

# Phonics in Action!

Instructional Support Specialist  
Meeting

Presented by: Rocio A. Peña  
November 7<sup>th</sup>, 2019



# Agenda

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- ❑ Review District Data for 1-2
- ❑ How can I influence teacher capacity?
- ❑ Phonics Lesson  
    2<sup>nd</sup> Grade , Week 3.1
- ❑ Break
- ❑ Plan and Prepare
- ❑ Dismissal – Report to Campus following Dismissal



# Today's Goals

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- ❑ Understand how Phonics directly **connects** to the **science** of teaching **reading**.
- ❑ Use data to **identify** appropriate areas of need.
- ❑ Understand the **why and what** of each lesson component
- ❑ Plan and Prepare a Phonics Lesson





# BOY TPRI Data

# TPRI Data – 1<sup>st</sup> Grade

## Texas Primary Reading Inventory (TPRI) Summary Data Grid

School Year: 2019 Teacher: Grade: 01 Campus: District: SAN FELIPE-DEL RIO CISD Date: 11/6/2019

Grade Level	Assessment Period	Number of Students	Screen	Phonemic Awareness								Graphophonemic Knowledge								Word Reading									
				Blending Word Parts		Blending Phonemes		Deleting Initial Sounds		Deleting Final Sounds		Initial Cons. Substitution		Final Cons. Substitution		Middle Vowel Substitution		Initial Blend. Substitution		Blends in Final Position		Set 1		Set 2		Set 3		Set 4	
				SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%
BOY	757	437	58	297	39	328	43	378	50	417	55	158	21	203	27	230	30	382	50	404	53	423	56	604	80	632	83	638	84
1 MOY	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EOY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Goal: 70% of Students to score Developing in all areas**

# TPRI Data – 2<sup>nd</sup> Grade

## Texas Primary Reading Inventory(TPRI) Summary Data Grid

School Year: 2019 Teacher: Grade: 02 Campus: District: SAN FELIPE-DEL RIO CISD Date: 11/6/2019

Grade Level	Assessment Period	Number of Students	Screen		Graphophonemic Knowledge: Spelling								Word Reading							
					Set 1		Set 2		Set 3		Set 4		Set 1		Set 2		Set 3		Set 4	
			SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%	SD#	SD%
BOY	692	326	47	353	51	572	83	510	74	575	83	218	32	307	44	397	57	440	64	
2 MOY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EOY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Goal: 70% of Students to score Developing in all areas**

# Goal of Phonics Instruction

- Help students use the sound-symbol relationship to read and write words
  - Provide students with carefully sequenced, systematic and explicit instruction
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# What is Phonics Instruction ?

- Focuses on **decoding, encoding** (writing), **fluency**, and **comprehension** skills usually mastered in grades K-3.
- Utilizes **explicit, teacher-directed instruction** to introduce skills and strategies.
- Targets students in **second grade and above** who have not mastered the skills generally taught in the early elementary grades.





**LESSON DELIVERY**

Phonics Instruction	Teacher Behaviors	Student Outcome
Instructional Routines	<ul style="list-style-type: none"> <li>*Teacher Script</li> <li>*Perceived Probability of Success</li> </ul>	
Frequent Responses	<ul style="list-style-type: none"> <li>*Choral Responses (Requires a signal for when students are looking at the teacher and looking at their book)</li> <li>*Written Responses</li> <li>*Physical (touch/point)</li> </ul>	
Monitor and Provide Feedback	<ul style="list-style-type: none"> <li>*Positives</li> <li>*Corrections</li> <li>*I Do/We Do/You Do approach</li> </ul>	
Pacing	<ul style="list-style-type: none"> <li>*Maximize time</li> <li>*Minimalize behavior issues</li> <li>*Adapt and Adjust</li> </ul>	



