



MASTERY GUIDE

Research Document

Welcome!

Thank you so much for your interest in the Phonics Mastery Guides. My name is Lori Furgerson, and I wanted to take a brief minute to explain to you why I developed these mastery guides. I was a classroom teacher who thought I was doing a great job teaching reading but always ended the year with a group of students who were not reading on grade level. No matter how much I did, I could never get them where they needed to be by the end of the year.

Ultimately, I learned so much about how students read, and over the years, I experienced tremendous results with students who came from high poverty backgrounds and were reading two or more years below grade level. That is when I decided that I needed to share my experience, and that is how the Phonics Mastery Guides were born!

So please use this document to see how the Mastery Guides are aligned with the research. Enjoy!



Lori Furgerson

BACKGROUND

In 1997, the U.S. Department of Education formed the National Reading Panel who had the task of going through over 100,000 pieces of reading research to determine what exactly students need in order to become a reader. The panel developed a set of scientific standards that they used to evaluate each of the pieces of research. They determined that students need to have a strong sense of phonemic awareness, systematic phonics instruction, and guided oral reading practice as well as developing their vocabulary and comprehension.

The Phonics Mastery Guides, developed for struggling readers, focus on the areas of phonemic awareness, phonics, and fluency because those are the foundational pieces that students need to have in place in order to become a reader.

You will notice at the end of each of the sections that follow I have included citations referencing any research or articles used to help guide the development of the Mastery Guides.



Phonemic Awareness

The National Reading Panel examined 52 studies on the teaching of phonemic awareness. They found that there was a close connection between phonemic awareness and reading achievement. The research showed that young children who had great development with phonemic awareness skills tended to become successful readers.

CCSS:

RF.K.2.D

RF.I.2.A

RF.I.2.B

RF.I.2.C

RF.I.2.D

They found there were two phonemic awareness skills that gave students the greatest reading advantage in Kindergarten and first grade, and those skills are segmenting and blending. Because of this finding, both the CVC and Consonant Blends Mastery Guides begin each lesson with a blending and segmenting activity, explicitly teaching students those skills as well as offering enough time for practice.

BASED ON THE FOLLOWING RESEARCH:

National Institute of Child Health and Human Development, National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (Report of the National Reading Panel: Reports of the SubGroups). Washington, DC: Author.

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). Put reading first: *The research building blocks of reading instruction: Kindergarten through grade 3* (3rd ed.). Washington, DC: National Institute for Literacy.

Torgesen, J. K., Morgan, S. T., & Davis, C. (1992). Effects of two types of phonological awareness training on word learning in kindergarten children. *Journal of Educational Psychology*, 84(3), 364-370.

Torgesen, J. K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, 22(1/2), 32-39.

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, 16(4), 203-212.



Phonics

CCSS:

RF.K.1.A
RF.K.1.B
RF.K.1.C
RF.K.1.D
RF.K.2.D
RF.K.2.E
RF.K.3.A
RF.K.3.B
RF.K.3.C
RF.K.3.D

RF.1.2.C
RF.1.2.D
RF.1.3.A
RF.1.3.B
RF.1.3.C
RF.1.3.D
RF.1.3.E
RF.1.3.G

RF.2.3.A
RF.2.3.B
RF.2.3.C
RF.2.3.E
RF.2.3.F
RF.2.3.B

RF.3.3.C
RF.3.3.D

The National Reading Panel found 38 studies in which students received phonics instruction. The summary of the studies has shown that systematic phonics instruction (having a clear path for teaching phonics as opposed to a more random approach) gives children a faster start in learning to read than responsive instruction (teaching as opportunities become available) or no phonics instruction. Phonics instruction improved kindergarten and first-grade children's word recognition and spelling skills and had a positive impact on their reading comprehension.

The Phonics Mastery Guides systematically and explicitly teach phonics patterns to students, enabling the teacher to have material that will specifically identify what skills the student needs and then explicitly teach those skills to mastery. The guides provide daily lessons in which the teacher explicitly teaches words following a scope and sequence with the phonics pattern taught. Students then have the opportunity to read words in isolation and apply those words to decodable sentences, ending each lesson every day by writing words.



Phonics (CONTINUED)

BASED ON THE FOLLOWING RESEARCH: _____

Denton, C., Otaiba, S. (2011). Teaching word identification to students with reading difficulties and disabilities. *Focus On Exceptional children*, 43(7).

Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research*, 71(3), 393-447.

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, 16(4), 203-212.

National Institute of Child Health and Human Development, National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (Report of the National Reading Panel: Reports of the SubGroups). Washington, DC: Author.

Snow, C.E., Burns, M.S., and Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.

Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-355.



Fluency

CCSS:

RF.1.4.A

RF.1.4.B

RF.1.4.C

The National Reading Panel examined 51 studies on oral reading fluency instruction and found that there is much evidence that supports teaching fluency will improve students' reading achievement. They determined there are three features of teaching fluency.

Number one, it must include oral reading as opposed to silent reading. That is why in each of the mastery guides, after every lesson there are decodable sentences for students to practice reading words that contain the phonics pattern they have recently learned or have previously learned in a lesson, along with sight words that they have recently learned or that they learned in previous lessons.

The second essential feature is that it includes and allows repetition so that it helps build accuracy, their rate and expression. The Panel encourages teachers to have students read the decodable sentences multiple times aloud to partners and to the teacher for that repetition and practice.

The third feature is there has to be guidance or feedback. That is why when students are reading the decodable sentences for practice, they are doing so with an adult, whether it is the teacher or an aid, to give them feedback and to provide immediate corrections when there are errors.



Fluency (CONTINUED)

BASED ON THE FOLLOWING RESEARCH: _____

National Institute of Child Health and Human Development, National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (Report of the National Reading Panel: Reports of the SubGroups). Washington, DC: Author.

Snow, C.E., Burns, M.S., and Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.