

Maine Reading First Course



Session #9 Phonics Research and Assessment



Key Learning Goals

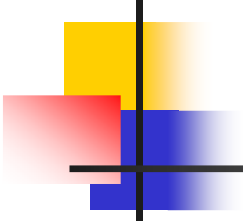
Session 9

Phonics Research and Assessment

- To provide a theoretical understanding of the research supporting the development of phonics knowledge in children, including:
 - understanding the “layer cake” concepts of the English spelling system (phoneme-grapheme, syllable pattern, and morpheme units in print)
 - understanding the developmental progression in which orthographic knowledge is acquired
 - understanding coordinated sequences of instruction of letter-sound relationships, high-frequency words, and irregular word patterns
 - understanding how to match instruction in phonetic elements to the selection of reading materials that promotes student practice of those phonetic elements

- To enable class participants to use scientifically based assessments to determine a student’s development in phonics knowledge.

- To enable class participants to use assessment data to inform instruction that meets the diverse needs of students.



Break the Code





What is Phonics?

Phonics is knowing the relationship between **printed letters** (graphemes) and the **individual sounds** (phonemes) of spoken language.

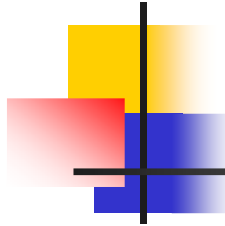
The following terms are often used when people discuss phonics:



- Graphophonic cues
- Letter/sound relationships or correspondences
- Sound/symbol relationships or correspondences
- Sound/spelling relationships or correspondences

(Armbruster, Lehr, & Osborn, 2001; IRA's Position Statement on PA, 1998)

The Phonemic Awareness/Phonics Connection

(Armbruster, Lehr, & Osborn, 2001)



Phonemic Awareness	Phonics
	
<p>Given the spoken word "dog", the student can tell you that the beginning sound is /d/. (isolation)</p>	<p>Given the spoken word "dog", the student can tell you that the beginning letter is "d".</p>
<p>Given the separate sounds /d/ /o/ /g/, the student can tell you that they make up the spoken word "dog". (blending)</p>	<p>Given the word "dog" in print, the student can make the sounds for each letter and blend them into the word "dog".</p>
<p>Given the spoken word "hat", the student can separate the word into 3 separate sounds /h/ /a/ /t/. (segmentation)</p>	<p>Given the spoken word "hat", the student can tell you that the letters that spell the sounds in hat are h-a-t and/or write the word "hat".</p>
<p>Given the spoken word "cart" and asked to take off the last sound, the student can say "car" (manipulation—deletion)</p>	<p>Given the spoken word "cart", the student can spell c-a-r-t. If the final "t" is erased/covered, the student can read the word as "car".</p>



Phonemic Awareness, Phonics, or Both?

- Students use elkonin boxes and plastic chips to segment the sounds they hear as they say the word *top*.
- Students read a poem from a chart. Then they search for rhyming words, say the words, and circle them.
- Students manipulate magnetic letters to form the words *cat*, *bat*, and *sat*.
- Student slowly says and listens to the sounds in the word *bedroom* as she writes this word in her story.



The Phonemic Awareness/Phonics Connection

(Continued)

Although phonemic awareness and phonics are two separate skills, phonemic awareness instruction is most effective for strengthening reading and spelling when children are taught to use the letters in conjunction with manipulating the phonemes.

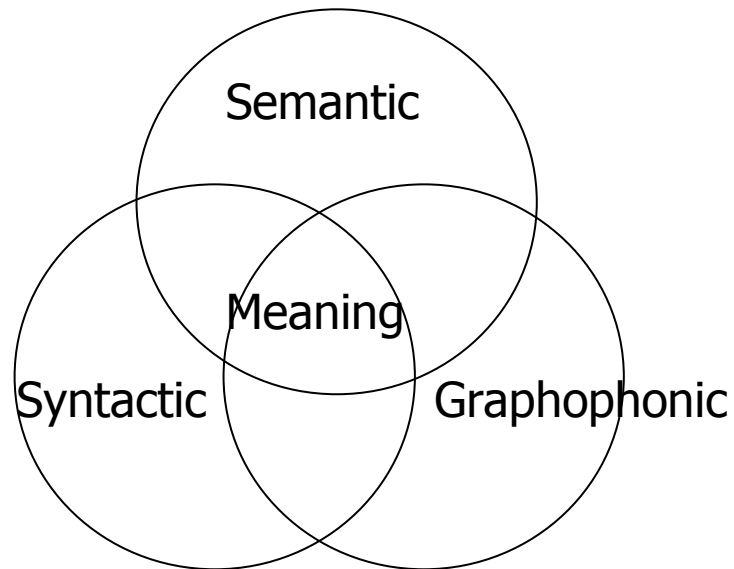
(Armbruster, Lehr, & Osborn, 2001)

3 Cueing Systems Used by Proficient Readers

Semantic—Does it make sense?

Syntactic—Does it sound right?

Graphophonic—Does it look right?





