
<th>Word Reading Fluency</th>
<th>Oral Reading Fluency</th>
<th>Maze</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>36</td>
<td>20</td>
<td>30</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>B</td>
<td>36</td>
<td>20</td>
<td>30</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>C</td>
<td>90</td>
<td>4</td>
<td>7</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>82</td>
<td>28</td>
<td>36</td>
<td>85</td>
<td>9</td>
</tr>
<tr>
<td>E</td>
<td>86</td>
<td>23</td>
<td>44</td>
<td>58</td>
<td>16</td>
</tr>
<tr>
<td>F</td>
<td>87</td>
<td>41</td>
<td>40</td>
<td>73</td>
<td>10</td>
</tr>
<tr>
<td>G</td>
<td>87</td>
<td>23</td>
<td>38</td>
<td>57</td>
<td>11</td>
</tr>
<tr>
<td>H</td>
<td>94</td>
<td>26</td>
<td>53</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>I</td>
<td>98</td>
<td>34</td>
<td>42</td>
<td>124</td>
<td>21</td>
</tr>
<tr>
<td>J</td>
<td>105</td>
<td>30</td>
<td>49</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>K</td>
<td>133</td>
<td>38</td>
<td>51</td>
<td>125</td>
<td>12</td>
</tr>
</tbody>
</table>
## Classroom Case Example

### 3rd Grade Classroom: Grade Level Instructional Plan

<table>
<thead>
<tr>
<th>ICE Area</th>
<th>Description &amp; Action Steps</th>
<th>Goals</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Students receive 60 minutes of reading instruction each day (15-minute lesson on character development; 15-minute share out; 30-minute silent reading w/ post-it notes)</td>
<td>60% of students will meet benchmark for NWF – Words Read Correctly and Oral Reading Fluency.</td>
<td>All teachers</td>
<td>Spring of 2023</td>
</tr>
<tr>
<td>What else we need to do:</td>
<td>Students are struggling with fluency and decoding at grade level. Identify small group fluency activities and spelling/decoding activities.</td>
<td>Identify intervention procedures for small group repeated reading.</td>
<td>Lead Teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Caulkins’ Reader’s Workshop</td>
<td>Identify materials for small group choral repeated readings intervention and a supplemental phonics/spelling curriculum (e.g., Words Their Way)</td>
<td>Teacher 2</td>
<td>A month’s time</td>
</tr>
<tr>
<td>What we have:</td>
<td>Core curriculum should be reviewed for alignment with science of reading. In the meantime, we need validated passages for repeating reading; spelling/decoding materials provided in Words Their Way supplemental text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What we need:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>Positive Behavior Interventions and Supports</td>
<td>Student on-task behavior will increase to 80%.</td>
<td>All teachers</td>
<td>Upon implementation of new strategies</td>
</tr>
<tr>
<td>What else we need to do:</td>
<td>Reconsider incentive system to reinforce on-task behavior during new reading activities</td>
<td>Teacher will administer at least 5 tickets per reading block.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Considerations (e.g., Community Engagement, Assessment):** Students in our school spend a lot of time at a local community center. We will reach out and offer to provide training and materials to staff on some phonological awareness activities.
Intervention Case Example: Data

Special Education Student: Phonics Skills

- 6th grade student with a specific learning disability in reading
- Developing 3rd grade reading skills (emerging fluency – limited decoding of grade-level vocabulary)
- Receiving resource room support

### Grade Level Oral Reading Fluency Descriptor

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Oral Reading Fluency</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th grade</td>
<td>60 words read (Oral Reading Fluency) 60 Correct Letter Sequences (CLSs) and 10 words blended (NWF)</td>
<td>Intensive</td>
</tr>
</tbody>
</table>

### Informal Assessment Questions Correct

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affixes</td>
<td>5/8</td>
</tr>
<tr>
<td>Irregular words</td>
<td>3/10</td>
</tr>
<tr>
<td>Segment a three-syllable word</td>
<td>6/8</td>
</tr>
<tr>
<td>Read multisyllabic words with varied phonics patterns</td>
<td>4/10</td>
</tr>
</tbody>
</table>
Intervention Case Example: Goals
Special Education Student: Phonics Skills

• Possible Measurable Annual Goal:
  - Given a 3rd grade NWF probe, the student will identify 95 median correct letter sounds per minute out of 3 consecutive weekly trials.

• Possible Measurable Annual Goal:
  - Given a 3rd grade oral reading fluency probe, the student will read 105 words correct per minute (WCPM) out of 3 consecutive weekly trials.
## Intervention Case Example: Objectives

### Special Education Student: Phonics Skills

**Example Measurable Annual Goal:** Given a 3rd grade nonsense word fluency probe, the student will identify 95 median correct letter sounds per minute out of 3 consecutive weekly trials.

**Example Measurable Annual Goal:** Given a 3rd grade oral reading fluency probe, the student will read 105 wcpm) out of 3 consecutive weekly trials.

<table>
<thead>
<tr>
<th>Short-term Instructional Objective 1: The student will segment three syllable words.</th>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies: Word Box intervention; Syllable swap</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short-term Instructional Objective 2: The student will correctly identify multisyllabic words following VCe and Consonant-le patterns.</th>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies: Word Sort intervention</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short-term Instructional Objective 3: The student will blend 1 and 2 syllable nonsense words.</th>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies: Word Box Intervention; Word Part Rush</td>
<td></td>
</tr>
</tbody>
</table>
Stop & Think IV

Assessment to Inform Instruction

What core ELA instruction assessments do you currently use for universal screening? Classroom assessments?

What intervention assessments do you currently use for diagnostic/skill inventories? Progress monitoring?
The New Civil Right 2\textsuperscript{nd} Part
Culminating Activity

Individually review the phonics and word recognition free resources for instructional materials

Work with a partner/group to determine where you might utilize relevant phonics and word recognition materials to supplement your current scope and sequence

Brainstorm how you might use the ICEL-RIOT matrix to complete the ICE Planning Template for a small group, class, or grade level
Questions & Answers
Check In

How are you feeling after today’s training?

• If you feel overwhelmed, you’re not alone!
• Here are some possible next steps...
  ▪ Pick one thing you want to incorporate into your classroom.
  ▪ Select one of the resources provided to read or learn more about.
  ▪ Attend the training again – it’s a lot of information!¹
  ▪ Ask any follow-up questions you need. We are here to help!

¹. Posting for additional trainings can be found at https://osepartnership.org/events
Contact Us
Meeting Evaluation Survey

Link here