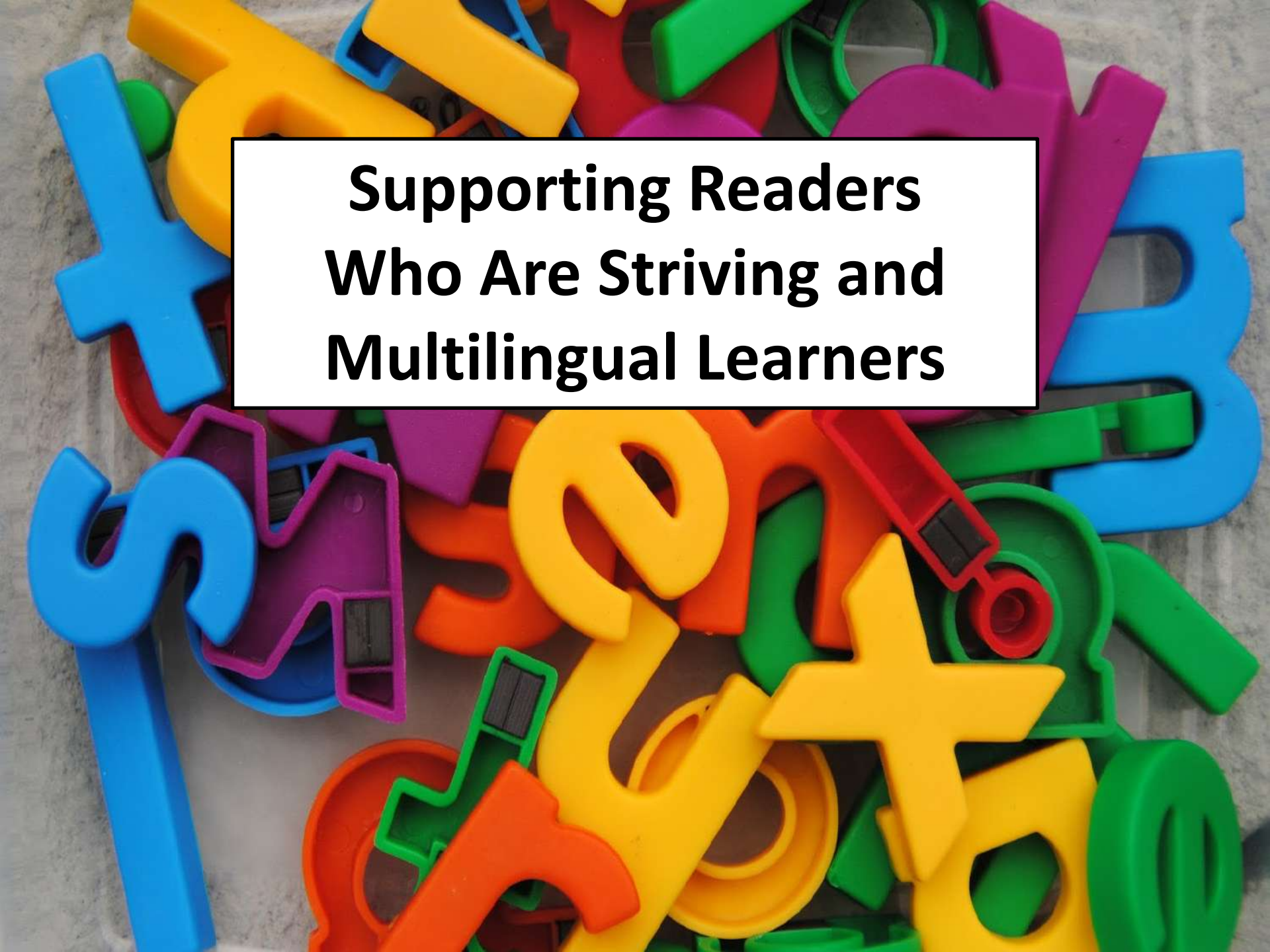
A photograph of a male teacher with a beard and glasses, wearing a black long-sleeved shirt, sitting at a grey table in a classroom. He is smiling and looking at a young girl with dark hair who is holding an open book. The book has a red robot on the left page and a yellow speech bubble with the text "My name is" on the right page. The teacher's hands are on the book, pointing to the text. In the background, other children are sitting at the table, and a bulletin board with colorful polka dots and alphabet cards is visible on the wall. One of the cards on the bulletin board says "A NEW FRIEND" with an illustration of a red robot. Another card says "I am a frog" with an illustration of a red frog. The teacher is pointing to the text "My name is" on the book page.

**Using Decodable Texts  
for Maximum Impact**

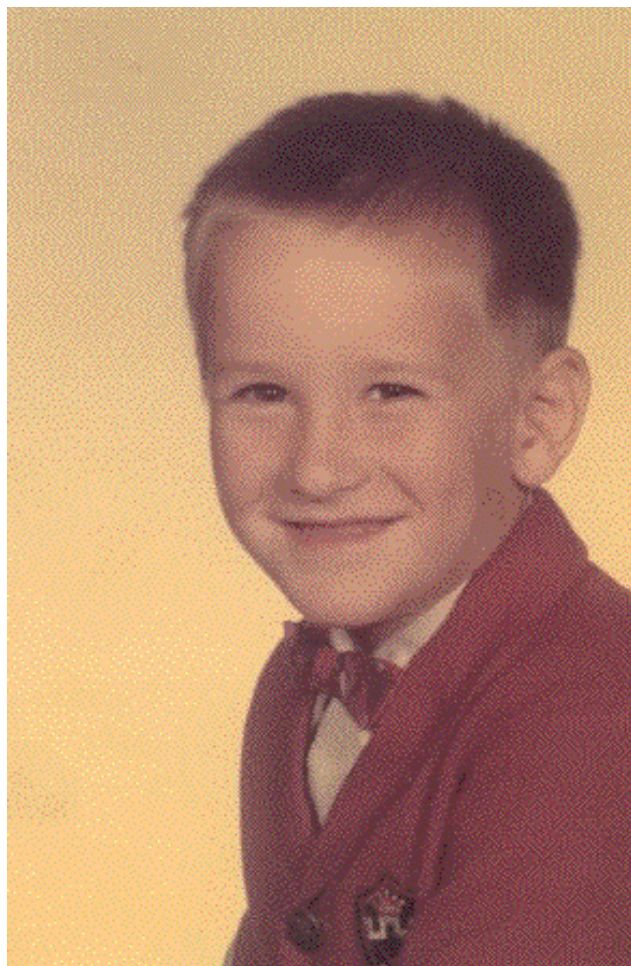
**Dr. Wiley Blevins**



**Supporting Readers  
Who Are Striving and  
Multilingual Learners**

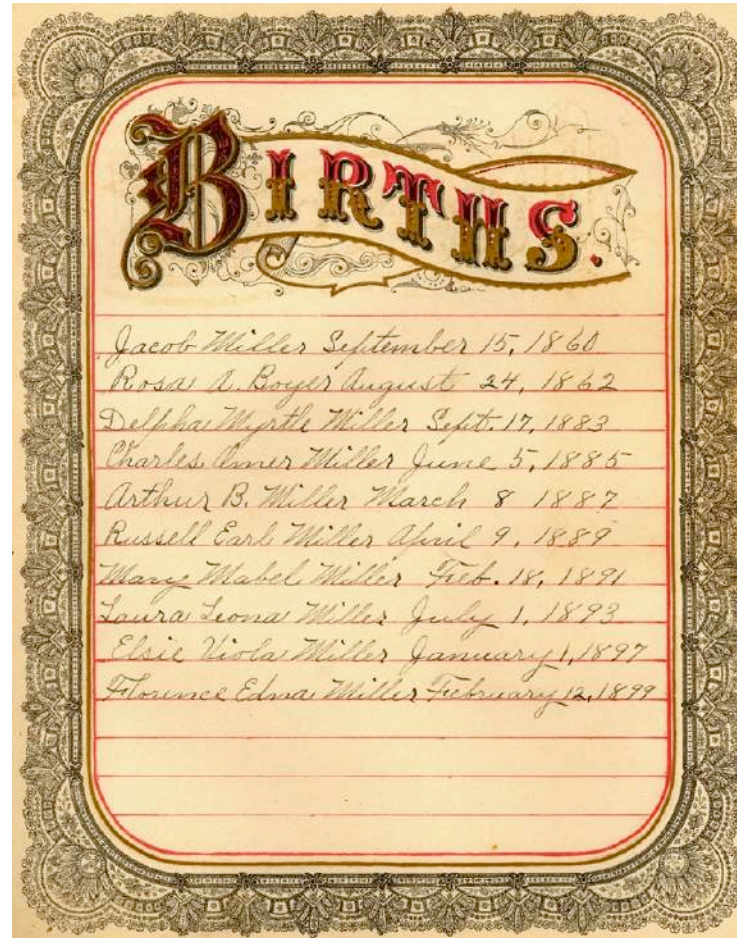
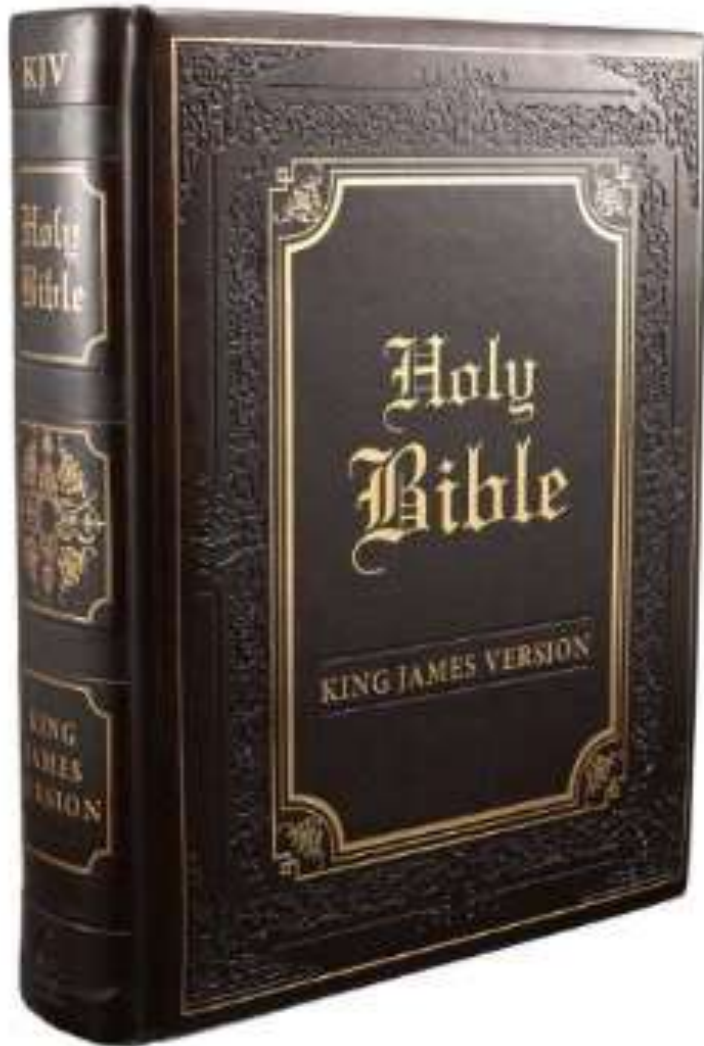


