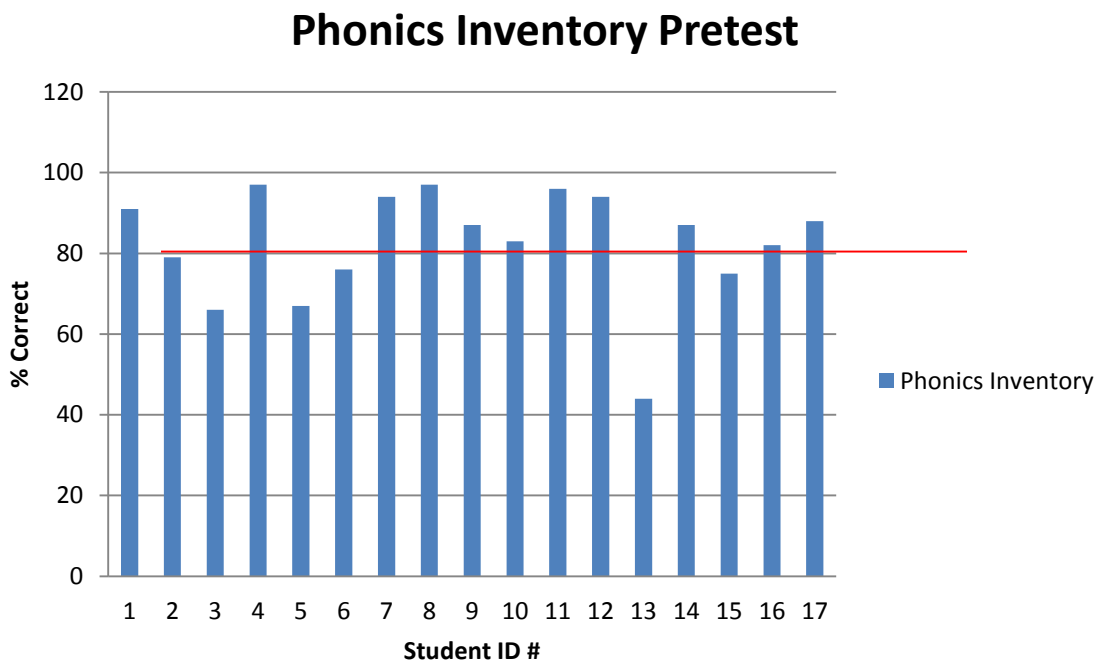


I assessed all seventeen students in my second grade class one-on-one using the Phonics Inventory. After administering the inventory to my students, I had a better understanding of their phonics and decoding skills, which reaffirmed my belief about their lack of phonics knowledge. Using this inventory, I was able to get a better picture of what students needed remedial lessons. The results from the inventory are displayed in the bar graph below:



I then aligned the inventory with each lesson of Beck's *Making Sense of Phonics* and identified the lessons that my students needed to complete in order to fill their gaps in knowledge. If a student struggled with a particular sound or word within the inventory, I placed him or her in a group to remediate that skill. The table below illustrates Beck's lessons and students in the classroom. An 'x' in the lesson column signifies that the student will need review of that particular lesson.

Student	Making Sense of Phonics Lesson #s																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1																				x				x	
2							x		x				x	x	x	x			x	x	x		X		x
3						X	x		x				x	x	x	x		x		x	x	x	X		x
4												x			x	x		x							
5	x						x	x		x			x	x	x	x		x	x		x			x	x
6			x											x	x	x		x		x	x	x	X	x	
7																			x					x	
8																								x	
9								x	x			x		x					x	x				x	
10												x	x	x				x				x		x	
11				x														x							
12																			x				x		
13				x			x	x	x				x	x	x	x		x	x		x	x	x	x	x
14									x				x					x		x		x	x	x	
15				x			x		x									x		x	x		x	x	
16				x			x		x				x	x	x	x			x		x				
17				x			x							x	x	x					x				

Planning six-weeks to collect data, I focused my phonics instruction on students who scored below 80%. The rows that are highlighted indicate the students that were selected for the intervention groups. I divided these students into groups that would meet throughout the six-week period; groups were established based on the skills they needed to review. In order to maintain consistency, I used a scripted lesson to instruct the small group of students on the skill for that week. My teacher aide provided additional assistance with instruction. Together we provided students # 2, 3, 5, 6, 13, 15, 16 with systematic, explicit phonics instruction using Beck's *Making Sense of Phonics*. Although student #16 scored above 80% on the inventory, he consistently struggles during reading, using teacher's judgment, I added him to an intervention group.

