



Phonics Bootcamp: Principles to Guide Phonics- Based Instruction in K-5




Council for Exceptional Children
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Presenters



Jess Toste, PhD
Assistant Professor
Department of Special Education
The University of Texas at Austin
✉ jrtoste@austin.utexas.edu
📱 @DrToste



Chris Lemons, PhD
Associate Professor
Graduate School of Education
Stanford University
✉ chris.lemons@stanford.edu
📱 @teamlemondog

Session Overview

- Welcome game!
- Learning to decode
- It might look like “phonics”
 - Unfounded theories of decoding instruction
- Effective phonics instruction
 - Jess & Chris' key principles
 - Teaching the code
 - Resources

Learning to Decode



3 potential Stumbling Blocks

1. Difficulty learning to **read words** accurately and fluently. Application of the alphabetic principle.
2. Insufficient vocabulary, general knowledge, and repertoire of strategies to support **comprehension** of written language.
3. Loss of initial **motivation** to read, or failure to develop an appreciation for the rewards of reading.

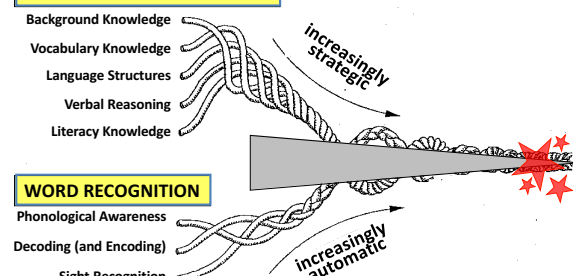
The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

increasingly strategic



WORD RECOGNITION

- Phonological Awareness
- Decoding (and Encoding)
- Sight Recognition

increasingly automatic

Reading is a complex and multifaceted skill that gradually is acquired over years of instruction and practice.

Phonics Instruction

- Explicitly teach **orthographic representation** of words in text
 - Relationships between sounds and symbols
 - Rules and patterns that govern written language
- Emphasis on reading **precision**
 - Read the words exactly as they appear on the page
- Practice within **connected text**
 - Application of rules and patterns while reading

It Might Look Like "phonics"

Unfounded Theories of Decoding Instruction

Unfounded Theories

Alphabetic Word Wall

- Distracts us from most important information → connection between orthographic and phonological representations

Unfounded Theories

Word Shapes

- Students are encouraged to draw shapes around words
- We know that the outside shape has nothing to do with word recognition (and does not highlight orthographic patterns)

Unfounded Theories

Three-Cueing System

- Seems like a good idea, but not based on scientific literature
- Reading development is not as dependent on the visual system as the sound structure of language

5% Learning to read seems effortless

35% Learning to read is relatively easy with broad instruction

40 to 50% Learning to read proficiently requires code-based explicit, systematic, and sequential instruction

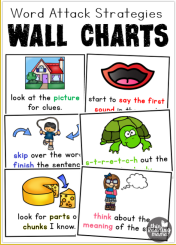
10 to 15% (Dyslexia) Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions

Unfounded Theories

- Context does not drive word recognition
 - “Read the whole sentence and see what might make sense...”
 - When we do this, we are teaching students to **not** use their knowledge of the code
- Poor readers overrely on context
 - Good readers do not rely on context to decode unknown words
 - After 4th grade, if you remove every 10th word (or the words are read inaccurately), comprehension is substantially diminished

Unfounded Theories

- Some of these strategies might include “sound it out” prompts
 - In order to decode a word effectively, students must be taught the code **explicitly** and **systematically**



The chart includes strategies such as: 'look at the picture for clues', 'start to say the first sound', 'skip over the word, finish the sentence', 'stretch it out', 'look for parts or chunks I know', and 'think about the meaning of the word'.

Effective Phonics Instruction

Word reading instruction should focus on the “code”

- We aim to help students build knowledge about the sound-symbol relationships that govern our language system
- Reading development relies on sound structure of language

Principle 1

Effective phonics instruction must be explicit & systematic

- We cannot assume that students will learn how to decode through incidental exposure

Principle 2

Decoding efficiency requires cumulative practice

- Practice to level of mastery
- Continuous review and integration of skills

Principle 3

Instruction must be planned with the goal of supporting generalization and transfer of skills

- Proficiency at isolated *GPC-level* does not necessarily translate to proficiency at *word-level*, and proficiency at *word-level* does not necessarily translate into *text-level*

Principle 4

To teach the code, we must know the code

- Our own knowledge and mastery of phonemes
- Approx 84% of word spellings are predictable (Moats)

Principle 5

To be *systematic*, we must be purposeful in the selection of words used in our instruction

- Students must have prerequisite knowledge; if not, we are reinforcing overreliance on "guessing" based on context

Principle 6

Decoding instruction does not stop after 3rd grade

- Many students require continued word reading instruction or intervention into later elementary/secondary years
- Teach skills associated with reading multisyllabic words

Principle 7

Resources

Phonics Resources

- Beck, I. L., & Beck, M. E. (2013). *Making sense of phonics: The hows and whys*. New York, NY: Guilford.
- Dow, R. S., & Baer, G. T. (2012). *Self-paced phonics: A text for educators* (5th ed.). Boston, MA: Allyn & Bacon.
- Fry, E. B., & Kress, J. E. (2006). *The reading teacher's book of lists* (5th ed.). San Francisco, CA: Jossey-Bass Teacher.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. New York, NY: Basic Books.