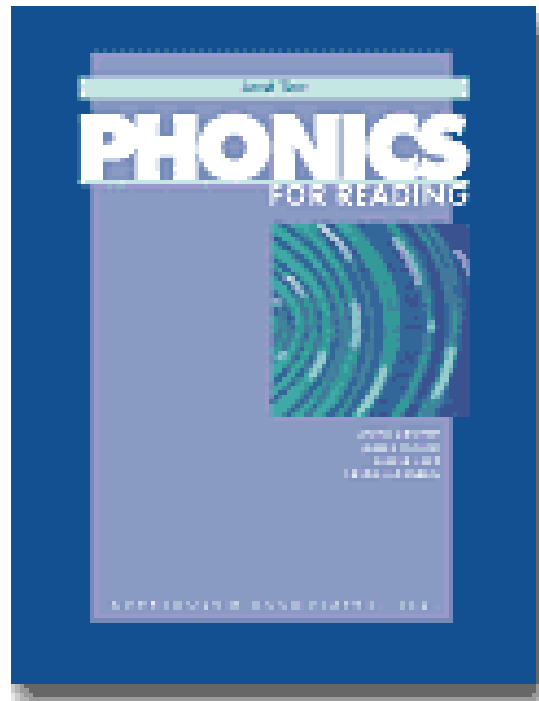


Hawaii Reading Excellence Act:
Reading First
Institute on Beginning Reading

**Phonics for Reading
and
REWARDS**

Institute for the Development of
Educational Achievement
College of Education
University of Oregon

Phonics for Reading



by Anita Archer, James Flood, Diane Lapp, and Linda Lungren
Curriculum Associates, Inc.

What is Phonics for Reading?

- A research-based program
- Uses explicit, teacher-directed instruction
- Designed and field-tested with students in second grade and above.
- Teaches the word recognition and comprehension skills usually mastered in grades K-3.

Why use Phonics for Reading?

❧ 1. Elements of the program match those reported in the National Reading Panel as essential to a beginning reading program:

- Phonemic Awareness
- Letter-Sound Associations
- Decoding of short and long words
- High frequency words
- Passage reading
- Passage reading comprehension

Why use Phonics for Reading?

- ❧ 2. The word length, passages, and font size are appropriate for students beyond first grade.
- ❧ 3. Proven effective in summer school programs. Cost-effective, easy to implement, and effective.

Phonics for Reading: Components

Teacher Guides

- Lesson objectives
- Scripted lessons
- Answer key
- Word lists
- Reproducibles: IEPs and progress letters
- Scope and sequence chart

Phonics for Reading: Components

Student Books

- **First Level**
 - 30 teacher-directed lessons
- **Second Level**
 - 32 teacher-directed lessons
- **Third Level**
 - 36 teacher-directed lessons

Phonics for Reading: 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.

∞ 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.

How should *Phonics for Reading* be used?

- Supplemental instruction for grade-level first and second grade students
- Remedial instruction for older students
- Instruction for students and adults new to the language
- Appropriate to be used in regular education, special education, tutorial programs, summer school

How much time does each lesson take?

➤ 40-50 minutes for the entire lesson

Teacher directed activities: 30-40 minutes

Independent work: 15 minutes

➤ An entire lesson can be done in one day or divided into two sessions

Phonics for Reading: Placement Test

- Placement test provided at the end of this section (courtesy of Anita Archer)
- If the student gets 80% of the word parts correct on any subtest, move to the next subtest
- If the student gets less than 80% of the word parts correct, place the student at that level

Sample Activities

Phonics for Reading: Phonemic Awareness

Blending Sounds

Level 1, Lesson 8

(Oral Teacher Directed Activity)

Let's practice saying some words. I will say a word slowly. You tell me the word. /uuu/ /p/

What's the word? *up*

Sample Activities

Phonics for Reading: Phonemic Awareness

Segmenting Words into Sounds

Level 1, Lesson 22

(Oral Teacher Directed Activity)