Cue System Examples

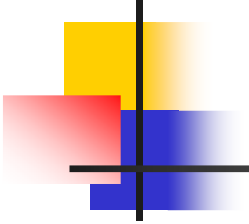
We saw a _____ on the water.

We saw a b_____ on the water.

We saw a sh_p on the water.

We saw a boat on the water. It _____ big.

We saw a boat on the water. It _____'t big.



What are the two elements of phonics?

- **Decoding**

Blending sounds to form words

- **Encoding**

Segmenting words into sounds
for spelling

(NRP, 2000)



Decoding

- Readers convert letters into sounds and blend them to form recognizable words.
- Letters can be individual letters or letter combinations like digraphs (th, ch, ea, ai), diphthongs (oy, oi, ou), phonograms (ap, ot, ick, ought, ung), or affixes (pre-, un-, -ful).
- Sight vocabulary is built by applying decoding or analogizing strategies to read unfamiliar words. These strategies help the words become familiar by creating alphabetic connections that establish the words in the reader's memory.

(NRP, 2000)

Stages of Decoding at the Initial Stage of Reading

(Juel, 1991)

- **Selective Cue Stage**

Readers learn about print and its purposes through labels on objects, Big Books, shared and interactive writing, and reading patterned/predictable books.

- **Spelling-Sound Stage**

Readers focus on graphophonic cues to learn sound-spelling relationships and begin attending to each letter in a word.

- **Automatic Stage**

Readers use all three cue systems efficiently to develop fluency. Automaticity results from “overlearning” sound-spelling knowledge.



Encoding

- Systematic phonics instruction helps young students (K-1) apply their knowledge of the alphabetic system to spelling.
- For older students, spelling progresses from letter-sound correspondence to combining word parts.
- Encoding reinforces learning how to decode.

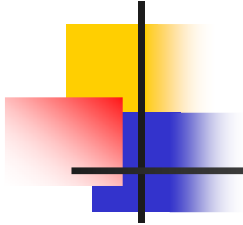
(NRP, 2000)





Stages of Encoding (Spelling) Development

(Routman, 1991)

- **Prephonemic:** scribbles, random letter strings with no connection to sound
- **Early Phonemic:** limited representation of phonemes with letters (i.e. "m" for "my")
- **Letter-Sound:** Letters are used to represent phonemes (i.e. "lik" for "like", "brthr for "brother")
- **Transitional:** internalizing spelling patterns and beginning to apply rules
- **Derivational or Standard:** most words spelled correctly, practicing homonyms, contractions, irregular spellings

Changing Emphasis of Five Essential Elements



Element	K	1	2	3
Phonological Awareness				
Phonics	Letter Sounds & Combinations		Multisyllables	
Fluency				
Vocabulary	Listening  Reading 			
Comprehension	Listening  Reading 			



What Does Systematic and Explicit Phonics Instruction Mean?

Systematic

The plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.

Explicit

The program provides teachers with precise directions for the teaching of these relationships, including:

1. Direct explanation
2. Modeling
3. Guided practice
4. Application

(Armbruster, Lehr, & Osborn, 2001)



What Does the National Reading Panel Say about Systematic Phonics Instruction?

(NRP, 2000)

Systematic phonics instruction:

- Makes a bigger contribution to children's growth in reading than unsystematic or no phonics instruction.
- Is effective one-to-one, in small groups, and in whole class settings.
- Taught early proved much more effective than phonics instruction introduced after first grade.
- Is significantly more effective than non-phonics instruction in helping to prevent reading difficulties among at-risk students and in helping to remediate reading difficulties in disabled readers.
- Should be integrated with other reading instruction to create a comprehensive reading program.

What are Components of “Sound” Instruction?

(Adams, 1990; Neuman, Copple, & Bredekamp, 2000; Snow, Burns, & Griffin, 2001)

- Programs of phonics instruction are a means to an end with the end being comprehension.
- Children need to be taught major consonant and vowel letter-sound relationships.
- Children need ample reading and writing activities that provide practice containing words using the specific letter-sound relationships they are learning.
- Phonics instruction helps children learn to identify words and increases their ability to read.


What are Components of “Sound” Instruction? (Continued)

(Adams, 1990; Neuman, Copple, & Bredekamp, 2000; Snow, Burns, & Griffin, 2001)

- An important component of learning letter-sound relationships is learning the forms of letters and other symbols. Children need to recognize forms and symbols automatically, without conscious effort, to be able to recognize words fluently.
- Research identifies knowledge of letter names as one of the best predictors of success in reading.
- Letters and symbols need to be displayed where children can see them; where children can refer to them as they read, write, work and play; and where children can manipulate them.

