



## **Professional Development Institute**

### **Flex Course Syllabus**

### **Focus on Phonics (K-3)**

**PDI Course Number: 72T02**

**UCSD Course Number: EDUC41475**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

#### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

#### **Course Description**

Do your students lack basic phonics skills? Does this deficit hamper their reading abilities? This online course focuses on effective ways to teach children the most critical phonics skills needed for reading success. Phonics basics will be emphasized along with specific ways to help students who are struggling in this area. The course begins by providing assessment techniques such as running records, miscue analysis, as well as other more informal phonics assessments so that diagnostic information can be used to effectively plan instruction. Details about how phonics and decoding impact fluency and comprehension are provided. Using context clues and structural analysis as a means of decoding will be introduced as well as suggestions for teaching sight words, high frequency words, and instant words. Teachers will also learn how to use the making words approach and chunking strategies as well as how to implement reader's workshop and literacy stations. Teachers will gain ideas for properly using the language experience approach to reinforce phonics and spelling skills. By the end of this course, teachers will have the strategies and tools needed to strengthen their students' phonics skills and help them become successful readers.

## **Educational Outcomes**

1. Teachers will learn how to assess students' phonics skills.
2. Teachers will learn about the Common Core Standards.
3. Teachers will learn the latest in research on teaching phonics.
4. Teachers will learn how to administer a running record.
5. Teachers will learn how to conduct and analyze a miscue analysis.
6. Teachers will learn how to administer an informal reading inventory.
7. Teachers will learn how auditory discrimination affects phonics.
8. Teachers will learn how to use the language experience approach.
9. Teachers will learn the chunking strategy.
10. Teachers will review basic phonics terms.
11. Teachers will learn about the connection between phonics and comprehension.
12. Teachers will learn effective strategies for teaching phonics.
13. Teachers will learn effective strategies for teaching decoding using context clues.
14. Teachers will learn effective strategies for teaching structural analysis.
15. Teachers will learn how to develop Making Words lessons.
16. Teachers will learn the connection between phonics and spelling.
17. Teachers will learn how to address sight words, high frequency words, and instant words.
18. Teachers will learn how to conduct a reader's workshop.
19. Teachers will learn how to create literacy work stations.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## **Evaluation**

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)

- Cumulative Assignment/Project: Develop Three Literacy Work Stations (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Focus on Phonics: Putting Research into Action
- A Dictionary of Phonics Terms
- Introduction to the Common Core Standards for English-Language Arts
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching phonics. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Running Records
- Miscue Analysis
- Other Informal Phonics Assessments
- **Assignment #2**  
*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and/or video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

### Unit Three

- How to Use Diagnostic Information
- Decoding, Fluency, and Comprehension
- Decoding and Phonics
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to teaching phonics and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*
- **Test #3**

## Unit Four

- Decoding and Structural Analysis
- Making Words
- Language Experience Approach
- **Test #4**

## Unit Five

- Visual and Auditory Discrimination
- Phonics and Spelling
- High Frequency and Sight Words
- **Test #5**

## Unit Six

- Early Reading Strategies
- Literacy Work Stations
- Reader's Workshop
- **Assignment #4**

*Literacy work stations can be used to reinforce phonics skills. Design three literacy work stations you can use to reinforce phonics skills your students need additional practice with. Describe each work station in great detail (minimum of three paragraphs each) including the educational objective, activities students will complete, materials needed at the station, and how you will assess students' time and/or work.*

- **Assignment #5**

*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

## Bibliography

Adams, M. J. (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press.

Anderson, R. C., E. H. Hiebert, J. A. Scott, and I. A. G. Wilkinson. 1985. *Becoming a nation of readers: The report of the Commission on Reading*. Champaign: Center for the

Study of Reading, Univ. of Illinois.

APSK12Video. (2018, May 23). *LEA Approach*.

<https://www.youtube.com/watch?v=28JVhicjz34>

Armbruster, B., Lehr, F. and Osborn, J. (2001). *Put Reading First*. National Institute for Literacy. Maryland: Jessup.

Bear, D., M. Invernizzi, S. Templeton, & F. Johnston. (2000). *Words Their Way*. Columbus, OH: Merrill/Prentice Hall.