# Where It All Began





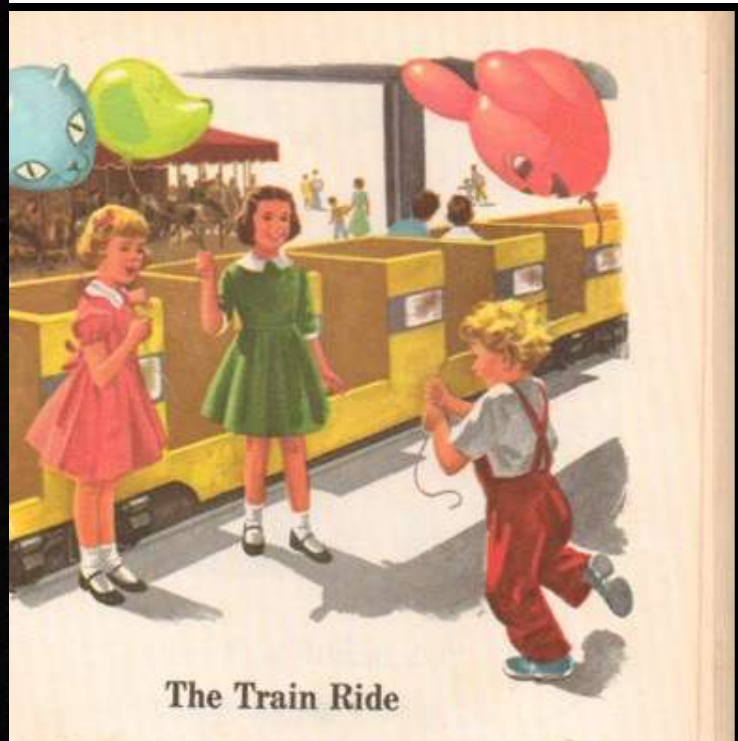
# The Legacy of Illiteracy



BASIC READERS

THE NEW Fun with  
Dick and Jane

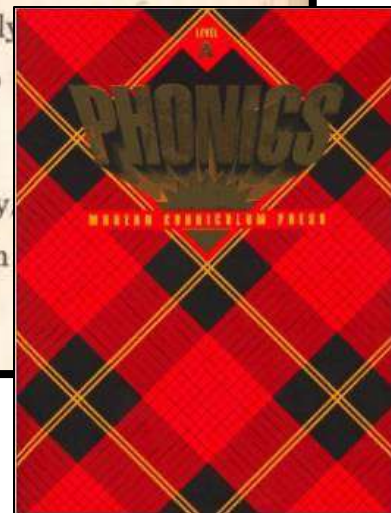
THE NEW



### The Train Ride

Jane said, "Run fast, Sally!  
It is time for the train to  
Come and get on."

"Here I come!" said Sally  
"Please don't let the train









**Phonics (84%)**

**High-Frequency Words (Top 100 = 50%)**

**Wide Reading to Build Vocabulary  
and Background Knowledge**

**Because I learned to read . . .**



# My Phonics Journey Continues . . .





# 1980s



Thurmont Elementary School  
Thurmont, Maryland

# Current Projects



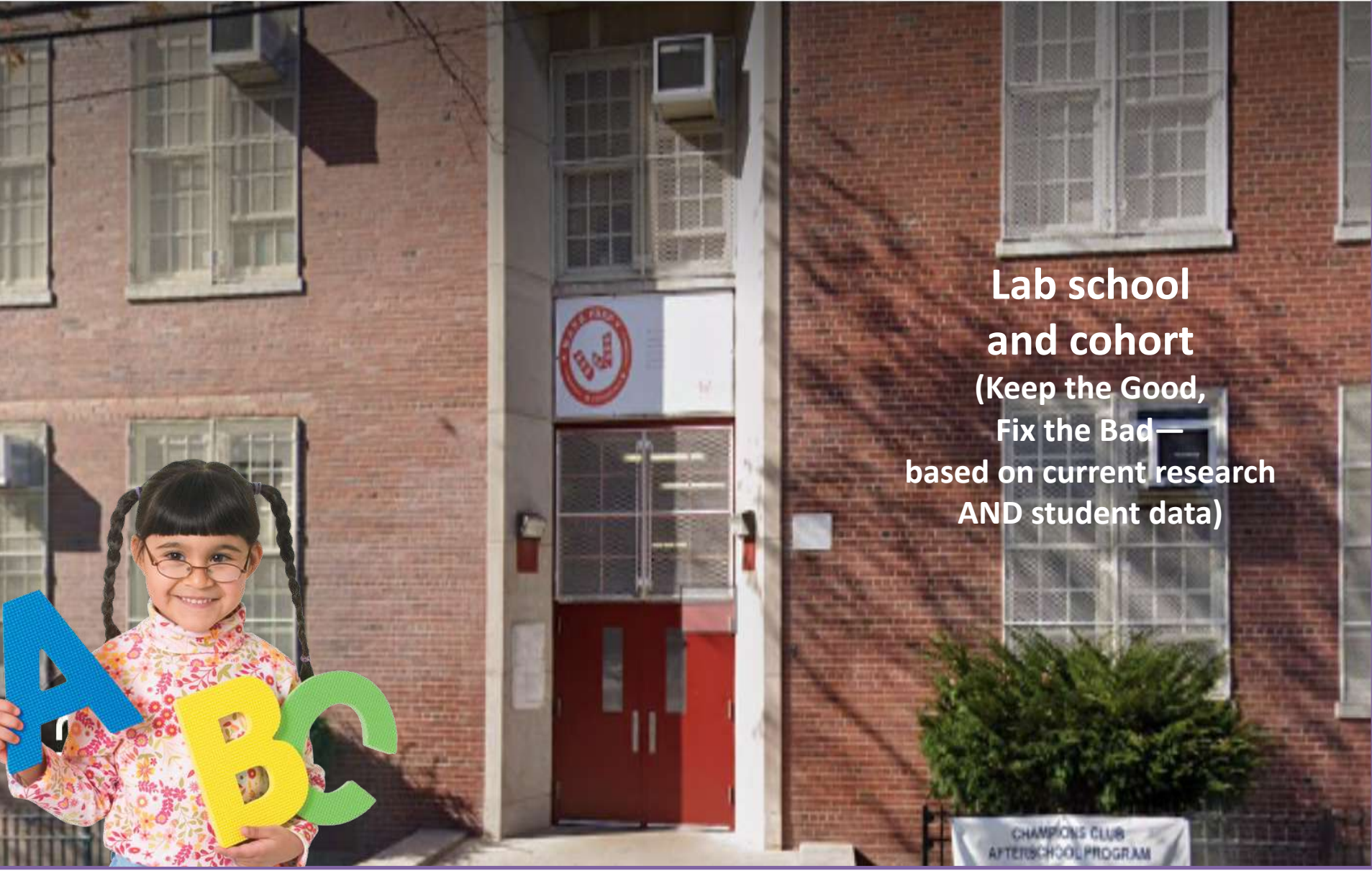
Tutor Study

Queens, NYC  
Lab Site



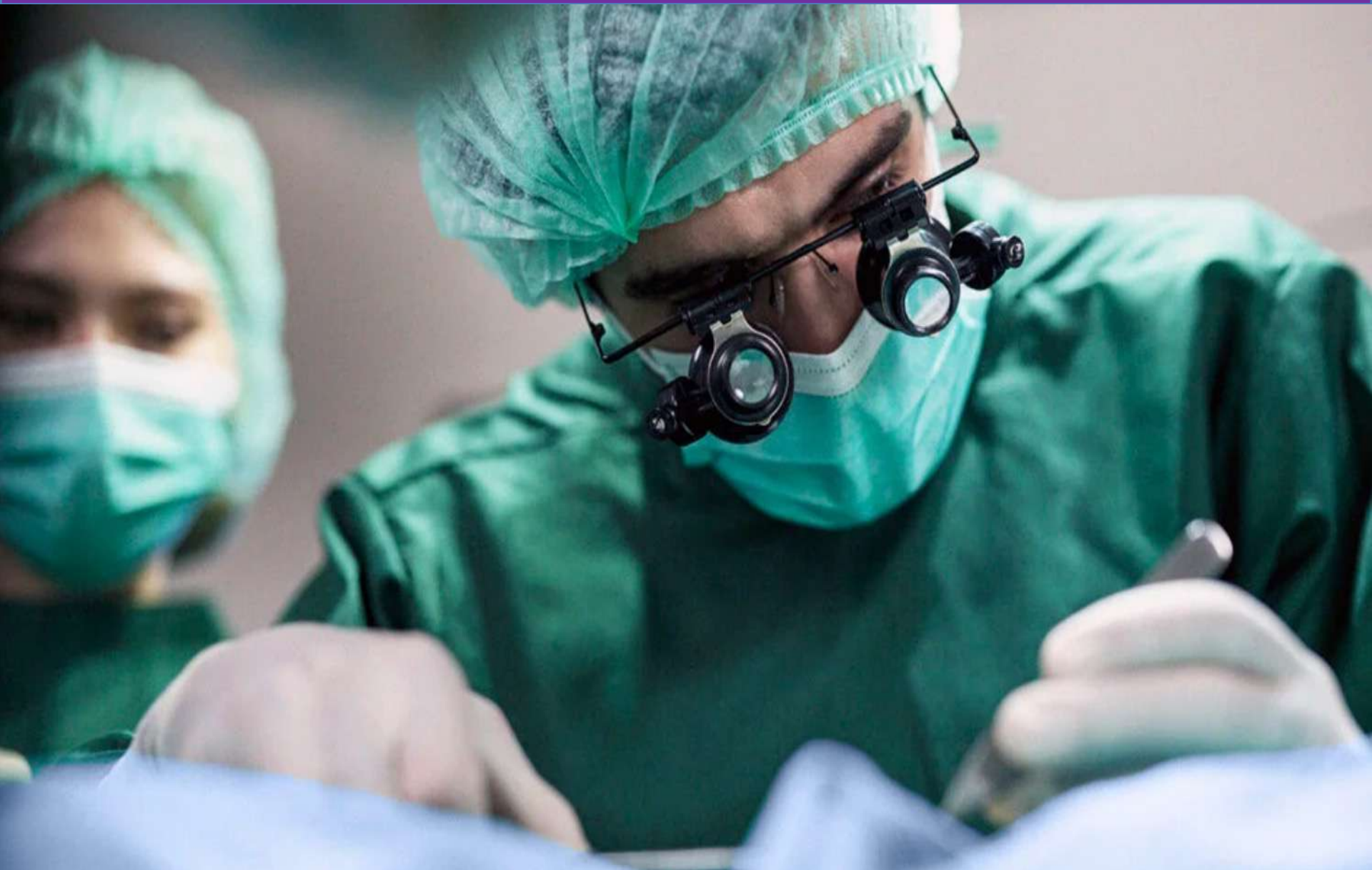


# NYC Literacy Shifts



Lab school  
and cohort  
(Keep the Good,  
Fix the Bad—  
based on current research  
AND student data)

