Thank you for your interest in Read America’s From Sound to Symbol to Meaning dual certification course in our Phono-Graphix and Language Wise methods. The course content and materials for working with new and remedial readers draw upon theory and research in many fields. The developers of these internationally acclaimed methods understand that among the problems in education is a lack of cross-over from various areas of investigation and bodies of knowledge in Psychology, Linguistics, and Developmental Kinesiology. In 1993 they set the field of reading research and instruction on its side with their research published in the Orton Annals of Dyslexia (C. McGuinness, et al, 1993; Reading Reflex, Simon and Schuster, 1997) in which they demonstrated standard score gains in reading of six times that achieved by other reading methods, by addressing the true nature of the English written code and the three skills needed to teach such a code. In 2000 the McGuinnesses released their Language Wise Verbal Intelligence program (Yale University Press, 2000). The McGuinnesses latest work, From Sound to Symbol to Meaning, brings the two methods, courses, and materials together in a seamless format for teachers and students.

We hope you will contact your area trainer or visit us online at readamerica.net or call us at 800-732-3868 to learn more about training in Phono-Graphix and Language Wise, and to read what teachers, parents, and researchers have to say about our methods, training courses, and our continuing education series.
From Sound to Symbol to Meaning
Phono-Graphix and Language Wise Dual Certification Course

Read America's new dual certification course gives teachers tools for teaching both Phono-Graphix and Lanauge Wise. Just as Phono-Graphix demystified the sound-symbol relationship by addressing the true nature of the code and the three skills needed to read it, Language Wise takes teachers and their students one step further From Sound to Symbol to Meaning.

This page offers an overview of the four concepts that comprise the nature of the English written code and the three skills needed to use such a code. Page two explains Language Wise instruction. Page three is a Sound to Symbol to Meaning course syllabus. On page four you will find a description of the materials for classroom or clinical instruction.

Four Concepts

1. Letters Are Pictures of Sounds
2. A Sound Can Be Shown with One or More Letters
3. There Is Variation in the Code. Most sounds can be shown in more than one way.
   - ee ea ie e y ey
   - meet team chief she happy valley
   - beep eat priest we sunny trolley
   - cheek please me truly
4. There is Overlap in the Code. Some sound pictures can show more than one sound.

Three Skills

To Read and Spell a Code with Such a Nature
Children Must Be Able to Perform Three Skills

1. **segmenting**
   The ability to separate the sounds in words, to literally peel off sounds as you spell words. The ability to isolate individual sounds also allows us to see the code within the word. This skill also correlates to oral and reading comprehension.

2. **blending**
   The ability to blend sounds into words allows children to blend sounds into words as they read them.

3. **phoneme manipulation**
   The ability to pull sounds in and out of words allows us to manage the overlap in the code, trying the possibilities as we read words containing overlap. Phoneme manipulation also correlates to verbal and reading fluency.
Building the Structures of Higher Order Learning

Phono-Graphix application of discovery, semantic reasoning, and movement, encourages long term memory of the sound to sound picture code.

With the structures of variation and overlap in mind students easily and naturally expand their language awareness into Language Wise lessons establishing patterns for finding and using meaning.

The materials pictured here are part of our Imagine This kit.

By Teaching Children to Ask Questions When They Don’t Know What a Word Means,
Word Detective Teaches Children to use Context to Uncover the Meaning of Words

Jacob wanted to annihilate his boss.
—Was he happy when he wanted to do it?

Stand-Ins Takes Variation Into the Realm of Meaning

Jefferson understood the quandary of his fellow Southerners.

dilemma
plight
predicament

Connections Extends Overlap into Meaning and Context

What do dogs and cats have in common?
—They both have fleas.

How about hairspray and spoons?
—WalMart sells them both.

And fantasy and reality?
—They are kinds of story.

By applying memory enrichment techniques such as orienting and semantic orienting questions
teachers direct students’ attention to sound, symbol, or meaning each step of the way, carefully guiding attention to the precise nature of what is being taught in dozens of Language Wise lessons.
Materials for the Instruction of **Sounds and Symbols**

Phono-Graphix Certification Kit

This kit is required for the training. The clinical lesson plan manual has a full color laminated cover, twenty-one new pages of teacher training information, and the lesson pages are color coded to the level of instruction.

The stories are bound in three book sets Snuffy Puppy, Clubhouse and Famous Faces. Each has a full color laminated cover.

600+ manipulative sets are fully laminated and color coded.

The kit also includes the Word Work classroom manual (not pictured here) for large group board presentation of each of the original Phono-Graphix lessons, plus extensions designed for classroom application incorporating arts and crafts and children's literature, a carrying case, and specially designed white board for teaching word building according to the techniques reported in Phono-Graphix - a new method for remediating reading problems (*Orton Annals of Dyslexia*, 1996, C. McGuinness, et al), and online access to hundreds of worksheets.

**Building Patterns for Finding and Using Meaning**

Language Wise Certification Kit

The Language Wise Kit is optional with the course. It includes Memory Minder, Matching Wits (not pictured here), Go Fish, and Vocabulary Builder. Designed with multiple levels of difficulty, this set is excellent for children age six to college prep. The set comes stored in a plastic carry case. The student manual for one-on-one clinical application and the book *How to Increase Your Child’s Verbal Intelligence*, shown here, are sold separately.

