

EDUCATION 5635-030 & 6635-030
EFFECTIVE PHONICS INSTRUCTION:
USING ENGLISH SYLLABLE STRUCTURE FOR LEARNING UNFAMILIAR WORDS

Instructor: Dr. Kathleen J. Brown

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Logistics:

- 1 continuing education university credit available
- course takes place on-site at University of Utah Reading Clinic (5282 South 320 West/Suite D110, Murray, UT)

*******NOTE!!!! ATTENDANCE IS CRITICAL!! PARTICIPANTS WHO MISS MORE THAN 1 HOUR OF CLASSTIME WILL NOT RECEIVE CERTIFICATION OR CREDIT**

Course Description and Expectations

This undergraduate/graduate continuing education course is made possible through the joint services of the University of Utah Reading Clinic and Reading Horizons. It is designed to help educators develop an introductory understanding of the theory and practice of phonics instruction for beginning, intermediate, and struggling readers.

The course is open to educators of all ranks and experience levels, including, but not limited to: regular classroom teachers from any grade level, paraprofessionals, special educators, reading specialists, administrators, English-language-learning personnel, and university education students. The course is also open to parents of beginning and/or struggling readers.

Participants will extend their knowledge of the following topics: word identification development, automaticity, oral reading accuracy, oral reading rate, fluency, English syllable structure, effective instructional techniques for introducing and practicing phonics and spelling concepts, and using assessment as a guide for pacing instruction.

The specific instructional techniques are grounded in cognitive research on the development of the ability to read words, research on effective practice for students with reading difficulties, and Orton-Gillingham techniques for teaching vowels within syllable structure. The instructional techniques are hands-on, engaging, and appropriate for groups of any size where students perform at equivalent instructional levels.

Required Text (provided at UURC office)

Beck, I.L. & Juel, C. (1995). The role of decoding in learning to read. *American Educator*, 19(2), 7-42.

Moats, L.C. (1998). Teaching decoding. *American Educator*, 22(1-2), 42-97.

Topics & Activities: Day 1

- introductions: staff & participants
- overview of syllabus

- history of phonics instruction
- history of dyslexia research & intervention
- overview of basic grapheme/phoneme correspondences (letter-sound, blends, consonant digraphs, diphthongs)
- overview of phonemic blending, phonemic segmentation, & synthetic letter-sound blending
- overview of English syllable types using vowels as the unit of analysis: closed, open & VCe
- introduction & application of marking system based on knowledge of syllable types as a strategy for effectively decoding & spelling *mono*-syllabic words
- engaging activities to strengthen conceptual understanding, strategy use, and fluency

Topics & Activities: Day 2

- overview of English syllable types using vowels as the unit of analysis (cont.): r-controlled, double vowels, and C(le)
- introduction & application of marking system based on knowledge of syllable types as a strategy for effectively decoding & spelling *poly*-syllabic words
- additional activities to strengthen conceptual understanding, strategy use, and fluency