# Curriculum Surgery





# 7 Characteristics

- 1 Readiness Skills**
- 2 Scope and Sequence**
- 3 Blending**
- 4 Dictation**
- 5 Word Awareness Activities**
- 6 High-Frequency Words**
- 7 Reading Connected Text**





# Reasons Why Your Phonics Instruction Sometimes Fails

Intentional and Intensive

- 1. Inadequate or non-existent review and repetition cycle**
- 2. Lack of application to real reading and writing experiences**
- 3. Inappropriate reading materials to practice skills**
- 4. Ineffective use of the gradual release model**
- 5. Too much time lost during transitions**
- 6. Limited teacher knowledge of researched-based phonics routines and linguistics**
- 7. Inappropriate pacing of lessons**
- 8. No comprehensive or cumulative mastery assessment tools**
- 9. Transitioning to multisyllabic words too late**
- 10. Overdoing it (especially isolated skill work)**

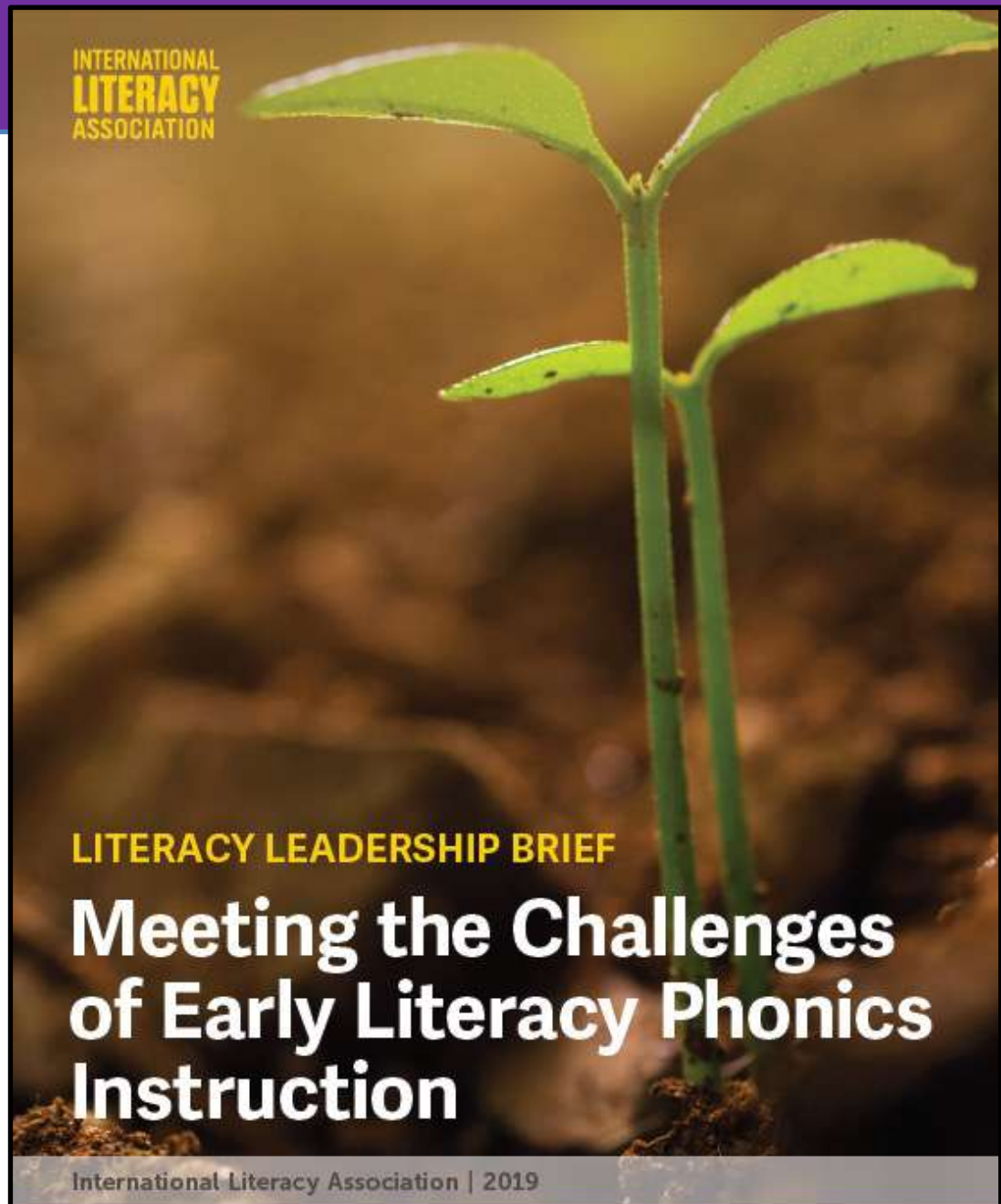


# Summary

**wbny@aol.com**

**ILA website**

Free and downloadable



# Impacting Change

## 1. Identify What Is Working





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# Impacting Change

## 1. Identify What Is Working

- Name It
- Keep It
- Determine Where to Fold It In





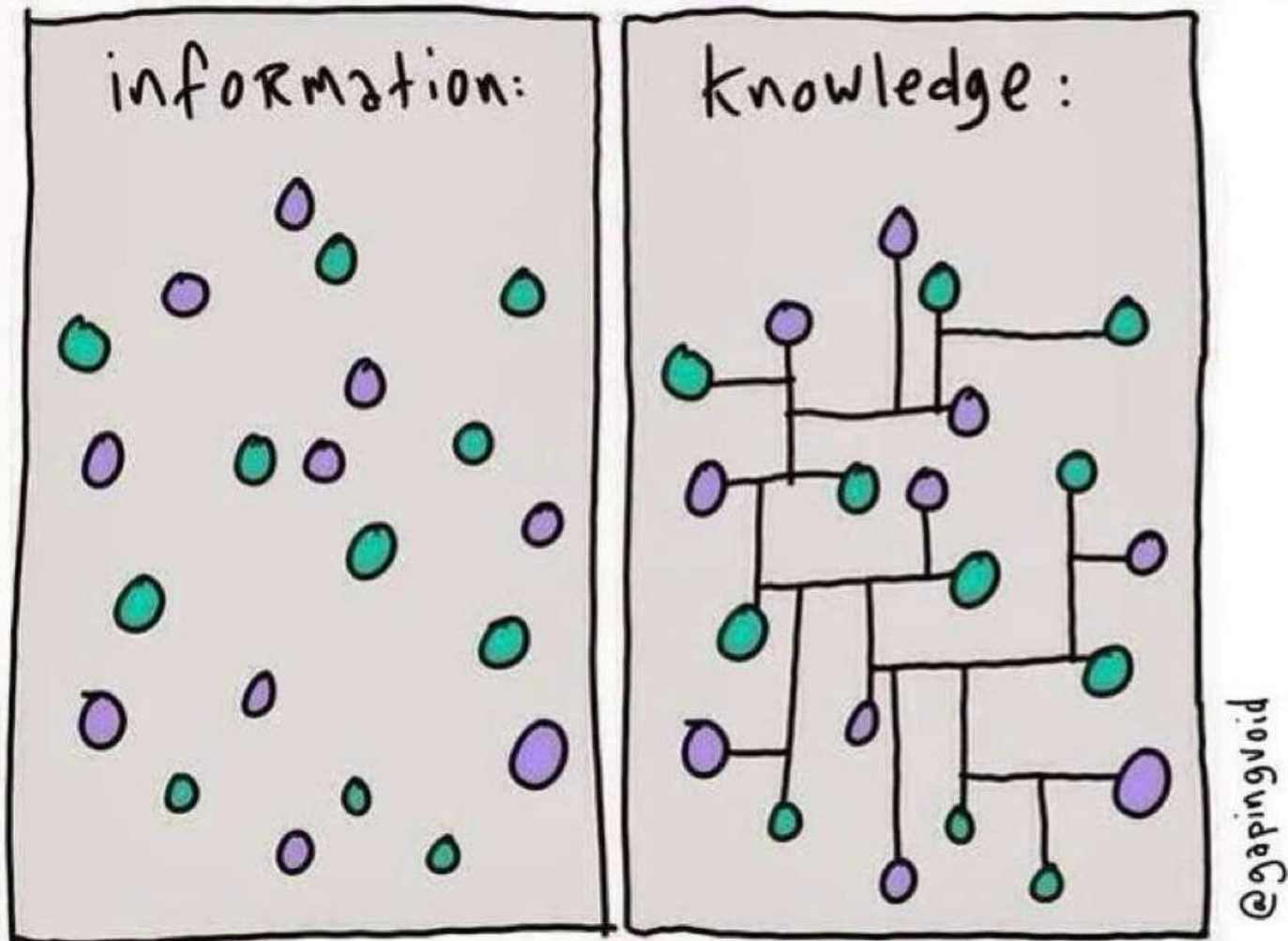
# Impacting Change

**1. Identify What Is Working**

**2. Dig Into the Shifts (research, the “WHY”)**



# The Difference Between Information and Knowledge





# Impacting Change

- 1. Identify What Is Working**
- 2. Dig Into the Shifts (research, the “WHY”)**
- 3. Focus on High-Impact Instructional Routines**



# Examining Instructional Routines



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# What the Research Says

Scientific  
Studies  
of  
Reading

Scientific Studies of Reading >

Volume 25, 2021 - Issue 3

Enter keywords, authors, DOI, etc

Submit an article

Journal homepage

2,947

Views

2

CrossRef  
citations to date

123

Altmetric


Articles

## Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words

Selenid M. Gonzalez-Frey & Linnea C. Ehri 

Pages 272-285 | Published online: 24 Jun 2020


 Cite this article  <https://doi.org/10.1080/10888438.2020.1776290>

 Check for updates

# What the Research Says

## ABSTRACT

Two methods of decoding instruction were compared. Participants were kindergartners who knew letter sounds but could not decode nonwords,  $M = 5.6$  years. The segmented phonation treatment taught students to convert graphemes to phonemes by breaking the speech stream (“sss – aaa – nnn”) before blending. The connected phonation treatment taught students to pronounce phonemes without breaking the speech stream (“sssaaannn”) before blending. The CVC nonwords contained continuant consonants that could be stretched and connected. Following learning to criterion, students completed a transfer task to decode CVCs with stop consonants that are harder to blend because of intrusion from schwa vowels. Results showed that connected phonation training facilitated learning to decode as well as reading nonwords accurately on the transfer task compared to segmented phonation training. An error analysis suggested that breaking between phonemes caused students to forget initial phonemes during blending. Findings suggest how to teach decoding more effectively.