The materials pictured on the previous page are part of our Imagine This kit.
From Sound to Symbol to Meaning
Phono-Graphix and Language Wise Dual Certification Course

Four Day Course Syllabus

Day One

Address the areas of research and practice drawn upon in the theory and practice of Phono-Graphix® reading and spelling instruction.

Introduce four children and their reading scores and subscores on Phono-Graphix skills tests. These four children will be used throughout the course as a means of teaching and discussing diagnostics and clinical and classroom practice.

Again, using the four children, we look at the challenges that face them as they attempt to master the four concepts and three skills necessary to read and spell English. As we discuss these concepts and skills we look in depth at why each is required, discussing specific examples of when and how each skill is used, and exploring what the data show about correlates between segmenting and comprehension, phoneme manipulation and fluency, and blending and memory.

Concepts
Letters are pictures of sounds
A sound picture is made with one or more than one letter
There is variation in the code
There is overlap in the code

Skills
segmenting
blending
phoneme manipulation

With a basis of understanding carefully laid, we move forward in the afternoon to discuss where each child is placed in the instructional scheme, as well as how to manage differing abilities in the same class.

The basic code level of instruction is demonstrated with a focus on good technique and specific error correction for each lesson.

The Phono-Graphix breakthrough in teaching segmenting is discussed and demonstrated in detail.

In the afternoon we discuss interpreting subskill scores to determine the length of time needed to remediate specific students. We demonstrate and practice giving the tests.

Phono-Graphix error pattern analysis is demonstrated and discussed as a diagnostic tool for determining students’ mis-strategies. The four types of errors are covered in detail.

Types of Errors Found in Error Pattern Analysis
Phonological
Phonic
Visual
Global
Day Two

On day two we move into blue level work, using two of our demonstration students for further coverage of diagnostics and presentation. Key lessons are demonstrated and discussed in detail with an emphasis of how each might go with students of varying abilities.

Lessons for the instruction of Adjacent Consonant Sounds
- Blue Word Bulding
- Blue Phoneme Manipulation
- Blue Word Reading

Advanced Code Instruction
- Discovering Reading and Mapping

Phono-Graphix error correction is discussed and demonstrated, offering specific learning theory as an argument for using errors as the instructional platform. A distinction is drawn between errors that demonstrate missing information and errors that demonstrate poor skills.

After morning break we move into an argument for moving at a fairly fast pace through the program. As a case for moving quickly through the program we use the original Phono-Graphix research published in the Orton Annals of Dyslexia, and five studies conducted since.


"Dyslexia-specific brain activation profile becomes normal following successful remedial training,"

Phono-Graphix - who needs additional literacy support? An outline of research in Bristol schools.,

"Assessing the benefits of phonics intervention on hearing-impaired children’s word reading” Author: Sue Palmer, Centre for Human Communication and Deafness, University of Manchester Deafness and Education International 2 (3), 2000 Whurr Publishers Ltd.

After lunch there is a two hour practicum for establishing proficiency at the lessons demonstrated on days one and two.
Day Three

On day three we:

Go over the concept of variation in more detail.

Cover overlap in the code.

Demonstrate how to follow directly on to Language Wise lessons during the above two lessons using the materials in your certification kit or our Imagine This materials.

Demonstrate Word Analysis.

Demonstrate Scratch Sheet Spelling using the materials in your kit or our Strategy for Spelling materials.

Demonstrate through participation in a Sound Search.

Using two of our demonstration students we demonstrate and discuss the use of specific error corrections, highlighting as we proceed through the four kinds of errors students make.

- Phonological
- Phonic
- Visual
- Global

After morning break we move into discussion and demonstration, using our Imagine This kit, of how placement of materials and movement can facilitate attention, broad visual processing, and long term memory and retrieval of information.

Using Imagine This we extend sound and symbol lessons into meaning based lessons as we we demonstrate the application of orienting tasks, semantic orienting questions, and deepening-techniques for improving long term memory of difficult material.

As part of this demonstration we discuss and exemplify the importance of drawing a distinction between sound and symbol lessons and meaning lessons so that children are oriented to the specific nature of the material being presented.

Several Language Wise lessons are demonstrated:

- Connections
- Elaboration
- Stand Ins

Returning to sound and symbol we demonstrate two ways to do Scratch Sheet Spelling, with or without the Strategy for Spelling materials.

We break for lunch with a sound search of the Phono-Graphix story *Lou the Moose*.

After lunch we have a two hour practicum of the lessons learned today.
Day Four

On day four we explore the linguistic challenges associated with multisyllable word reading and spelling. The phonological structure of multisyllable words is discussed.

Using our demonstration students as examples we demonstrate Multisyllable Word Construction and move quickly to Multisyllable Process Spelling, using examples of how different children might respond to and be challenged by syllable breaks, accents, and the schwa sound heard in multisyllable words.

There is an extended discussing of when and how to bring students forward from isolated sound mapping to the blended sound mapping that proficient readers do naturally.

The use of our Teen Literacy Kit and Extended Student Manual is discussed as alternative materials for working with older students.

Then moving from sound to symbol to meaning we discuss and describe the Language Wise lessons Word Detective, Elaboration, and Brainstorming.

We discuss how to access the online examination and what the options are for Language Wise certification with the order of a Language Wise kit.

Before lunch there is a question and answer period, opening questions for any level of instruction.

After lunch there is practicum using the advanced code and multisyllable level lessons taught on days three and four.

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