1. Let's practice saying some words. I will say a word, and then you will say the sounds in the word.
2. The first word is **hand**. What's the word? *hand*
3. Say the sounds in **hand** and put up a finger for each sound. /h/ /aaa/ /nnn/ /d/

Sample Activities

Phonics for Reading: Letter-Sound Associations



New Sound

Level 2, Lesson 1

rain play

1. Look at the top of page 4 in your workbook.
2. Touch the first word.
3. This word is **rain**. Say the word. *rain*
4. The underlined sound is /___/
Say the sound. /___/
5. Say the sound again. /___/
6. Touch the next word.
7. This word is **play**. Say the word. *play*
8. The underlined sound is /___/
Say the sound. /___/
9. Say the sound again. /___/

Sample Activities

Phonics for Reading: Decodable Words

🌀 New Words

Level 2, Lesson 9

1. coal slow flown
2. may mow goal
-
7. The traffic is very slow here.

1. Find part A in your workbook.
2. Touch the first word in line 1. Look at the underlined letters. What is that sound? /oo/
3. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up). What is the word? *coal*
-
7. Read sentence 7 to yourself. Put your thumb up when you are done. (Wait until thumbs are up. Then call on a student to read a line.)

Sample Activities

Phonics for Reading: Multisyllabic Words

Challenge Words

Level 2, Lesson 27

corner	order	border	popcorn
1 2	1 2	1 2	1 2

1. Find part D in your workbook.
2. Touch the first word. Sound out this word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up) What is the word? *Corner*
3. Sound out the next word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up).
4. What is the word? *order*

Sample Activities

Phonics for Reading: Multisyllabic Words

Word Endings-Altered Roots

Level 2, Lesson 22

1. filed
2. tapped

1. Find part C in your workbook.
2. Look at number 1. How many l's? *one*
3. Will you say the name or the sound for the letter i? *The name*
4. What is the name? *i*
5. Sound out the word to yourself. What is the word? *filed*

Sample Activities

Phonics for Reading: Multisyllabic Words

Word and Word Parts Level 3, Lesson 14

contain joyous

1. Find part C in your workbook.
2. Touch the first word. What is the word? *contain*
3. What is the underlined word part? *con*
4. Touch the next word. What is the word? *joyous*
5. What is the underlined word part? *ous*
6. Let's read the word parts again. Look at the first word.
What is the underlined word part? *con*
7. Look at the next word.
What is the underlined word part? *ous*

Sample Activities

Phonics for Reading: High Frequency Words

Sight Words

Level 2, Lesson 23

should	could	would	where	been
after	what	saw	were	from

1. Find part E in your workbook.
2. Touch the first word. This word is **should**. What is the word? *should*
Spell and read. *c-o-u-l-d could*

Sample Activities

Phonics for Reading: Passage Reading

☞ Sentences and Stories

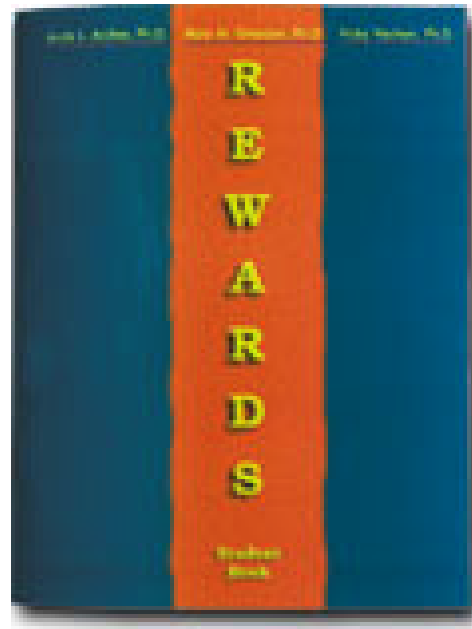
Level 2, Lesson 18 (see attachments)

Sample Lesson Phonics for Reading

➤ Level 2, Lesson 18 (see attachments)

REWARDS

Reading Excellence: Word Attack and Rate Development Strategies



by Anita Archer, Mary Gleason, and Vicky Vachon
Sopris West

What is REWARDS?