# What the Data Says



<b>These Acadience Reading Measures...</b>	<b>...Serve as Indicators of These Basic Early Literacy Skills</b>	<b>Method of Administration</b>
First Sound Fluency (FSF)	<ul style="list-style-type: none"><li>• Phonemic Awareness</li></ul>	Individual
Phoneme Segmentation Fluency (PSF)	<ul style="list-style-type: none"><li>• Phonemic Awareness</li></ul>	Individual
Letter Naming Fluency (LNF)	<ul style="list-style-type: none"><li>• indicator of risk</li></ul>	Individual
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"><li>• The Alphabetic Principle and Basic Phonics</li></ul>	Individual
Oral Reading Fluency (ORF), including Retention	<ul style="list-style-type: none"><li>• Advanced Phonics and Word Attack Skills</li><li>• Accurate and Fluent Reading of Text</li><li>• Reading Comprehension</li></ul>	Individual
Maze	<ul style="list-style-type: none"><li>• Reading Comprehension</li></ul>	Group-Administered



# What Is the Shift?

- No more Segmented Blending  
(HABITS ARE HARD TO BREAK)
- Create Word Sets for Blending  
more STRATEGICALLY



# Blending Lines: Kindergarten

## Word Chains

### INTRODUCE

- |    |    |     |     |     |
|----|----|-----|-----|-----|
| 1. | i  | a   | n   | p   |
| 2. | it | sit | in  | pin |
| 3. | is | tip | pit | pat |

### REVIEW

- |    |     |     |     |    |
|----|-----|-----|-----|----|
| 4. | man | tap | sat | am |
|----|-----|-----|-----|----|

### CHALLENGE

- |    |      |      |      |      |
|----|------|------|------|------|
| 5. | sits | taps | pats | naps |
|----|------|------|------|------|

### IN CONTEXT

- |    |              |
|----|--------------|
| 6. | I can sit.   |
| 7. | It is a map. |

Mastery Focus

Differentiation

# Impacting Change

- 1. Identify What Is Working**
- 2. Dig Into the Shifts** (research, the “WHY”)
- 3. Focus on High-Impact Instructional Routines**
- 4. Connect the Learning to Materials** (implement with Integrity)





# Phonemic Awareness Mandate



10 minutes per day K-2  
Oral ONLY

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# No More Silo

Reading Task	Necessary Phonemic Awareness
Reading (Blending) CVC Words	Oral Blending at the phoneme, or sound, level
Writing (Spelling) CVC Words	Oral Segmentation at the phoneme, or sound, level



## Recommendations:

- Look at your bank of activities. How do they connect to your reading and writing/spelling tasks?
- Which activities do ALL your students need? (whole group)
- Which activities do SOME of your students need? (small group)



# Which Tasks and What Grades?

Current Knowledge about Instruction in Letter Knowledge, Phoneme Awareness and Handwriting: What to Teach, When to Start, and Why to Integrate

Posted October 28, 2021

Must match phonemic awareness tasks to reading and spelling demands.

*By Susan Brady, Emeritus Faculty, University of Rhode Island*

---

If this were a necessary path for achieving phoneme awareness (i.e., the type of awareness that is germane to reading and spelling), that sequence would be appropriate. However, several lines of evidence indicate this is not the case. One of the compelling research findings is that phoneme awareness can be taught to children who lack phonological sensitivity. For example, students who lack awareness of syllables readily gain phoneme awareness when introduced to activities that target that goal. A further indication is that commercial programs to build phoneme awareness that begin at the level of the phoneme (i.e., not providing prior instruction in rhyme, syllable, onset and rime elements) are very successful with kindergarten students. Recent school-based research projects corroborate the strong benefits of instruction in the first year of school that focuses on awareness of phonemes and that links phonemes with letters, along with other literacy-related activities.

---

## Abstract

A trend has emerged across schools in the United States in which phonemic awareness is viewed as much more than a component of beginning reading instruction. This perspective argues that “phonemic proficiency”, evidenced by mastery with advanced tasks such as phoneme elision **Connect phonemic awareness and print.** assessment and instruction well beyond initial grades. Daily phonemic awareness instruction outside of print are hallmarks of the perspective, which has influenced state policies on reading instruction. This paper evaluated the empirical and theoretical basis for advanced phonemic awareness training. Although promoted as evidence-based, proficiency on so-called advanced phonemic tasks is not more strongly related to reading or more discriminative of difficulties than other phoneme-level skills, not necessary for skilled reading, and is more likely a product of learning to read and spell than a cause. Additionally, reading outcomes are stronger when phonemic awareness is taught with print, there is no evidence that advanced phonemic awareness training benefits reading instruction or intervention, and prominent theories of reading development do not align with the claims. We conclude with implications for policy-makers and educators, and discuss how experimental research could address open questions about phonemic awareness instruction.

They Say  
“In the D  
Trend To

AUTHORS  
Nathan H. Clemens, E

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of the  
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St. Martin, Fumiko Hoefft

# What About Print?

In conclusion, we used current research consensus to evaluate commercial phonemic awareness materials in Utah kindergartens. But the point here is that the review we conducted to pursue that evaluation and described carefully in our paper (pp. 252-257) found no empirical support for deletion/substitution or oral-only phonemic awareness instruction in primary grade classrooms. For this reason, we find it disconcerting that a growing number of school districts and state offices of education are mandating these instructional practices for **all students in all primary grades.** Popular commercial materials (e.g., Wonders, Heggerty) include these instructional practices for daily use which take valuable instructional time away from research-tested instruction in phonics and the reading of connected text. For these reasons, we are gratified that Clemens et al. (2021) conducted their investigation of this trend and we find their methods, results, and conclusions compelling.

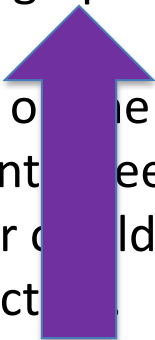
Brown, K.J., Patrick, K.C., Fields, M.K., & Craig, G.T. (2021). Phonological awareness materials in Utah kindergartens: A case study in the science of reading. *Reading Research Quarterly*, 56, 249-272.  
DOI: 10.1002/rrq.386.

How we spend our instructional time matters.



# Hot Topic

- Begin phonemic awareness instruction right away and focus on the phoneme level. You can skip over the phonological sensitivity activities.
- Combine this instruction with letter/grapheme work and handwriting.
- Focus on the level appropriate for the student's needs—whether a beginning reader or older reader who needs instruction.



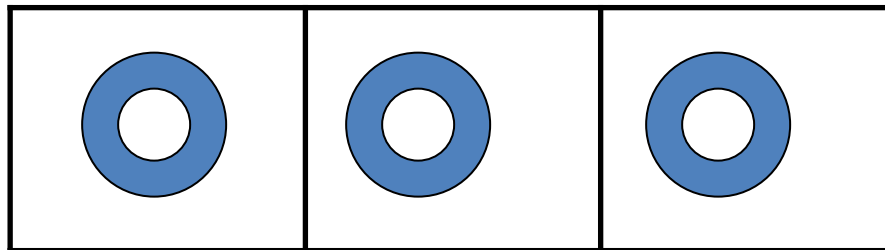
New Fact Sheet!  
Building Phoneme Awareness

New Fact Sheet

# Phonemic Awareness: Oral Segmentation

Sound/Elkonin Boxes

Model



Connect  
Sound to Letter



Combining Sounds and Letters



# Recent Research



10 minutes per day K-2  
Oral ONLY



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# New Study

The screenshot shows the journal's header with the title 'Scientific Studies of Reading' and a search bar. Below the header, there are buttons for 'Submit an article' and 'Journal homepage'. The main article title is 'A Meta-Analysis on the Optimal Cumulative Dosage of Early Phonemic Awareness Instruction' by Florina Erbeli, Marianne Rice, Ying Xu, Megan E. Bishop, and J. Marc Goodrich. It is a research article published online on 25 Jan 2024. On the left side, there are statistics: 100 Views, 0 CrossRef citations to date, and 1 Altmetric. At the bottom of the article preview, there are links to 'Cite this article' and 'Check for updates'.

## Results

The cumulative dosage response model took a concave parabolic form (an upside-down U shape). Specifically, PA instruction effects improved with increasing dosage up to 10.20 hours of instruction ( $d_{max} = 0.74$ ), after which the effects declined. Moderator analyses revealed these results held for students at-risk for reading disabilities and basic PA skills instruction. Furthermore, moderator analyses showed that the dosage response curves exhibited a convex parabolic form (a U shape) in PA instruction with letters, with effects continually increasing after 16 hours of PA instruction.

**NYC: 10 min/day; 50 min/week . . .  
Done in 12 weeks**

After 10 hours of oral only instruction effects declined. However, with letters effects continually increased after 16 hours.

“Phonemic awareness is a byproduct of learning to read and spell and is built and improved while learning to read and write. It is not a separate thing.”

**Phonemic Awareness Embedded**

# Time Lost

**KINDERGARTEN** 750 minutes. 12.5 instructional hours.

**GRADE 1** 1,500 minutes. 25 instructional hours.

**GRADE 2** 1,500 minutes. 25 instructional hours.

# What We Are Doing

**KINDERGARTEN** Keep first half of year. Cut second half of year to 5 minutes.  
Focus on high-impact, high-need skills. Use extra time for encoding.

**GRADE 1** Cut to 5 minutes. Focus on high-impact, high-need skills.  
Use extra time for encoding.

**GRADE 2** Assess students at beginning of the year to determine the need.  
Provide phonemic awareness support during small group time to those needing it. Use extra time for encoding.

