

Module 3: Exploring Phonics and Word Study

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Course Description: Exploring Phonics and Word Study provides an overview of phonics and spelling instruction; the syllable structure of English; an introduction to prefixes, suffixes, and roots; and what kindergarten through third graders need to know about morphemes. The module reinforces the research on the science of reading and the relationships between the conceptual models, the components of effective reading instruction, and how the brain learns to read. Additionally, it introduces structured literacy and illustrates a sequence for effective phonics lessons, as well as providing explicit sound pronunciation and blending techniques to make words to help children develop a large sight-word vocabulary. Finally, the use of spelling and phonics inventories and their role in informing instruction is discussed.

Course Learning Outcomes:

- Know and apply the historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek. (KPS 4C.1)
- Define a *grapheme* as a functional correspondence unit or representation of a phoneme. (KPS 4C.1, 4C.3)
- Know, apply and explain common orthographic rules and patterns in English. (KPS 4C.1, 4C.2, 4C.3)
- Know and apply through teaching the difference between high-frequency and irregular words. (KPS 4C.1, 4C.2, 4C.3, 4C.6)
- Identify, explain, and categorize the six basic syllable types in English spelling. (KPS 4C.1, 4C.3)
- Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms. (KPS 4C.1, 4C.2, 4C.3)
- Understand the differences between screening, diagnostic, outcome, and progress-monitoring assessments for phonics/spelling. (KPS 3.1, 3.2, 3.4, 3.5, 3.6)
- Know the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling, and writing. (KPS 3.1, 3.2, 3.4, 3.5, 3.6)

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- Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators. (KPS 3.7)
- Understand the reciprocal relationship between phonological processing, reading, spelling, and vocabulary. (KPS 1.3)
- Understand the principles of effective assessments, intervention, and instruction for adolescent students with word-reading and spelling deficits. (KPS 3.1, 3.2, 3.4, 3.5, 3.6)
- Know or recognize the appropriate sequence of phonics concepts from basic to advanced. (KPS 4C.1, 4C.2, 4C.3, 4C.4, 4C.6, 4C.7, 4C.8)
- Understand principles of explicit and direct teaching: model, lead, give guided practice, and review. (KPS 4A.3, 4A.3)
- State the rationale for multisensory and multimodal techniques. (KPS 4C.4)
- Know the routines of a complete lesson format, from the introduction of a word-recognition concept to fluent application in meaningful reading and writing. (KPS 4A.1)
- Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed. (KPS 4C.4)

Required Text: In order to deepen your understanding of key concepts, the following text is required. Key chapters will be assigned per section/lesson in each module.

Birsh, J. R., & Carreker, S. (2019). *Multisensory teaching of basic language skills* (4th ed.). Brookes Publishing Co.

Key Assessment: At the end of this module, you will take a key assessment of all of the content in the module. The Key Assessment is aligned to the IDA KPS standards covered in this module. There will be a key assessment at the conclusion of each module. The exam will include 50 questions and must be passed at an 85% proficiency level.

Grading/Earning a Certificate: This module is a self-paced and asynchronous course. It is designed to stand alone, with automatic grading and feedback built into the interactive features. Each lesson is timed, and you must complete each lesson in order to pass. Upon the completion of the entire course of six modules and the passing of the six module key assessments, you will earn a certificate for 45 hours of professional development. The module is designed as pass/fail.

State Standards Covered in This Module of the Course:

[insert relevant state standards after obtaining a client contract]

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IDA KPS Standards Covered in This Module:

Standard 1: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

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Standard 4: Structured Literacy Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Substandard C: Phonics and Word Recognition	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
Substandard G: Written Expression	
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.

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Professional Dispositions and Practices Statement: PCG strives to be an advocate for students who are struggling readers or who have dyslexia or other reading disorders. To the best of our knowledge, PCG assures the following content provided is the most accurate and unbiased representation available, based on current research and scientifically best practices in the field. This content has been developed by a team of subject matter experts who are vetted to have the experience, credentials, and training necessary to develop our content. PCG actively avoids yet acknowledges any conflicts of interest when they occur in the field or with clients and maintains our advocacy to the appropriate treatment and access to instruction for individuals with dyslexia and related learning difficulties. We are committed to providing course content that is aligned with the accreditation and credentialing process supported by the Center for Effective Reading Instruction and the International Dyslexia Association and do so with respect to student and client confidentiality and the intellectual property of others in the development of this course.

KPS Statement: The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework are aligned with IDA’s Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outlines the knowledge and skills that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found [here](#).

Course Schedule/Outlines:

Lesson 1: Introduction

- *Introduction*
- *Objectives*
- *“Professional Dispositions and Practices”*
- *Pre-assessment*
- *Navigation of the learning management system*

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Lesson 2: Phonics and Systematic Word Study: A Critical Component of Effective Literacy Instruction (KPS 4C.1, 4C.2, 4C.3)

The lesson will provide the rationale for teaching fundamental phonics skills to students in K–3 and those who are experiencing difficulty in reading, as well as teaching advanced skills to older students. Connections to conceptual models of reading development and difficulties—the Simple View of Reading, Scarborough’s Reading Rope, and the Four-Part Processing Model for word recognition—will be reviewed in relation to phonics and spelling. Finally, Ehri’s Phases of Reading Development will be explored to set the stage for an in-depth look at phonics and word study throughout the subsequent lessons of this module.