Blackburn, B. (2012). *Rigor Made Easy*. New York: Routledge.

Clay, M. (2013). *An Observation Study of Early Literacy Development*. Portsmouth, NH: Heinemann.

Cunningham, P. and Hall, D. (2001). *Making Words*. Greensboro, NC: Good Apple.

Ehri, L.C., Nunes, S.R., Stahl, S.A. and Willows, D.M. (2001). Systematic Phonics instruction Helps Students Learn to Read: evidence from the National reading Pane's Meta-Analysis. *Review of educational research*, Vol 71, (3) p393-447.

Flippo, R. (2014). *Assessing Readers: Qualitative Diagnosis and Instruction*. New York: Rutledge Press.

Forst, S. (*The Designer Teacher*, 2017) "Teaching the Six Syllable Types." [Blog post]. Retrieved 30 June 2020 from

<https://www.thedesignteacher.com/blog//2017/09/teaching-six-syllable-types.html>

Fry, E. (1980.) The new instant word list. *The Reading Teacher*, 34(3), 284-289.

Fry, E. (2000). *1000 Instant Words*. Westminster, CA: Teacher Created Resources

Gagan, M. (2012). *Right Track Reading Lessons*. Livingston, MT: Right Track Reading, LLC.

Gentry, J.R. (1982). An analysis of developmental spelling in GNYS at WRK. *The Reading Teacher*, 36, 192–200.

Gentry, J. & Gillet, J. (1992). *Teaching Kids to Spell*. Portsmouth, NH: Heinemann.

Goodman, K. (2014). *What's Whole in Whole Language in the 21<sup>st</sup> Century?* New York: Garn Press.

Henderson, E. & Beers, J. (1980). *Developmental and Cognitive Aspects of Learning to Spell*. Newark: International Reading Association.

Krashen, S. D., & Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. The Alemany Press, P.

Levine, J. (2001). *Purple Haze: The Puzzle of Consciousness*. New York: Oxford.

MacKay, D. G. (1972). *The structure of words and syllables: Evidence from errors in speech*. *Cognitive Psychology*, 3, 210-227

Martin, Jr., B., & Brogan, P. (1972). *Sounds Around the Clock* (Teacher's edition). New York: Holt, Rinehart and Winston.

Mastropieri, M. A., Scruggs, T. E., & Graetz, J. E. (2003). Reading Comprehension Instruction for Secondary Students: Challenges for Struggling Students and Teachers. *Learning Disability Quarterly*, 26(2), 103–116. <https://doi.org/10.2307/1593593>

Miller, W. (1995). *Alternative Assessment Techniques for Reading and Writing*. United Kingdom: Center for Applied Research.

Miller, W. H. (2005). *Improving early literacy: Strategies and activities for struggling students (K-3)* (1st ed.). Jossey-Bass.

Mulvahill, E. (2018). "What are Sight Words?" Retrieved 30 June 2020 from <https://www.weareteachers.com/what-are-sight-words/>

Report of the National Reading Panel (2000). *Teaching Children to Read*.

Nessel, D. D., & Dixon, C. N. (2008). *Using the Language Experience Approach With English Language Learners: Strategies for Engaging Students and Developing Literacy*. Corwin Press.

Roskos, K. A., Tabors, P. O., & Lenhart, L. A. (2009). *Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing* (2nd edition). International Reading Association.

Ruddell, R. & Unrau, N. (1999). *Theoretical Models and Processes of Reading*. Newark: International Reading Association.

Smoski, W.J., Brunt, M.A., & Tannahill, J.C. (1992). Listening characteristics of children with central auditory processing disorders. *Language, Speech, and Hearing Services in Schools*, 23, 145-152. Torgerson, C., Brooks, G. and Hall, J. (2006). A systematic review of the research literature on the use of phonics in the teaching of reading and spelling. Research report 711. London:DfES.

Taylor, M. (1992). *CAELA: ESL Resources: Digests*. [https://www.cal.org/caela/esl\\_resources/digests/LEA.html](https://www.cal.org/caela/esl_resources/digests/LEA.html)

White, T.G., Sowell, V. & Yanagihara, A. (1999). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302-308.