# Encoding

**Decoding**

**Encoding**

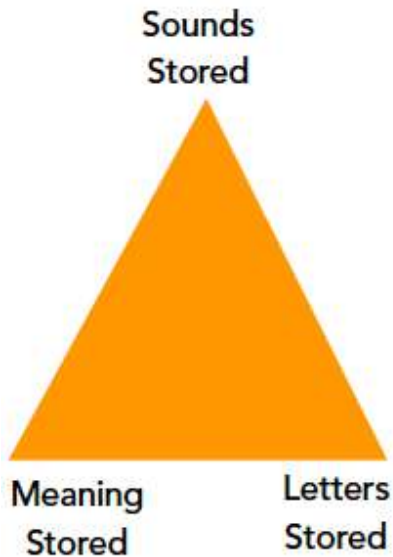




# Every Phonics Lesson Must Include Encoding

Encoding is not simply a first step to writing;  
it is a vital but underappreciated route  
to reading.

(Herron & Gillis, 2020)



It is easier to decode a word that has  
previously been encoded.

(Herron & Gillis, 2020)



# Impacting Change

- 1. Identify What Is Working**
- 2. Dig Into the Shifts** (research, the “WHY”)
- 3. Focus on High-Impact Instructional Routines**
- 4. Connect the Learning to Materials** (implement with Integrity)
- 5. Apply to In-Class Work and Provide Feedback**  
(pacing and # of words read and written)



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# How It's Going . . .

- Warm-Up Review: Improved Pacing and Engagement, 2 minutes (students taking more ownership—less parroting)

- More words blended in less time to increase practice

## EXAMPLE GRADE 2

SEPTEMBER: 4 words in 20 minutes

NOVEMBER: 19 words in 10 minutes

JANUARY: 20+ words in 6-7 minutes

## What's Still Missing . . .

- Reading of connected texts MUST increase





# Impacting Change

- 1. Identify What Is Working**
- 2. Dig Into the Shifts** (research, the “WHY”)
- 3. Focus on High-Impact Instructional Routines**
- 4. Connect the Learning to Materials** (implement with Integrity)
- 5. Apply to In-Class Work and Provide Feedback**
- 6. Continue to Refine Practices** (set smaller goals)



## My 2 Big Concerns

- Not enough decodables

# Why? It's All About Fluency

## Letter Level

- Letter-Card Warm-up
- Handwriting Fluency  
(handwriting feedback and articulation support)



# Why? It's All About Fluency

**Letter Level**

**Word Level**





# Blending Lines: Kindergarten

## Word Chains

### INTRODUCE

- |    |    |     |     |     |
|----|----|-----|-----|-----|
| 1. | i  | a   | n   | p   |
| 2. | it | sit | in  | pin |
| 3. | is | tip | pit | pat |

### REVIEW

- |    |     |     |     |    |
|----|-----|-----|-----|----|
| 4. | man | tap | sat | am |
|----|-----|-----|-----|----|

### CHALLENGE

- |    |      |      |      |      |
|----|------|------|------|------|
| 5. | sits | taps | pats | naps |
|----|------|------|------|------|

### IN CONTEXT

- |    |              |
|----|--------------|
| 6. | I can sit.   |
| 7. | It is a map. |

Mastery Focus

Differentiation

# Why? It's All About Fluency

**Letter Level**

**Word Level**

**Connected Text Level**

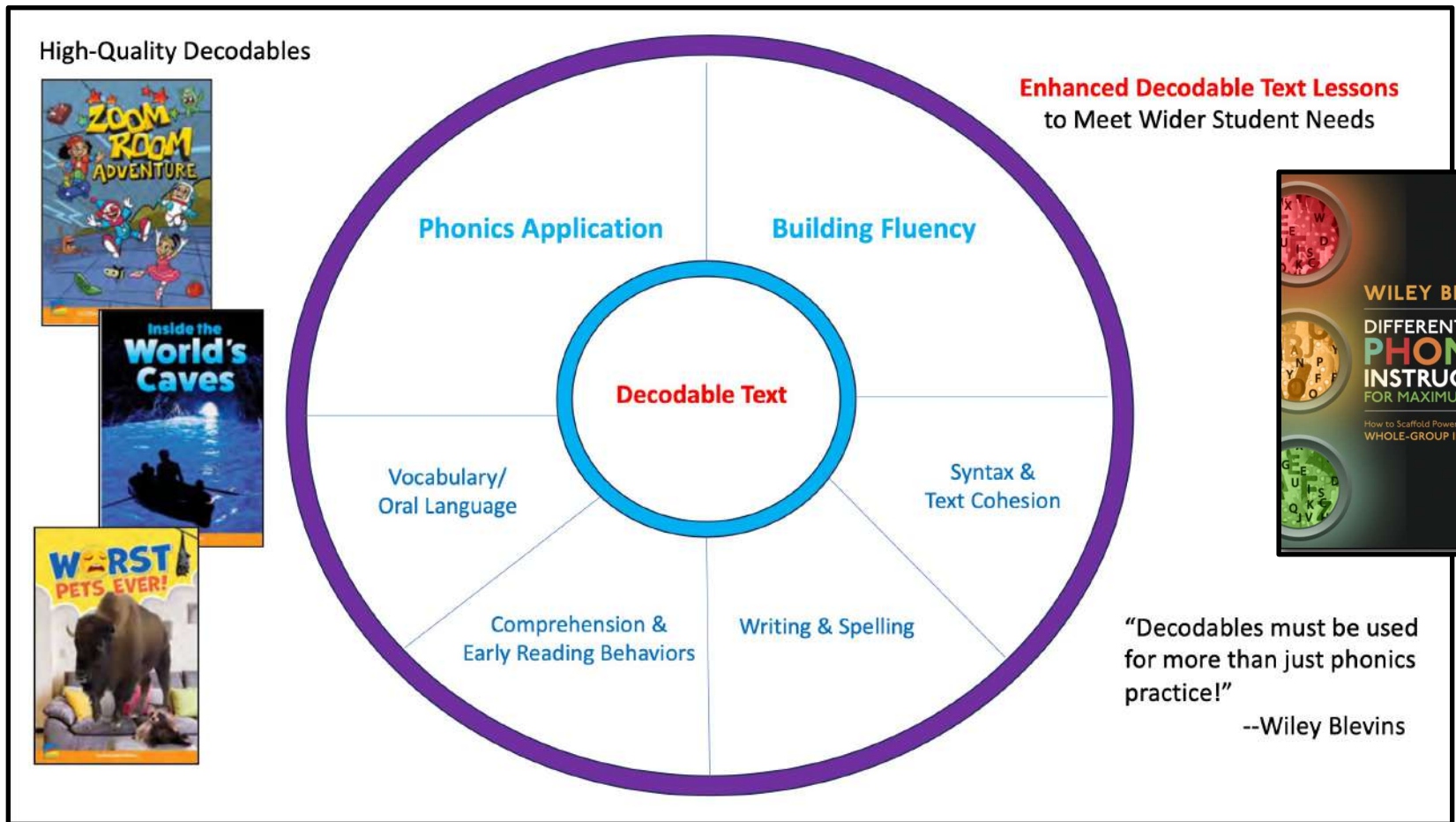




## My 2 Big Concerns

- Not enough being done with the decodables

# Decodable Text Must Be More Impactful



*Differentiating Phonics Instruction for Maximum Impact, Blevins (Feb. 2024)*



# Read and Focus on Modeling Decoding



# Before Reading



Introduce the Skill  
(including Handwriting)

Model Blending

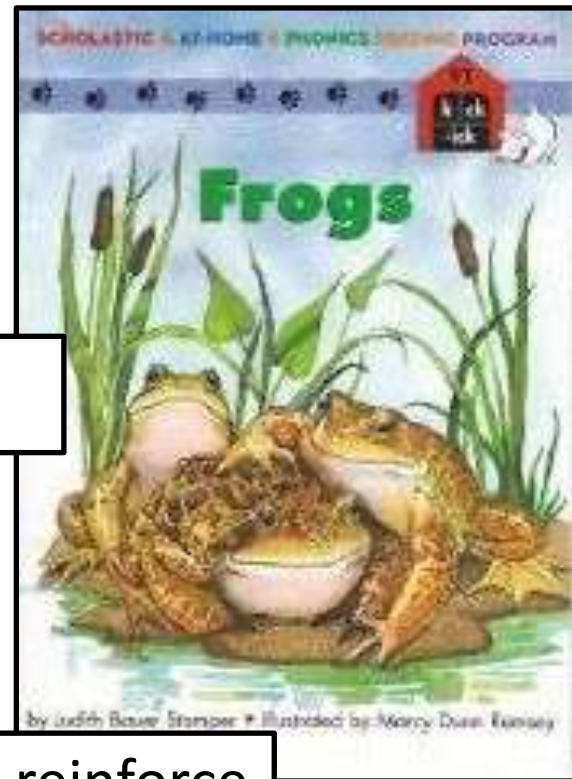
Teach High-Frequency Words

# What else?



# Build and Reinforce Vocabulary

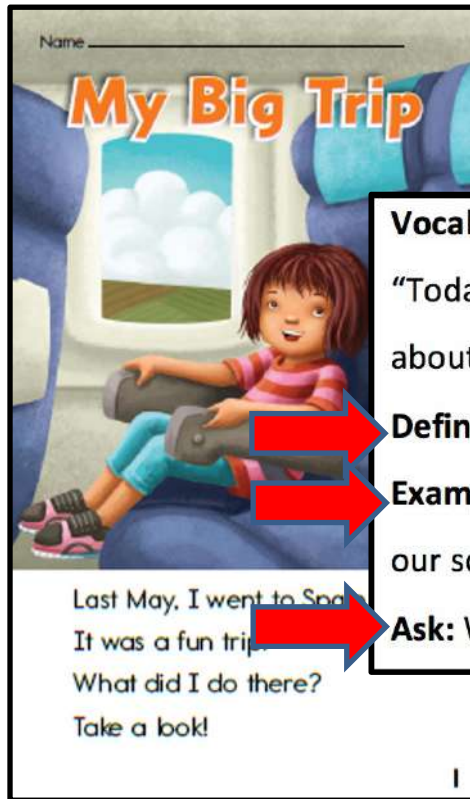
**habitat**



Preteach 1 word “about” the story and reinforce during and after the reading.



# Define/Example/Ask Routine



explore

## Vocabulary for "My Big Trip"

"Today we're going to read a story about a girl who travels to a new place and learn about all the things she explored."