- ❧ A research-validated program
- ❧ To enhance decoding accuracy and fluency for students in grades 4-12
- ❧ REWARDS will:
 - Teach students a flexible strategy for decoding long words
 - Increase students' oral and silent reading fluency

Why use REWARDS?

- The ability to decode long words increases the qualitative differences between good and poor readers (Perfetti, 1986)
- When word recognition and fluency are low, students are unlikely to read for enjoyment or to complete assignments

Why use REWARDS?

- Decoding instruction often ends with 2nd grade. But the number of multisyllabic words begins to dramatically increase in 3rd grade. This leaves many students unable to read the longer words necessary to succeed as they move into more challenging content areas.
- Poor decoders, even those who can decode single syllable words, have a difficult time with multisyllabic words. (Just & Carpenter, 1987)
- Students need a flexible strategy for pronouncing long words

Who is REWARDS for?

- Students in Grades 4-12
- Students who have mastered skills associated with Grades 1-2
- Students who have difficulty reading long (3-4-5 syllable words)
- Students who read slowly (60-120 wpm)

How should REWARDS be used?

➤ General education classes

➤ Remedial Reading classes

- Remedial reading
- Special education
- Specialized tutoring

➤ Intensive Remedial Reading programs

- Summer School
- Interim programs

REWARDS: Outcomes

REWARDS will help students:

- Decode words containing 2-8 word parts
- Accurately read more multisyllabic words within sentences
- Accurately read more multisyllabic words found in content area texts
- Read content area passages accurately and fluently
- Improve comprehension as accuracy and fluency increase
- Enhance oral and silent reading fluency
- Gain greater confidence in their reading ability

REWARDS: Components

Teacher's Guide

- Introduction
- 20 lessons
 - Lessons 1-12: Necessary preskills
 - Lessons 13-20:
 - Strategy instruction
 - Generalization to sentence and passage reading
 - Fluency building
- Blackline masters for overheads
- Pre, post, and generalization tests
- Additional support materials

Student Book

How much time does each lesson take?

➤ Total of 20 lessons

➤ 50 minutes per lesson

REWARDS: Lesson content

🌀 Preskill Lesson Activities (Lesson 1-12)

- Oral Activity—Blending Word Parts into Words
- Vowel Combinations
- Vowel conversions
- Reading Word Parts
- Underlining Vowel Sounds in Words
- Oral Activity-Correcting Close approximations using context
- Word Parts at the beginning and end of words
- Circling word parts
- Focus on meaning
- Spelling Dictation

REWARDS: Lesson content

➤ Strategy Lesson Activities (Lessons 13-20)

- Vowel Combinations review
- Vowel Conversions review
- Word parts at the beginning and end of words review
- Strategy instruction
- Strategy practice
- Word Reading review
- Sentence reading
- Passage preparation
- Passage Reading
 - Accuracy
 - Fluency

REWARDS: Strategies for Reading Long Words

➤ Overt Strategy

reconstruction

- 1. Circle the word parts (prefixes) at the beginning of the word.
- 2. Circle the word parts (suffixes) at the end of the word.
- 3. Underline the letters representing vowel sounds in the rest of the word.
- 4. Say the parts of the word.
- 5. Say the parts fast.
- 6. Make it a real word.

REWARDS: Strategies for Reading Long Words

∞ Covert Strategy

- 1. Look for word parts at the beginning and end of the word, and vowel sounds in rest of the word.
- Say the parts of the word.
- Say the parts fast.
- Make it a real word.

Sample Lesson

REWARDS

➤ Lesson 1 (see attachments)