After identifying the students who needed the intervention, I then looked for lessons in which the majority of students needed support. Listed below are the lessons I covered:

Unit 7: Lesson A-21 b,r,l, p, t Word Families: ack, ick, est, ast	Unit 9: Lesson A-27 Consonant blends: dr, gr, sl, fl, cl th diagraph	Unit 13: Lesson B-3 CaCe pattern compared to CVC pattern Consonant blends
Unit 14: Lesson B-5 CoCe pattern compared to CVC pattern	Unit 15: Lesson B-8 CiCe pattern compared to CVC pattern	Unit 16: Lesson B-10 CuCe pattern compared to CVC pattern
Unit 18: Lesson C-3 ee and ea patterns	Unit 21: Lesson C-10 oa in contrast with short o	Unit 23: Lesson D-3 ar and or vowel-controlled patterns

During my Word Work block all students participate in a variety of activities to increase word knowledge. I conducted the intervention groups during the Word Work block while the other students were independently working on fluency, sorting, and other assignments for the week. My teacher's aide assisted me during the rotations.

Word Work Block:

	Monday		Tuesday		Wednesday		Thursday		Friday	
9:00-9:10 Whole Group	Intro Phonics Skill		“Phonics Dance”		“Making Words”		Phonics Skill Review		Phonics Game	
	Koschik	Littleton	Koschik	Littleton	Koschik	Littleton	Koschik	Littleton	Koschik	Littleton
9:10-9:20	MSoP	R.R.	MSoP	R.R.	MSoP	R.R.	MSoP	R.R.	MSoP	Monitor
9:20-9:30	Skill Group	MSoP	Skill Group	MSoP	Skill Group	MSoP	Skill Group	MSoP	Monitor	MSoP
Ind. Activity	Select Words Add to planner		“Phonics Dance” Worksheet (Partner)		Word Sort		Phonics Paragraph		Assess Words (Partner)	
Fast Finishers:	Journal using phonics words, Alphabetize Words, Syllable sort words, Create cross-word, Rainbow Wright words, “Find the Words”, High Frequency Words									

Schedule Code:

MSoP – Making Sense of Phonics, R.R – Repeated Readings

During "Skill Group" I was able to pull students and work on various skills; during this time, I mainly focus on decoding strategies.

The *Making Sense of Phonics* routine has been divided into three ten minute sessions, which I have distributed across three days. Each day builds on the previous day's lesson, reinforcing the skill that is to be taught that week.

Students receive direct instruction of the letter-sound relationship while watching the teacher manipulate the letter-sound within words. Next, the students manipulate



the letter within words under the teacher's direct supervision and instruction. The students then experience the sound within a group of independent words. They review the word list until 100% accuracy. The following day, the students are asked to read a passage in which the sound is used in some words. Below is a chart that details how each day is structured and the various teaching points and activities in each day.

Making Sense of Phonics Routine:

Day #1	
Materials:	Teaching Points:
Letter cards Work mats Pocket Chart	<ul style="list-style-type: none"> • Teach target sound • Sound discrimination • Sound position (initial/medial/final) • Review

Day #2	
Materials:	Teaching Points:
Letter cards Work mats Pocket Chart Word Cards	<ul style="list-style-type: none"> • Refresh • Cumulative blend/Decode words • Read Word Cards • Review

Day #3	
Materials:	Teaching Points:
Decodable text/ Sentence strips/ phrase strips	<ul style="list-style-type: none"> • Read words in context • Review/Praise

Two days after the lesson, I gave students a “Quick Check” to determine if they had retained the skill taught or if they needed additional instruction in that area.

In order to maintain accurate records, I developed a grading sheet for myself and my teacher’s aide to use during instruction. This grading sheet allowed me to see how the students were progressing, even if I was not the one instructing them.

Record Keeping Sheet:

Student:							
Focus of Lesson:							
Unit # Lesson #	Day #1	Day #2		Day #3		Quick Check	
	Participation +/-	Participation +/-	Reading Accuracy	Participation +/-	Running Record	M/F	Next?

During the instructional time, my teacher’s aide and I kept detailed records of each student’s progress during that time. All students were able to maintain 100% participation throughout the ten-minute small group sessions. Below are tables that represent the progress of each child in reading accuracy and running records during the prescribed lessons. The first table represents the percentage of number of words each student read correctly from their word list during their first reading to the teacher. If students made an error, they were corrected and asked to practice the list again until they were 100% accurate.

Student ID #	Reading Accuracy Based on Word List									
	2	100%	100%	100%	90%	90%	100%	NA	100%	100%
	3	100%	100%	100%	100%	90%	100%	100%	100%	100%
	5	100%	NA	100%	100%	100%	100%	100%	100%	NA
	6	NA	NA	NA	100%	100%	90%	100%	100%	100%

13	60%	90%	80%	60%	60%	70%	80%	80%	90%
15	80%	90%	NA	NA	NA	NA	100%	80%	90%
16	100%	100%	80%	100%	80%	90%	NA	100%	NA
	7	9	13	14	15	16	18	21	23
Isabel Beck <i>Making Sense of Phonics</i> Lessons									

%’s based on the number of words the student read correctly the first time in the passage
NA – student did not participate in lesson