**Define:** Explore means "to find out more about something."

**Example:** In science today, we will explore the plants and animals living in the pond near our school.

**Ask:** What new place would you like to explore, or find out more about?

Elevate the conversation and  
language in classrooms

# During Reading



Provide Corrective Feedback

## Options for Reading

- Whisper read
- Choral read
- Echo read

# Provide Targeted Corrective Feedback

sat

- ❑ Point to missed sound-spelling.
- ❑ State spelling and sound.
- ❑ Have children repeat.
- ❑ Have children go back to the start of the word and blend again.

# Set for Variability

## Mispronunciation Correction

- Model when multiple spellings of a sound are introduced (e.g., ea, ow)
- Statistical awareness of spelling patterns
- Flexible use of phonics and syllabication skills

### RECENT OBSERVATION

**Lesson Focus: ar, are, air, ear**

What's the r-controlled spelling in **compared**?

[Link to spelling/dictation work](#)

**FLEX IT!**

**breakfast**

**headed**

**deaded**

**breaded**



# Options for Reading

- Whisper Read**  
(circulate and listen in)

Orthographic mapping

- Choral Read**  
(read together)

Requires more fluency

- Echo Read**  
(provide extra support and/or model an aspect of fluency)

SLOW!

**Levels of Support: Echo, Whisper, Partner, Choral**

# Continue Vocabulary Work

- ❑ Use the pre-taught Tier 2 academic word.
- ❑ Address other vocabulary words.
- ❑ Address morphology (prefixes, suffixes, roots, related words).

## DROP-IN VOCABULARY

### Vocabulary

roar, chores, mended, polished, fled, forced, scorch, soared, snort, brave, deed, pride

### Morphology

-ed, roar/roaring/roared (3 sounds)  
uni- (uniform) (use as springboard)

**Directions:** Read the story.

### A Roar at the Door!

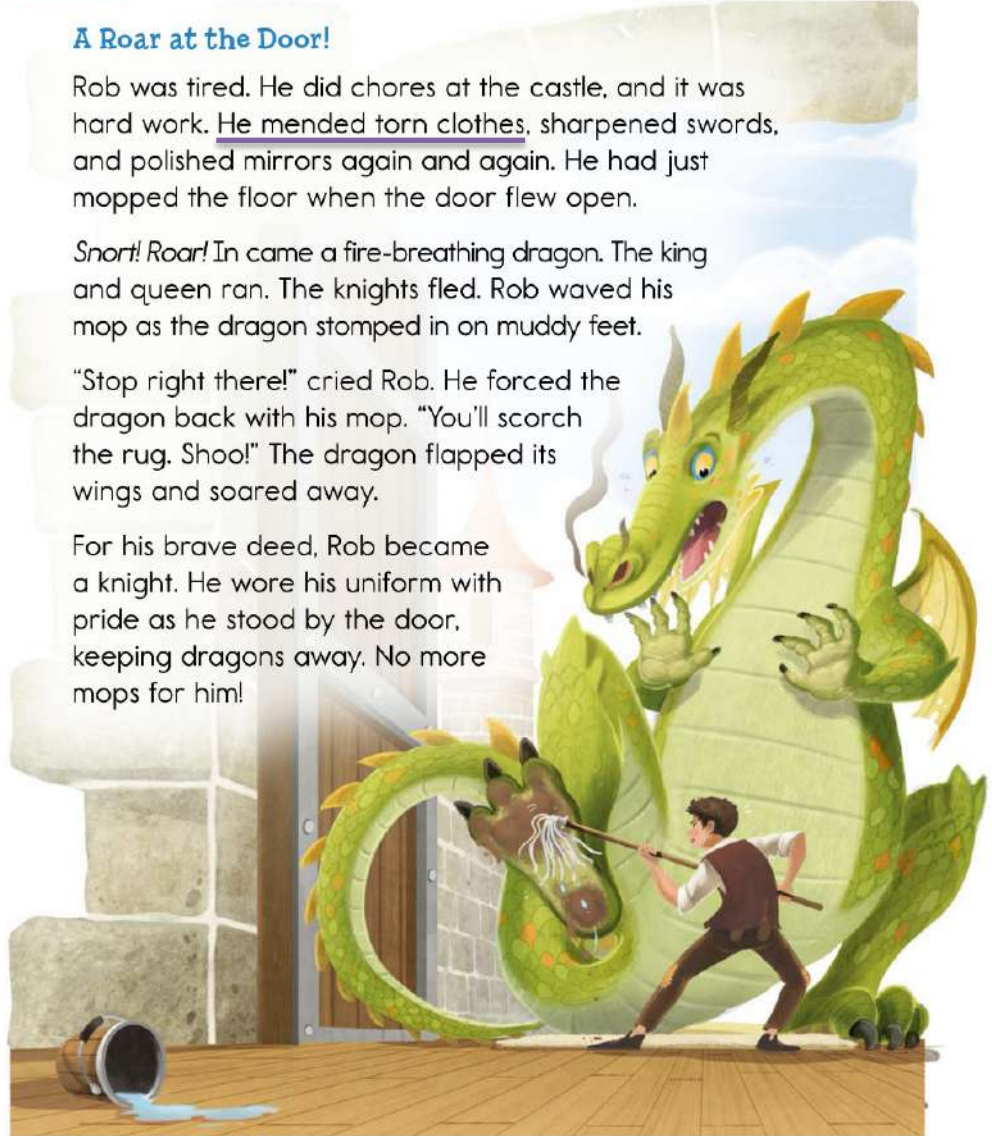
Rob was tired. He did chores at the castle, and it was hard work. He mended torn clothes, sharpened swords, and polished mirrors again and again. He had just mopped the floor when the door flew open.

*Snort! Roar!* In came a fire-breathing dragon. The king and queen ran. The knights fled. Rob waved his mop as the dragon stomped in on muddy feet.

"Stop right there!" cried Rob. He forced the dragon back with his mop. "You'll scorch the rug. Shoo!" The dragon flapped its wings and soared away.

For his brave deed, Rob became a knight. He wore his uniform with pride as he stood by the door, keeping dragons away. No more mops for him!

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# After Reading

Reread to Build Fluency

Focus on Comprehension

Writing Follow-Up



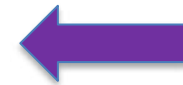
Encoding

Word Building



Encoding

Dictation



Encoding



# Focus on Decoding and Comprehension

Develop Early Reading Behaviors



Last May, I went to Spain.  
It was a fun trip.  
What did I do there?  
Take a look!

**Check Comprehension** Ask questions about the story. Allow children to discuss answers with a partner before you call on a volunteer to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers.

- *Where did the girl go on a trip? Point to the country's name in the story.*
- *What did the girl do in Spain? Find the sentences that tell this.*
- *What problems did the girl have on her trip? Circle them.*
- *Where might the girl go on her next trip? Why do you think this?*
- *What kind of big trip would you like to go on?*

1. Focus on word with new phonics skill.
2. Prompt students to find detail and support with text evidence.
3. Ask higher-level question.
4. Make Inference.
5. Connect to students' lives.

What would you like to **explore** there?

**Opportunities for Modeling:  
Go Beyond Just Checking Comprehension**

# Sentence Comprehension



Syntax  
Text Cohesion

- Develop Early Reading Behaviors
- Address Propositional Density
  - Address Phrasal Chunking

One day, Pam rode in a train.

She paid a lot for it.

She went to see a museum.

She had to wait in a long line to get inside it.

Where?

Why?

Can do while  
reading to check  
understanding.



# Deconstruct Sentences

Pam | ran.

Who?

Do/Did What?

Pam | ran | to the bus.

Who?

Do/Did What?

Where?

# Sentence Comprehension



The girl went \_\_\_\_\_

Where?

When?

\_\_\_\_\_ .  
Why?

Quick Write/Gist

# Construct Sentences

The boy ran.

The boy ran (where?).

The boy ran (where?) (why?).

Start with (where?) to turn from “oral” language to “book” language.

(To the park), the boy ran.

Turn into a question.

Did \_\_\_\_\_?

Combine sentences.

(and, because)



# Write About Decodable Texts



## Write to Deepen Comprehension

- Word banks
- Sentence Starters (EL) and Paragraph Frames (reluctant writers)
- Revisit to Revise (link to writing goals)

# Add Writing to Follow-Up Work

1. Write story retelling or extension.
2. Use characters in a new setting.
3. Write what you learned.

## SENTENCE FRAMES or SENTENCE STARTERS

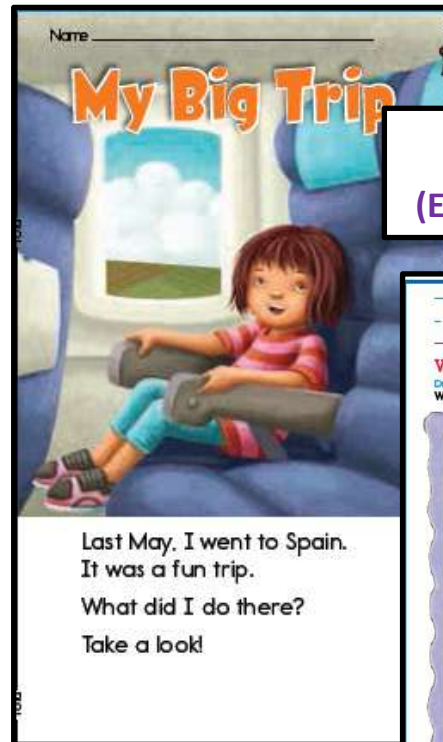
### For English Learners

The girl went to \_\_\_\_\_.

She saw a \_\_\_\_\_.

In Spain, she \_\_\_\_\_.

Paragraph Frames for Students  
Needing More Support



**Word Bank**  
(Enrichment, Decodable & HF Words)

Writing Extension

**Write About It**  
Directions: Read "My Big Trip" again.  
Write what you learned about Spain.

Answers will vary.

Lesson 15 • Lang 4 223

Revisit and connect  
to writing goals.



# Retelling Frames (Oral and Written)

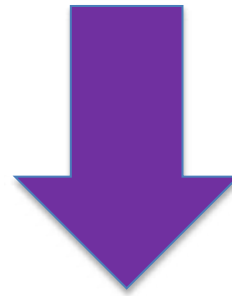
Name \_\_\_\_\_

## My Big Trip



Last May, I went to Spain.  
It was a fun trip.  
What did I do there?  
Take a look!

The girl went to \_\_\_\_\_.  
Then she \_\_\_\_\_.  
After that \_\_\_\_\_.  
At the end \_\_\_\_\_.



## SYNTAX TO CHECK COMPREHENSION

Can connect to story read to check understanding:

The girl went (**where?**) (**when?**) (**why?**).

