

**Standards & Reading Research Base
of the**

***HELP ME 2 LEARN SUPER STAR
PHONICS 2b PROGRAM***

**Intermediate Level II
Grades 2-6**

August 2006

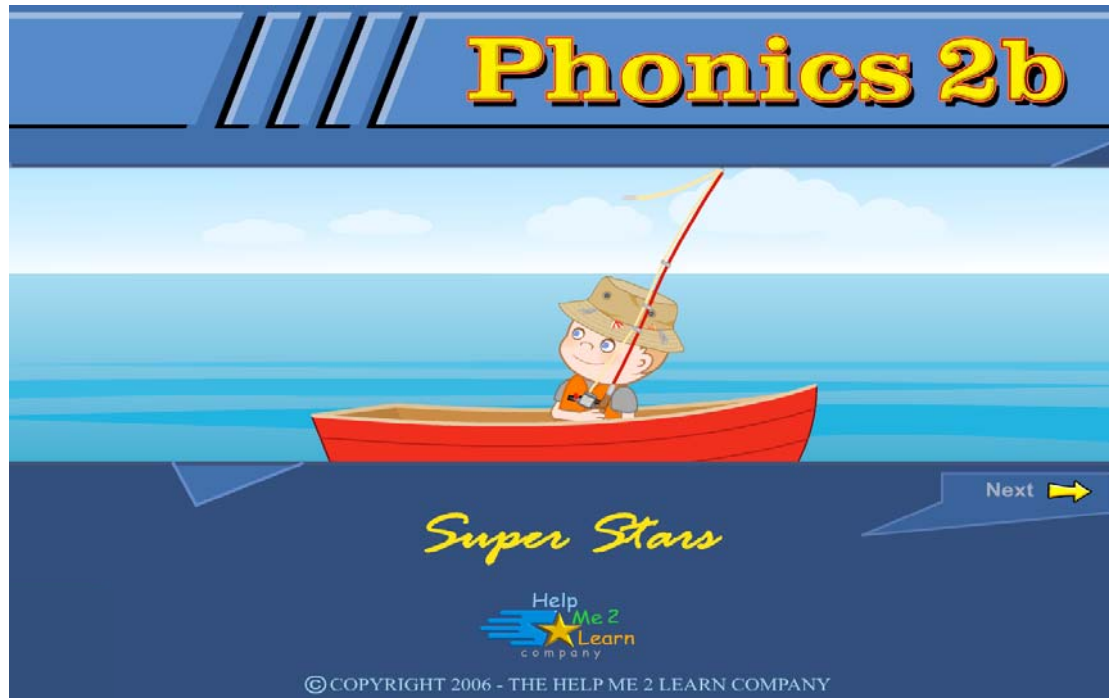


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INTRODUCTION

The educational content of the Help Me 2 Learn *Super Star Series* of interactive electronic *Phonics* programs is based on the recommendations of the following:

National Reading Panel (under the auspices of the National Institute for Literacy and the National Institute of Child Health and Development)

- *Put Reading First: The Research Building Blocks for Teaching Children to Read*

National Research Council

- *Preventing Reading Difficulties in Young Children*

California Department of Education

- *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Pre-kindergarten Through Grade Three*

Center for the Improvement of Early Reading Achievement

- *Teaching Every Child to Read: Frequently Asked Questions*

National Institute of Child Health and Development

- *A Synthesis of Research on Reading*

INTRODUCTION (cont'd)

All these recommendations are in turn based on comprehensive surveys of over 30 years of large-scale scientific reading research. This research has amassed overwhelming evidence showing that, as stated by the National Reading Panel:

Teaching children to manipulate the sounds in language (phonemes) helps them learn to read. This remains true under a variety of teaching conditions and with a variety of learners across a range of grade and age levels. The National Reading Panel concluded that teaching phonemic awareness to children significantly improves their reading when compared to instruction without any attention to phonemic awareness. Specifically, the results of experimental studies led the Panel to conclude that phonemic awareness training led to improvement in students' phonemic awareness, reading, and spelling.

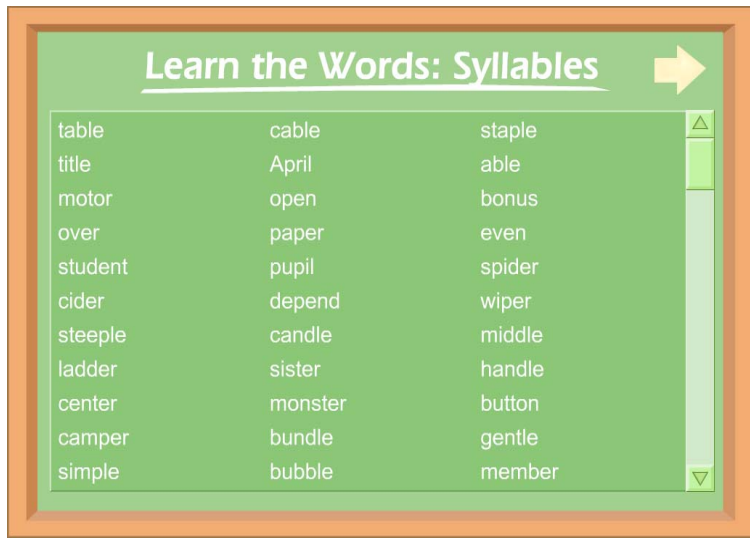
The National Reading Panel goes on to explain that:

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.”