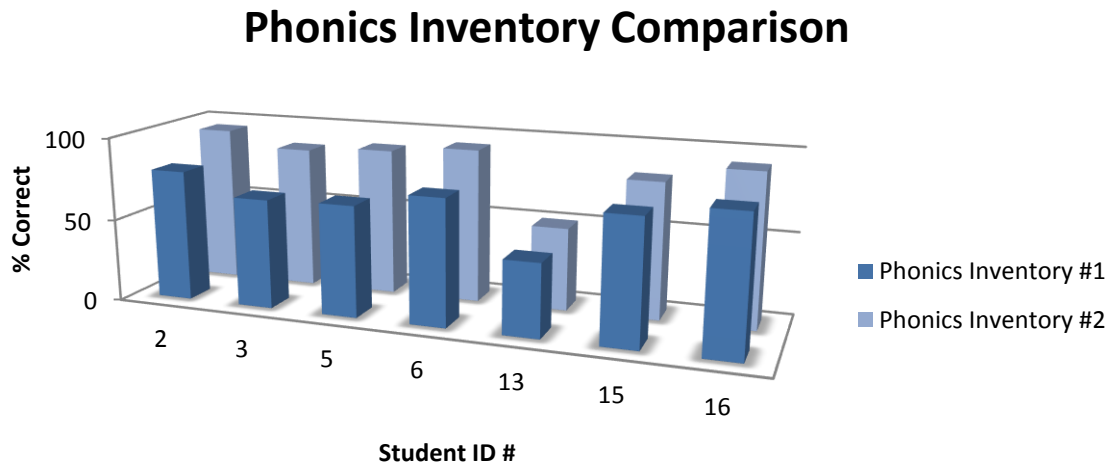
The second table shows the percentage correct each student received on his or her running record score. Each student was given a small passage that contained the phonics skill being assessed. They were asked to read the passage and were graded on their accuracy. As in the previous step, if students made a mistake during reading, they were corrected and asked to practice until 100% accuracy was achieved. The results below are of the first reading.

Reading Accuracy Based on Running Record/Words In Context										
Student ID #	2	90%	100%	100%	100%	80%	100%	NA	90%	100%
	3	95%	100%	95%	80%	100%	100%	100%	100%	100%
	5	80%	NA	95%	90%	80%	90%	90%	95%	NA
	6	NA	NA	NA	90%	90%	95%	85%	95%	95%
	13	75%	80%	90%	85%	75%	90%	95%	90%	100%
	15	70%	80%	NA	NA	NA	NA	85%	90%	85%
	16	95%	90%	95%	95%	85%	80%	NA	90%	NA
	7	9	13	14	15	16	18	21	23	
Isabel Beck <i>Making Sense of Phonics</i> Lessons										

%’s based on the number of words the student read correctly in the passage
NA – student did not participate in lesson

After I collected and assessed the results from the *Making Sense of Phonics* lessons, the students were then asked to display their knowledge of what they had learned the past six weeks by taking the one-on-one phonics inventory a second time. Each child was told this was a way to help measure how much they had learned during the time they worked in small groups. They were encouraged to try their best and use all of their skills. Below are results from the second administration of the phonics inventory. These

findings suggest instruction with *Making Sense of Phonics* can have a positive impact on students' phonemic awareness.



100% of the students involved in the intervention groups increased their scores on the Phonics Inventory. Below is a chart that depicts the increase in scores for each child. Students are ranked from the largest increase to the smallest increase.

Student	Phonics Inventory
5	+22
3	+20
6	+17
2	+16
16	+10
15	+7
13	+6

Conclusion

After working with the small group of seven students, I have come to many realizations about my students and their ability to read. The first understanding I have come to is urban children often are not given the number of opportunities that children in upper middle class America are given in terms of reading, and they lack the pre-literacy skills that many students

develop in the home before entering school. With this being said, it is vital that a strong reading program with direct phonics instruction be implemented into urban schools at a very early age. The curriculum must build on what was taught in previous years and be consistently reinforced throughout the school year. Teachers need to be familiar with common terminology to ease the students into understanding the rules and generalizations about phonics.

The results that I saw in my classroom were remarkable for these seven students. I was impressed that their Phonics Inventory scores improved; however, I was most impressed with the amount of self-confidence each child started to display by the third week of small group instruction. During whole group reading, these students who never raised their hand before in whole group reading were suddenly starting to raise their hand or asked if they could read a sentence from the story that week. During whole group phonics instruction, these students were starting to look for patterns within words and to point out commonalities they noticed. Small group interactions built a tighter bond between students and teacher. Students were not afraid of taking risks in the small group setting because they started to understand everyone was working together for a common goal. The risk taking, as mentioned before, started being apparent in the classroom.

In conclusion, each child who was part of the intervention group benefited greatly from the amount of small group time spent being explicitly and systematically instructed in phonics. In the small group setting, each child became more comfortable with taking risks and started taking risks in a larger group setting.