# Focus on Fluency: Whole Group

We Need MORE Decodables

**Let's Read Again** (Whole Group)

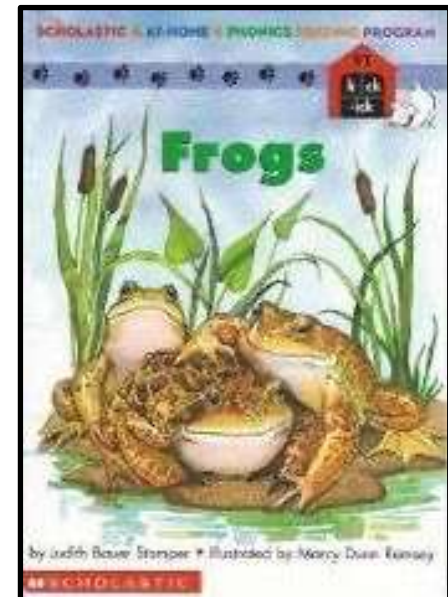
**Monday:** whisper read/choral read/echo read

**Tuesday:** partner read

**Wednesday:** independent read  
(find words with spelling patterns)

**Thursday:** independent read  
(writing prompt)

**Friday:** take home



# Focus on Fluency: Independent Work

## **Partner Rereading** (Independent Work Time)

**Monday:** Reread Books 9 and 10

**Tuesday:** Reread Books 7 and 8

**Wednesday:** Reread Books 5 and 6

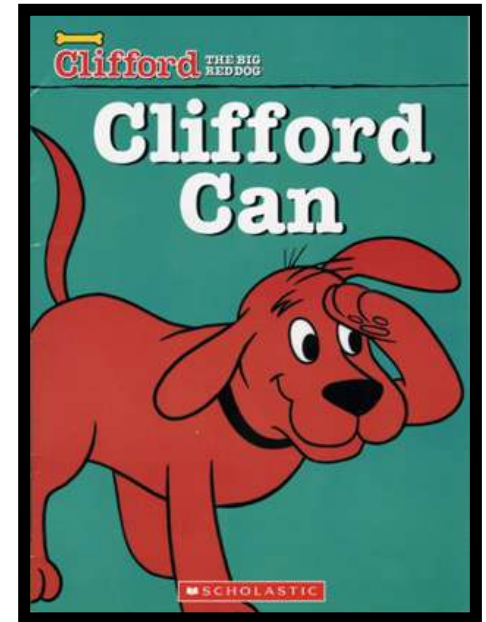
**Thursday:** Reread Book 3 and 4

**Friday:** Reread Books 1 and 2

## **If available . . .**

Replace with a new text to read focusing on previous skills or create 10 sentences for students to read.

Post them. Partners take turns reading, then signing their names at the bottom (for accountability).



# Don't Forget About Fluency

Lack of fluency =

**Lack of motivation to read =**

Fewer words read =

**Smaller vocabulary =**

Limited comprehension



Embedded Repeated Reading Routines

# Listen to Students Read

## Kindergarten

Student \_\_\_\_\_ Date \_\_\_\_\_

Observe students while reading aloud. Use the Reading Behavior Look-Fors and Prompts to respond to student errors. Record your observations in the General Notes section.

Reading Behavior Look-Fors	Prompts
Student self-monitors and self-corrects using known letter-sound correspondences. 1    2    3	<i>Run your finger under each letter as you say the sound. Blend the sounds to read the word.</i>  Point to and state any missed letter-sound, then guide students to blend the word again.
Student understands what is read. 1    2    3	Fiction: <i>Tell me in your own words what the story is about so far.</i> Informational: <i>Tell what you have learned about _____ so far.</i>  Ask questions periodically throughout the reading to check on the students' comprehension. Focus on both literal and higher-order questions. Have students support their answers using evidence from the text, such as reading the sentence that answers the question.
Student reads with appropriate grade-level phrasing and speed. 1    2    3	<i>Read this sentence again. Make it sound like you are talking to me.</i> <i>Look at this end mark. How does that change how you will read this sentence?</i>  Select sentences to model aspects of fluency, such as changes in intonation based on end punctuation. Model, and have students repeat.

KEY: 1 = not observed    2 = developing    3 = observed

### General Notes

Reading Observation Form *continued* . . .

## Focus on Skills

Note specific words students struggled reading (both decodable words and irregular high-frequency words) and comment on overall fluency.

Decodable Words	High-Frequency Words	Fluency

Circle any phonics skills students struggled applying when decoding words.

Use this information to provide additional phonics instruction and practice during Small Groups.

Short a	Consonants	m	s	t
Short i	Consonants	p	n	c
Short o	Consonants	f	d	h
Short e	Consonants	r	b	l k
Short u	Consonants	g	w	x v
Final e	Consonants	j	q	y z

To replace Running Records

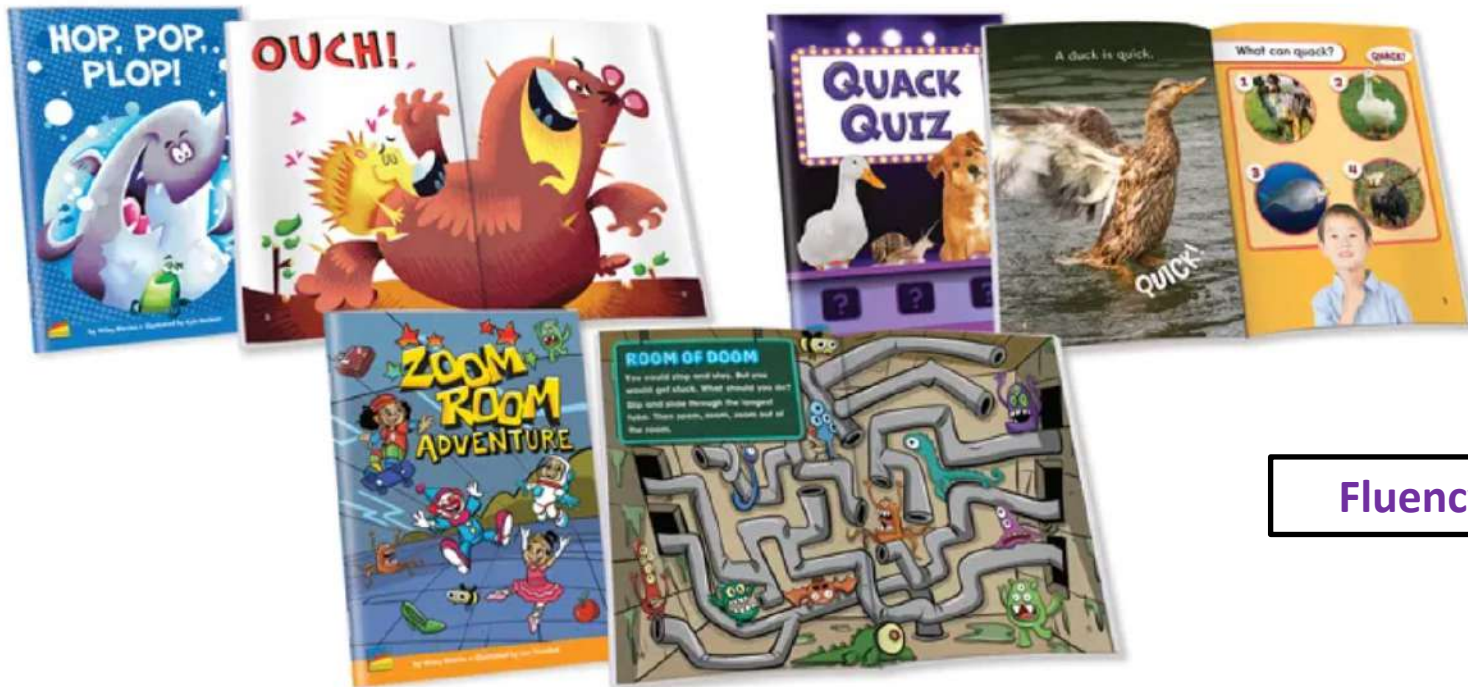
Reading Observation Form



# Powerful Practice Tool

Initial Application

**PLUS:** Complex Text Read Alouds to Build Vocabulary & Knowledge



Fluency Building

*Dynamite Decodables*  
Benchmark Education

Improves Spelling

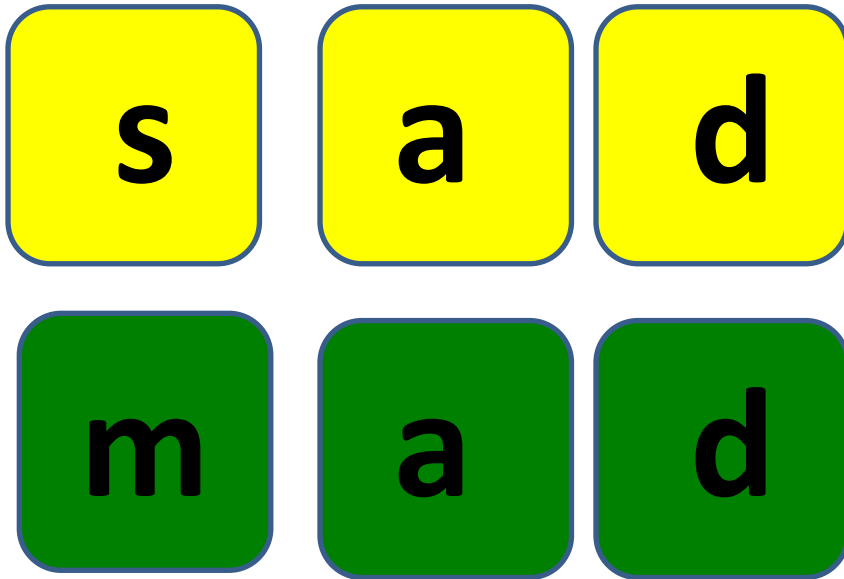


**DYNAMITE**  
**DECODABLES**

TM

# Follow-Up Encoding Work

## Word Building and Dictation



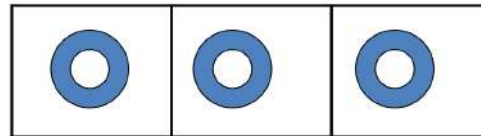
## Differentiate It

rain  
train  
training  
retraining

take  
taking  
retaking  
mistaking

move  
remove  
removing  
removable

happy  
happily  
unhappily  
unhappiness



# 6 Key Principles of Spelling Instruction During Phonics Lessons

**Principle 1:** Phonemic Awareness (Oral Segmentation)

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**Principle 2:** Phonics and Handwriting Fluency