# How do I impact Phonics Instruction?

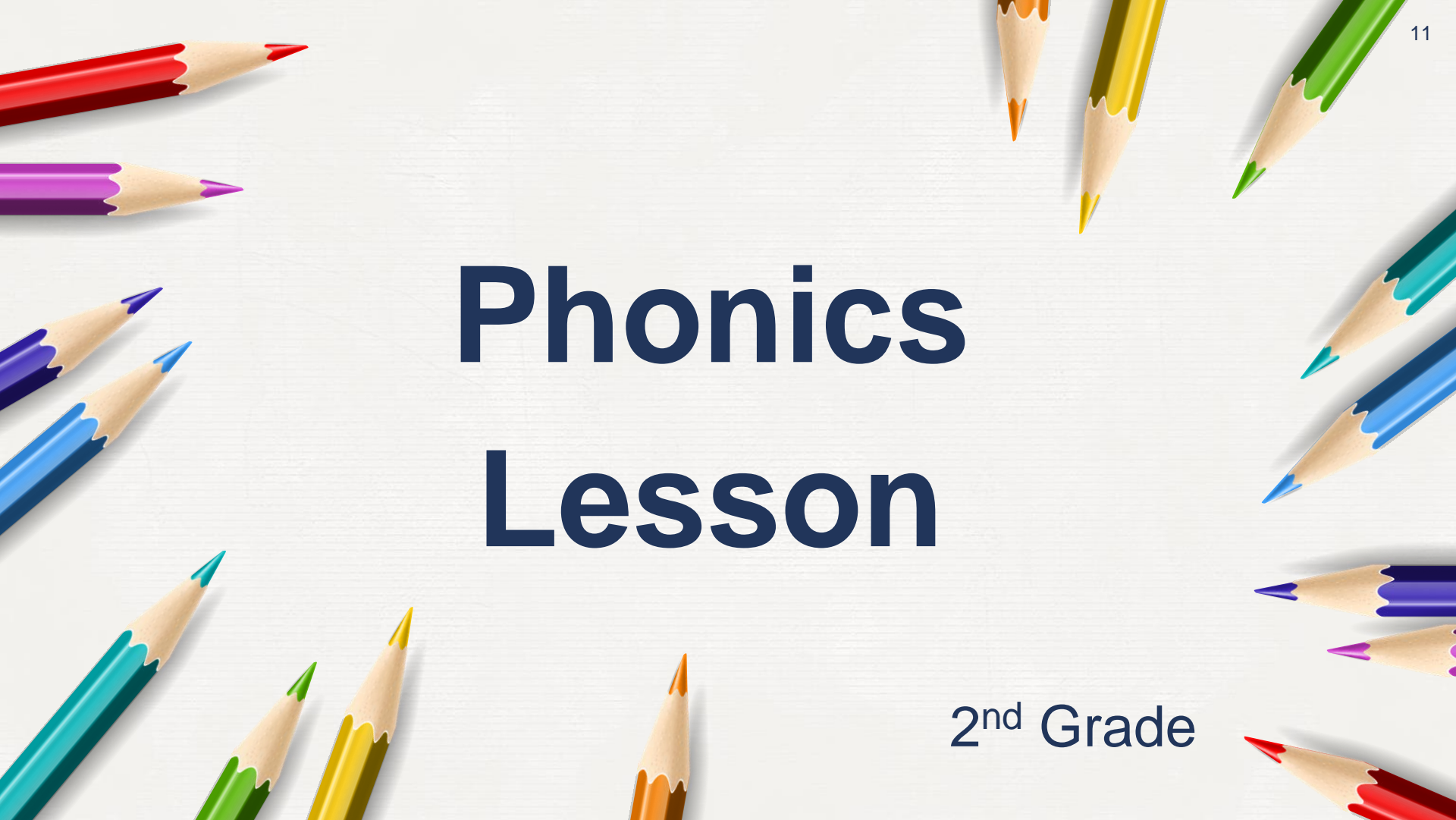
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- Provide and offer support to classroom teachers
- Observe, Model, Provide Feedback



# Phonics Lesson

2<sup>nd</sup> Grade



# TEKS 2.2Bi Long i Words

*i, ie, i\_e, igh, y*

## Phonics Learning Target

I can decode **long i** words using a combination of skills.

## Phonics Language Target

I'll sound out words using what I know about sounds and letters.



# Phonics Instruction – 15 minutes

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Assess Prior Knowledge – dictation</p> <p>Introduce spelling patterns</p> <ul style="list-style-type: none"> <li>• <i>i</i></li> <li>• <i>ie</i></li> <li>• <i>i_e</i></li> <li>• <i>igh</i></li> <li>• <i>y</i></li> </ul> <p>Use Pictures</p>	<p>Explain that long i sound words are usually spelled with i, ie, i_e, igh and y</p> <p>Explain VCe pattern</p> <p>Model</p> <p>Apply</p>	<p>Explain that long i sound words are usually spelled with i, ie, i_e, igh and y</p> <p>Explain open syllables (nothing comes after vowel)</p> <p>Model</p> <p>Apply</p>	<p>Explain that long i sound words are usually spelled with i, ie, i_e, igh and y</p>	<p>Assessment</p> <p>Sentence Dictation</p>





Mike



cap





# strive



pick



Dave



ride



jump



prize



time



V C e





line

v

c

e



slide

c c v c e



It's your turn to practice on  
your own.

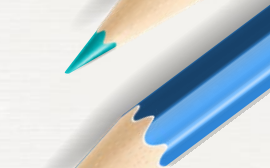


i s e l m



# Assessment





# Q&A



# Let's Practice





- ❑ **Individually select one TEKS from the list.**
- ❑ **Prepare and Plan an Explicit Phonics Lesson**  
**Whole Group Instruction**  
**Small Group Skills Based Instruction**
- ❑ **Lesson Modeling – Nov. 21<sup>st</sup>**



# 3<sup>rd</sup> Six Weeks Phonics TEKS

## KG-2<sup>nd</sup>

### KG

#### K.2.B

Letter Jj /j/

Letter Xx /ks/

#### K.2.B

Short u

Letter Vv /v/

### 1<sup>st</sup> Grade

#### 1.2.Biii

Long o spelled VCe

Long u and Long e  
spelled VCe

#### 1.2.Biii

Long o spelled VCe

Long u and Long e  
spelled Vce

#### 1.2.Biii

Vowel Sounds of y

Syllable Patterns  
VCCV

### 2<sup>nd</sup> Grade

#### 2.2.Bvi

decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

#### 2.2.Biii

decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables



LEADERSHIP  
IS ABOUT MAKING OTHERS  
**BETTER** AS A  
RESULT OF YOUR PRESENCE  
AND MAKING **SURE**  
THAT IMPACT LASTS IN YOUR  
**ABSENCE.**



Learning

is more effective

when it is

an active

rather than

a passive

process.

Kurt Lewin

