

How to Teach Phonics So it Sticks

“Scientists have figured out is that learning to read is not natural—it’s not like learning to talk or walk, in which all you need is immersion or interaction with your environment. Without structured, evidence-based reading instruction with phonics at its core, many students will struggle with reading and spelling...A "survival of the fittest" approach to reading creates a profound equity issue...Every child needs and deserves access to evidence-based reading instruction.”

Outcomes	Agenda
<p>We will...</p> <ul style="list-style-type: none"> ● identify elements of effective phonics instruction ● understand how to scaffold while maintaining the rigor ● examine tools and resources to support with effective phonics instruction 	<ul style="list-style-type: none"> ● Opening ● Effective Phonics Practice <ul style="list-style-type: none"> ○ Part 1: Out of Context ○ Part 2: In Context ● Closing & Next Steps

	Key Ideas from Previous Session: Explicit, Systematic Phonics in Service of Equity	
	<p>Explicit & systematic phonics instruction is the most effective way to ensure that ALL students master the foundational skills necessary to engage with complex texts.</p>	<p>A phonics scope and sequence(curriculum) is essential in order to teach phonics systematically.</p>

Type of Practice	Definition	Additional Notes
<p>Out of context practice</p>	<p>lessons and activities that introduce and practice patterns in isolation (at first) so children can focus on the sound-symbol connection</p>	
<p>In context practice</p>	<p>opportunities to apply newly learned sound-symbol patterns in a connected text, and understand that the text conveys meaning</p>	

Video Observation Notes

What makes this an effective phonics lesson?

What routines or strategies were used to help the sound-spelling pattern “stick” with students?

Additional notes...

Considerations for Planning with Benchmark

 	<ul style="list-style-type: none"> ● Adapt lessons as necessary to ensure students hear it, say it, read it and write it daily (most lessons include all components already) ● Provide more practice by increasing the number of words in a routine ● HFW instruction should be incorporated into daily phonics lessons (included in Benchmark already) ● Use students writing to informally monitor progress on a daily basis and speed up scope and sequence to be responsive to student needs ● Do formal CFUs on a weekly basis with Weekly Foundational Skills Checks ● Sound-spelling patterns & HFW can be reinforced in shared reading lessons
--	--

Considerations for Supporting ELs: English and Spanish Distinctions

Similarities	Differences
<ul style="list-style-type: none"> ● Both languages use the Roman alphabet ● Learning to read and write uses the same basic process: PA, decoding, fluency, comprehension, writing mechanics ● Sentences have the same basic structure (except for a couple word order exceptions) ● 30-40% of all English words have a related Spanish word 	<ul style="list-style-type: none"> ● Spanish has 5 vowel sounds while English has 14+ ● Some Spanish consonant sounds are distinctly different than English (v, ll, h, j, r, rr, z, ñ, x) ● Certain combinations of letters are pronounced differently in the two languages (que, güe) ● Certain letter/sound combinations in English do not exist in Spanish (ou, sh, kn)

Additional notes...

CRE Mindsets Reflection

<p><u>My Responsibility</u> I am responsible for the academic and social emotional success of all of my</p>	<p>Are there shifts that I need to make in my phonics instruction to ensure ALL students receive rigorous instruction and sufficient practice opportunities</p>	
--	---	--

students.	to solidify skills?	
<p><u>Learning Environment</u> I co-create a safe, joyful, rigorous and personalized classroom environment that honors student voice and encourages ownership.</p>	How can I structure my phonics lessons in a way that will create a safe, joyful, and rigorous classroom environment that encourages students' ownership of their learning?	

Decodable Texts	
Decodable readers are controlled texts that only feature words already taught, either as whole (sight) words or words containing phonics patterns that were already taught or currently being learned.	

Decodable Readers Protocol from Achieve the Core	
Review the protocol in your supplemental resources packet and record your responses to the questions below.	
How does this protocol support students in solidifying sound-spelling patterns?	
What could be some additional benefits of this process?	

Video Observation Notes

How does Ms. Como utilize elements of the Decodable Reader Protocol to support students in completing the task?

How does she maintain the rigor while supporting all students throughout the lesson?

Additional notes...

Using Decodables with ELs

ELs may benefit from...

- Starting with oral language development (e.g., phoneme articulation, vocabulary, etc.)
- Additional skills practice and repeated readings
- Building background knowledge
- Vocabulary, morphology and syntax Instruction
- Point out English/native language phoneme distinctions

Considerations for Planning with Benchmark

 	<ul style="list-style-type: none"> ● Benchmark includes decodable texts for each week <ul style="list-style-type: none"> ○ Digitally to project ○ 1 big book ○ 6 handheld books ● Books pre-identify sight words and words with the sound-spelling pattern of focus ● Typically planned for the day 4 lesson though this can be adjusted depending on students' needs ● Can be used in small group and during independent work ● Teacher will need to add comprehension check
--	--

CRE Mindsets Reflection

<p><u>My Responsibility</u> I am responsible for the academic and social emotional success of all of my students.</p>	<p>Are there shifts that I need to make in my phonics instruction to ensure ALL students receive sufficient opportunities to apply phonics skills in context?</p>	
<p><u>Learning Environment</u> I co-create a safe, joyful, rigorous and personalized classroom environment that honors student voice and encourages ownership.</p>	<p>How can I structure my phonics lessons in a way that will create a safe, joyful, and rigorous classroom environment that encourages students' ownership of their learning?</p>	

Planning

Select a lesson for the upcoming week...

- Adapt it to include more practice and the hear it, say it, read it, write it process
- Script the lessons and routines you'd like to introduce
- Plan for how you'll use the Decodable Reader Protocol

Next Steps

- Use Hear it, Say it, Read it, Spell it to support out of context practice
- Use the Decodable Readers Protocol to support students within context practice
- Dig into the video library:
tinyurl.com/K2LitVidLibrary

Final Reflection

What is one thing you want to implement from today's session in your next week of phonics instruction?

Bibliography

Colorín Colorado (December 5, 2018). "Capitalizing on Similarities and Differences between Spanish and English.", www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english.

Redford, K. (March 19, 2019). "Explicit Phonics Instruction: It's Not Just for Students With Dyslexia." *Edweek*. <https://www.edweek.org/tm/articles/2019/03/19/explicit-phonics-instruction-its-not-just-for.html>

Shanahan, T. (April 25, 2018). "Teaching Phonics to English Learners." <http://shanahanonliteracy.com/blog/teaching-phonics-to-english-learners-1#sthash.3cDqcfpP.4DxGLjSL.dpbs>

Student Achievement Partners. "Understand Foundational Skills: Mini-Course Modules 1-7." Retrieved May 9, 2019: <https://achievethecore.org/category/1205/understand-foundational-skills>

Student Achievement Partners. "Decodable Readers Protocol". Retrieved May 9, 2019: https://achievethecore.org/content/upload/Decodable%20Reader%20Protocol_2018.pdf