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**Principle 3:** Print Exposure through Decodable Texts

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**Principle 4:** Daily Spelling and Writing Activities

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**Principle 5:** Focus on How English Works

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**Principle 6:** Assessment and Differentiated Supports

# Other Differentiation Tools: Evaluate Student Writing

Grade 1					
Writing Notebook Mastery Checklist					
Skill	Mastery	Examples	Skill	Mastery	Examples
Short a	✓	am, man, sad	Long e (ee, ea)		
Short i			Long o (oo, ow)		
Short o	✓	on, hop, lot	Long i (y, igh)		
Short u	✓	run, sun, but	Long u (u, ew, ue)		
Short e			r-Controlled ar		
l-blends			r-Controlled er, ir, ur		
s-blends	✓	stop, sled, step	r-Controlled or, ore, oar		
r-blends			Short oo (book), Long oo (oo, ou, ew, ue, u_e) (room)		
Digraph sh, Digraph th (both sounds)			Diphthong /ou/ (ou, ow)		
Digraph ch, tch, Digraph wh			Diphthong /oi/ (oi, oy)		
Digraph ng (also cover nk)			Complex Vowel /â/ [au, aw, a(lk), a(lt), a(l)]		
Final e (a_e, i_e)			r-Controlled are, air, ear		
Final e (o_e, u_e, e_e)			Long i and o [i(ld), i(nd), o(ld)]		
Single Letter Long Vowels e, i, o			Long i and o (ie, oe)		
Long a (ai, ay)			Long e (y, ey, ie, ei)		





# Cumulative Spelling Sentences

2. **Weekly Cumulative Spelling Sentences:** If you need to provide a weekly spelling “test” for grading purposes, it is better to have students write sentences that reflect the cumulative spelling patterns they have been learning. This better enables you to monitor spelling growth over time because the sentences are carefully constructed to reflect this learning. The sentences can be coded by phonics/spelling skill for easy evaluation. In the charts that follow, cumulative sentences are provided for each week of instruction. Once a skill is introduced, it should appear in the spelling sentences for the next 4-6 weeks. See the example below.

## Sample: Grade 1, Week 24

Spelling Sentence	Sample Words from Skills Assessed
1 My <u>house</u> is made of <u>wood</u> .	<b>Target Skill, Week 24:</b> house, down, found <b>Review Skill, Week 23:</b> wood, books
2 The <u>girl</u> ran <u>down</u> the street.	<b>Review Skill, Week 22:</b> more <b>Review Skill, Week 21:</b> girl
3 I <u>found</u> a <u>few</u> <u>more</u> <u>books</u> .	<b>Review Skill, Week 20:</b> dark <b>Review Skill, Week 19:</b> few
4 It is <u>dark</u> at night.	

Built-in Review

**\*NOTE:** You can increase the number of sentences and amount of words included for each skill based on how much students can write given the amount of time you have for the assessment.

Code by Spelling Error

Grade 1

# Rich Instructional Conversations

High-Frequency Word	Possible Supports
<b>have</b>	No English words end in the letter <b>v</b> . If you hear the <b>/v/</b> sound at the end, you must add an <b>e</b> . Connect to <b>give, live, love, glove, above</b> .
<b>to</b>	Connect to <b>do</b> and <b>who</b> . (Confusion: go, no, so) Contrast with <b>two</b> and <b>too</b> .
<b>one</b>	Connect to <b>done</b> and <b>once</b> . Contrast with <b>won</b> .
<b>could</b>	Connect to <b>should</b> and <b>would</b> . <b>-ould</b> spelling pattern, silent "l"
<b>was</b>	Discuss reversals <b>was/saw</b> . Highlight <b>a</b> for <b>/u/</b> and <b>s</b> for <b>/z/</b> ( <b>is</b> and <b>has</b> ).

Read-Spell-Write and these conversations increase likelihood that students will correctly spell these words.

# What to Look For Checklist. . .

- How much time during each phonics lesson is devoted to encoding/spelling each day? How can we increase that?  

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- Are students engaged in dictation, word building, and writing about decodable texts throughout the week?  

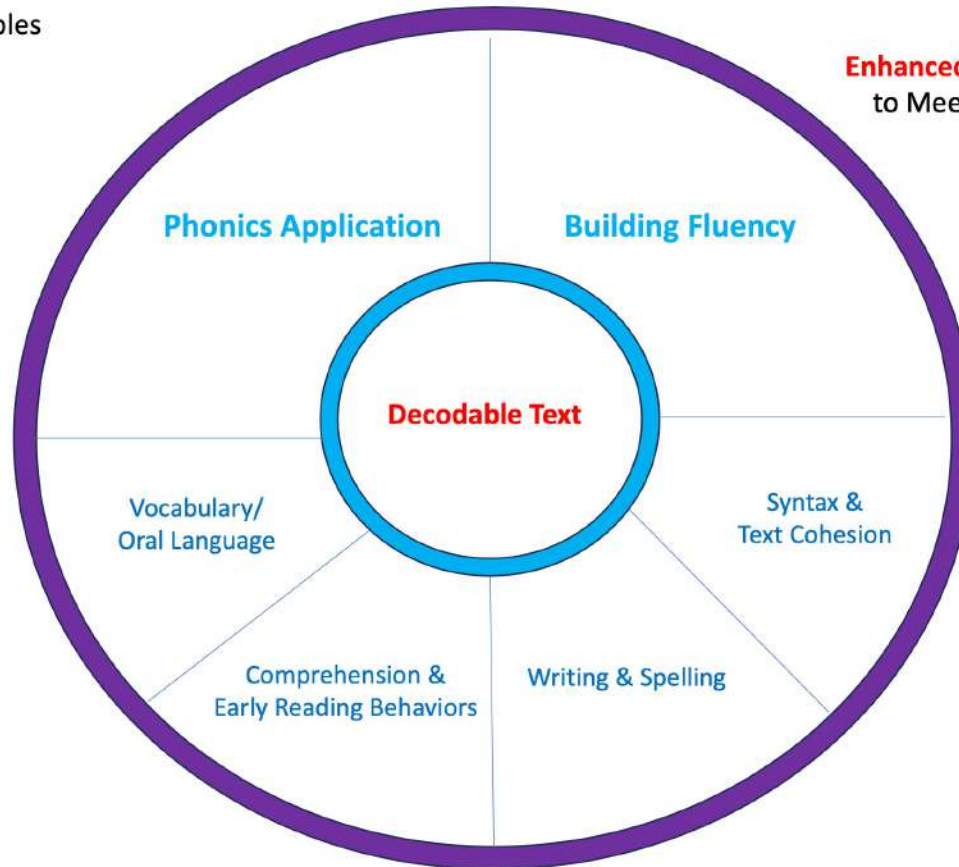
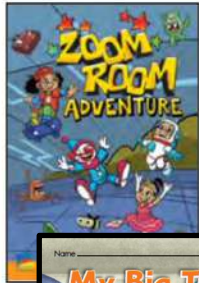
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- Are students given time to share observations about how English words work?  

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- Are teachers evaluating students' writing to adjust spelling needs?  

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- Is the spelling work differentiated to meet the wider range of student needs?

# Putting It Altogether

High-Quality Decodables

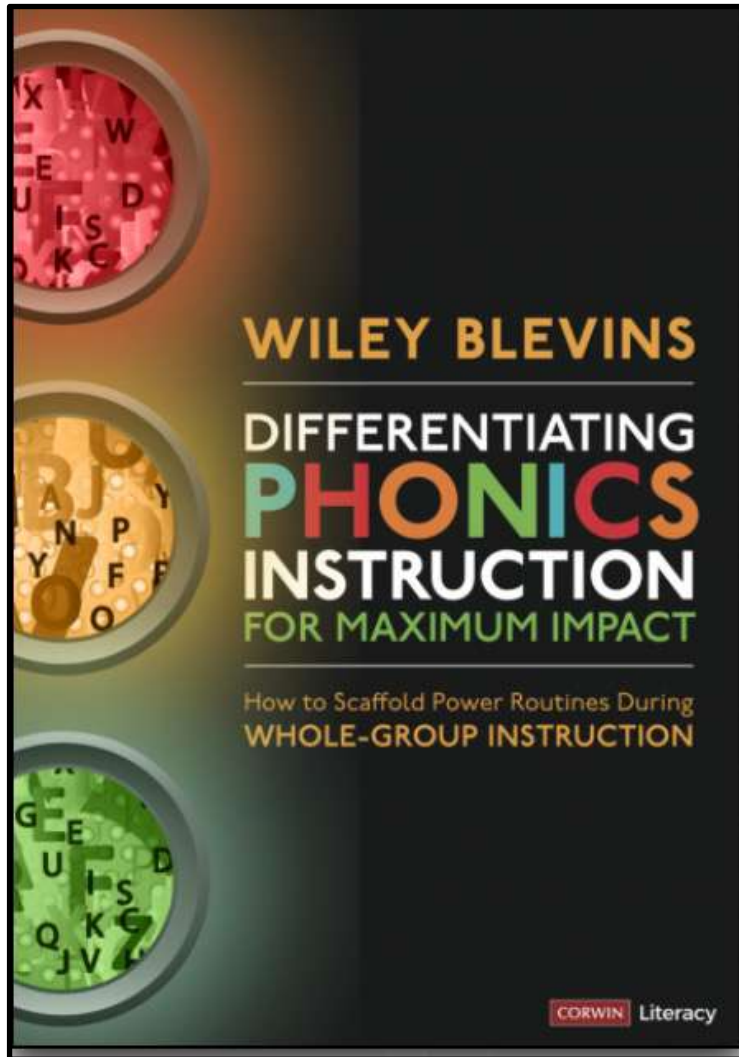


**Enhanced Decodable Text Lessons**  
to Meet Wider Student Needs

“Decodables must be used  
for more than just phonics  
practice!”

--Wiley Blevins

# NEXT Important SHIFT



## Differentiated

(pre-planned based on data  
and observation)

## Adaptive

(on-the-fly teaching moves)



# Impacting Change

- 1. Identify What Is Working**
- 2. Dig Into the Shifts** (research, the “WHY”)
- 3. Focus on High-Impact Instructional Routines**
- 4. Connect the Learning to Materials** (implement with Integrity)
- 5. Apply to In-Class Work and Provide Feedback**
- 6. Continue to Refine Practices** (set smaller goals)
- 7. Give Ourselves Grace**



Give  
the Gift of  
Reading

It is an **honor** and **responsibility** to give the gift of reading to children.

**Thank you** for all that you're doing!

**[wbny@aol.com](mailto:wbny@aol.com)**