Progression of Phonics Knowledge & Skills Across Grades K-3

(Chall, 1996; Blevins, 1998; Lyons & Moore, 2003)

<p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> • Concepts of print • Letter and letter sound recognition • Initial & final consonants • Blending letter sounds in single syllable words • Short vowel word families (cvc patterns) • Recognizing environmental print & sight words • Building Word Knowledge 	<p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> • Rapid letter-sound recognition • Blending letter sounds and word building • Initial and final consonants • Short vowels (cvc patterns) • Consonant blends (br, cl, st, etc.) • Consonant digraphs (sh, ch, wh, th) • Inflected endings (-ing, -ed,) • Final e (cvce patterns) • Long vowel digraphs (ai, ay, ea, ee, oa, ow, etc.) • Complex consonant blends (qu, scr, thr) • Hard and soft c & g • Silent consonants (comb, write, know) • Abstract vowel patterns (oo, ou, ow, oi, oy) • Contractions & Compound Words
<p style="text-align: center;">Grades 2 & 3</p> <ul style="list-style-type: none"> • Review of grade 1 skills • More complex vowel spellings & spelling rules (i.e. doubling consonants & dropping e) • Homophones(their/there) & homographs (read/read) • Multisyllabic words • Syllabication patterns & strategies • More structural analysis (i.e. plurals, possessives, prefixes & suffixes) 	



How do We Assess Phonics?

- Usually 1:1
- Recommended to assess from early Kindergarten through grade 3
- Assess decoding and encoding skills
- Use information to make data driven decisions for instruction



What are Some Formal Methods of Assessing Phonics?

- CORE Phonics Survey (Scholastic, 2002)
- Nonsense Word Test (Scholastic, 2001)
- Names Test (Cunningham, 1990; Duffelmyer, Druse, Merkley, & Fyfe, 1994)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 - Letter Naming Fluency
 - Nonsense Word Fluency



CORE Phonics Survey (Scholastic, 2002)

Assesses the phonics and phonics-related skills that have a high rate of application in beginning reading, including:

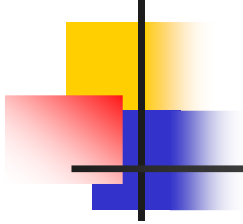
- Letter names—upper and lower case
- Consonant sounds
- Vowel sounds
- Spelling skills

Presents phonics concepts through lists of real and nonsense words.

Information generated from the assessment is useful for determining students' decoding strengths and needs, as well as planning for future instruction. Student grouping can also be informed by this assessment.

Nonsense Word Test

(Scholastic, 2001)



Assesses students' application of phonics skills to decoding lists of nonsense words that represent various categories that increase in difficulty, such as:

- short vowels
- digraphs & blends
- long vowels
- complex vowels (r-controlled, digraphs, diphthongs)
- multisyllabic words

Information generated from the assessment is useful for determining students' decoding strengths and needs, as well as planning for future instruction. Student grouping can also be informed by this assessment.

Names Test

(Cunningham, 1990;
Duffelmyer, Druse, Merkley, & Fyfe, 1994)



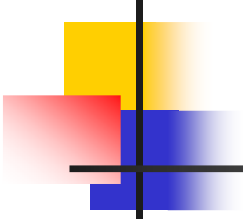
Assesses a reader's ability to recognize multisyllabic letter patterns in unfamiliar words.

Patterns are presented in the context of 35 pairs of first and last names that are:

- Uncommon names
- Fully decodable
- Represent a sampling of common phonics elements
- Represent a balance of short and long names

Most appropriate for transitional readers (generally grades 2 and higher)

Analyzed by categories to inform future instruction and assist with grouping students.



DIBELS

Letter Naming Fluency (K-1)

Probe 1

c	c	N	u	Q	M	u	h	S	i
n	b	e	N	F	f	o	a	K	k
g	p	k	p	a	H	C	e	G	D
b	w	F	i	h	O	x	j	I	K
x	t	Y	q	L	d	f	T	g	v
T	V	Q	o	w	P	J	t	B	X
Z	v	U	P	R	l	V	C	l	W
R	J	m	O	z	D	G	y	U	Y
Z	y	A	m	X	z	H	S	M	E
q	n	j	s	W	r	d	s	B	I
r	A	E	L	c	c	N	u	Q	M

Total: ____/110



DIBELS

Nonsense Word Fluency (K-2)

kik	woj	sig	faj	yis
kaj	fek	av	zin	zez
lan	nul	zem	og	nom
yuf	pos	vok	viv	feg
bub	dij	sij	vus	tos
wuv	nij	pik	nok	mot
nif	vec	al	boj	nen
suv	yig	dit	tum	joj
yaj	zof	um	vim	vel
tig	mak	sog	wot	sav



Ongoing Assessment of Phonics

(LINKS, 2002)

- Observation of oral reading and anecdotal records
- Phonics skills checklists
- Informal Reading Inventories (IRIs), Running Records, and Miscue Analysis
- Fluency checks on letter/sound automaticity and previously taught sight words
- Dictation and writing samples, including developmental spelling inventories
- Track growth in letter/sound relationships, decoding text, and sight words



Phonics Assessment Hands-On Activity

- What phonics knowledge/skills does the student demonstrate control of?
- What phonics knowledge/skills does the student need more practice with?
- What phonics knowledge/skills might be good next teaching steps?



3—2—1

- 3—things worth remembering
- 2—things to learn more about
- 1—burning question