- *Why Phonics?*
- *Phonics, the conceptual frameworks, and Four-Part Processing Model for word recognition*
- *Introduction to Ehri’s Phases of Reading Development*

Lesson 3: Phonics and Early Reading Instruction (KPS 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8)

Phonics follows a similar system, whether students are at the beginning level or are moving into more advanced concepts. In this lesson, participants will see the structure of the lesson, learn strategies for making the connection from letters to sounds (phonics), and move to strategies for making the connection of sounds to letters (spelling). The rationale for using systematic, explicit multisensory techniques, along with many examples of how this can be accomplished, will be presented in this lesson.

- *Phonics: Where Do We Begin?*
- *Progression of Phonics Skills*
- *The Rationale for Systematic, Explicit, Multisensory Phonics Instruction*
- *The Components of an Effective Phonics and Spelling Lesson*
- *Phonics Instruction for Older Students*
- *Allocation of Instructional Time*
- *Making Instruction Integrated and Multisensory*

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Lesson 4: Teaching Beginning Phonics and Spelling (KPS 4A.1, 4A.3, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8)

This lesson is dedicated to the exploration of early phonics and spelling skills and provides an overview of the procedures for teaching the decoding and encoding (spelling) of phonetically regular words.

- *Teaching Decoding and Spelling*
- *Teaching Beginning Letter Name and Recognition*
- *Phonics: Connecting Phonemes to Graphemes*
- *Phonics for Emergent Bilinguals: Connecting Phonemes to Graphemes*
- *Using keywords to support phonics learning*
- *Blending Words*
- *Consonant Blends*
- *Consonant Digraphs*
- *Phoneme-Grapheme Mapping*
- *Using Decodable Text to Reinforce Basic Reading Skills*

Lesson 5: Syllable Structure of English: Six Syllable Types (KPS 4A.1, 4A.3, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8)

This lesson of the module begins with learning the six syllable types along with techniques to teach students in a sequential step-by-step manner. Next, the combining of syllables is presented with concrete examples of the procedures for teaching students. Participants will learn about some of the advanced phonics skills of spelling by position within a word, the role of schwa in multisyllabic words, and the consistency of final stable syllables.

- *Definition of a Syllable and Overview of the Six Syllable Types of English*
- *Teaching Closed Syllables*
- *Teaching Open Syllables*
- *Teaching Vowel-Consonant-e Syllables*
- *Teaching Vowel Team Syllables*
- *Teaching Vowel-r Syllables*
- *Teaching Consonant-le Syllables*
- *Final Stable Syllable Endings*
- *The Role of Schwa in Multisyllabic Words*

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- *Strategies for Reading Longer Words: Syllable Division*
- *Dividing Syllables*

Lesson 6: Irregular and High-Frequency Words (KPS 4A.1, 4A.3, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8)

In this lesson, participants will learn how to build their students' orthographic mapping and memory for irregular words, as well as differentiate irregular words from high-frequency words. Participants will also be introduced to strategies to teach irregular words for reading and spelling. Finally, the importance of instant word recognition and its impact on automaticity for reading and writing will be presented, with engaging strategies for teaching them.

- *English Is More Regular than You Thought*
- *Every Word is a Sight Word*
- *Instant Word Recognition of Irregularly Spelled Words*
- *How Research Has Informed Practice*
- *Irregular Words Vs. High-Frequency Words*

Lesson 7: Morphology: Word Parts and Word Building (KPS 4A.1, 4A.3, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8)

In this lesson, participants will connect the history of English to the concept of meaningful word parts. The connection between word meaning and prefixes, roots, and suffixes will be explained. A concise overview of teaching morphology to learners will be described, and prefixes and their complexities will be discussed.

- *The History of English IS Important*
- *Anglo-Saxon Word Structure*
- *Latin Word Structure*
- *Greek Word Structure*
- *What is Morphology and Why Is It Important for Reading, Spelling, and Comprehension?*
- *Prefixes and Suffixes with Base Words*
- *Explicit Teaching of the Routine / Multiple Opportunities to Learn*

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Lesson 8: Adolescent Intensive Interventions (KPS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8)

This lesson will focus on best practices for accelerating reading growth for our most fragile students: specifically, adolescent learners with severe deficits who are in need of word study and other foundational skills instruction.

- *Addressing the Struggling Reader*
- *Students Who Are at Risk for Reading Problems*
- *Who Needs Intensive Intervention?*
- *Characteristics of Effective Intervention Instruction*
- *The Most Effective Interventions*
- *Tutoring as Reading Interventions*
- *Literacy Interventions for Emergent Bilinguals*

Lesson 9: Assessing Phonics and Spelling (KPS 3.1, 3.3, 3.4, 3.5, 3.6, 3.7)

In this lesson, the focus will be on the assessment cycle with an emphasis on screeners, diagnostic assessments, and progress monitoring of phonics and spelling skill development.

- *The Assessment Cycle*
- *Universal Screeners*
- *Diagnostic Assessments*
- *Progress Monitoring*

Lesson 10: Closing Activities

- *Closing*
- *Key Assessment 3*