This is why the Help Me 2 Learn series of phonics programs is driven throughout by the principles of **phonemic awareness**.

There follows a table of the activities in the Phonics 2b program correlated with the reading research upon which they are based.

Learn the Words



Learn the Words: Syllables

table	cable	staple
title	April	able
motor	open	bonus
over	paper	even
student	pupil	spider
cider	depend	wiper
steeple	candle	middle
ladder	sister	handle
center	monster	button
camper	bundle	gentle
simple	bubble	member



Learn the Words
open

table

Sounds: t a b le

Syllables: ta - ble

A table has four legs.

A different version of Learn the Words is associated with the activities and games in Syllables, R-Controlled Vowels, Vowel Spellings, Three Letter Blends, Ending Blends, Regular and Irregular Plurals, Complete and Incomplete Sentences and Story and Letter Writing.

STANDARDS

California Department of Education:

Grade 1, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.3 Identify letters, words, and sentences

1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat)

1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

READING RESEARCH BASE

Report of the National Reading Panel: Teaching Children to Read

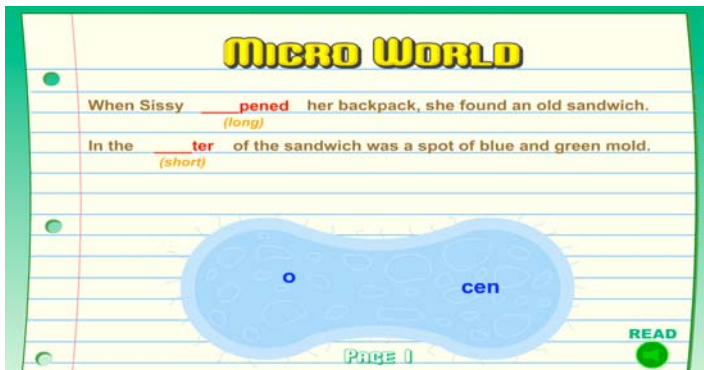
In the largest, most comprehensive evidenced-based review ever conducted of research on how children learn reading, a Congressionally mandated independent panel has concluded that the most effective way to teach children to read is through instruction that includes a combination of methods. The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they've learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.

Syllables

Scooter's Lab



Micro World



Mad Lab



STANDARDS

California Department of Education:

Grade 2, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant / consonant-vowel = sup/per).

Grade 3, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Decode regular multisyllabic words.

READING RESEARCH BASE

Countless research studies have been conducted on phonics instruction. Much of this research has focused on the usefulness of phonics instruction and the best ways to teach children about sound-spelling relationships. Below is one of the research findings regarding syllabication.

For many children, reading long words is an arduous task. Explicit instruction in the six common spelling patterns, the most common syllable types (e.g., VCe, VCCV,), prefixes, suffixes, roots, and word origins helps students recognize larger word chunks that makes decoding easier and aids in figuring out a word's meaning. For example, it may be efficient for a student to decode text containing simple CVC words such as *cat* and *ran* sound by sound, it is not efficient to decode text containing words such as *transportation* and *unhappy* sound by sound. Rather, it is more efficient to recognize common word parts such as *trans*, *port*, *tion*, *un*, and *happy* and blend these larger chunks to sound out the word.

R-Controlled Vowels

There's a Bully on the Bus



The Bully and the Rascal



Rascal's Challenge



STANDARDS

California Department of Education:

Grade 1, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

Grade 2, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant / consonant-vowel = sup/per).

1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

READING RESEARCH BASE

Report of the National Reading Panel: Teaching Children to Read

The most effective practice in enhancing phonics, reading, and spelling skills included explicitly and systematically teaching children manipulation of sounds with letters, focusing the instruction on one or two types of manipulation rather than multiple types.

Fluent and automatic application of phonics skills to text is another critical skill that must be taught and learned to maximize oral reading and reading comprehension.

Vowel Spellings

The Case of the Disappearing Car



Sissy's Cart Creator



Soap Box Derby



STANDARDS

California Department of Education:

Grade 2, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

Grade 2, Substrand: 2.0 Writing Applications (Genres and Their Characteristics)

1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

READING RESEARCH BASE

The concurrent development of phonological awareness, word recognition, and spelling

Steven A. Stahl *Center for the Improvement of Early Reading Achievement/The University of Georgia* & Michael C. McKenna *Georgia Southern University*

Another skill, spelling, especially when measured using a developmental spelling scale, has been associated with both the development of phonological awareness and understanding the alphabetic principle. Spelling has been used to assess phonological awareness (Bear, Templeton, Invernizzi, & Johnson, 2000; Clay, 1993) as well as knowledge of the alphabetic principle (Bear et al., 2000; Byrne, 1999). The test called *Hearing Sounds in Words*, for example, in Clay's (1995) Observation Survey, is a measure of sentence dictation that is scored by counting the number of phonemes correctly represented

3 Letter Blends

A Boatload of Blends



Mega Match



Reel It In!



STANDARDS

California Department of Education:

Grade 2, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

Grade 2, Substrand: 2.0 Writing Applications (Genres and Their Characteristics)

1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

READING RESEARCH BASE

Learning to Read Words: Linguistic Units and Strategies

CIERA Report #1-008 Connie Juel, Harvard University
Cecilia Minden-Cupp, University of Virginia

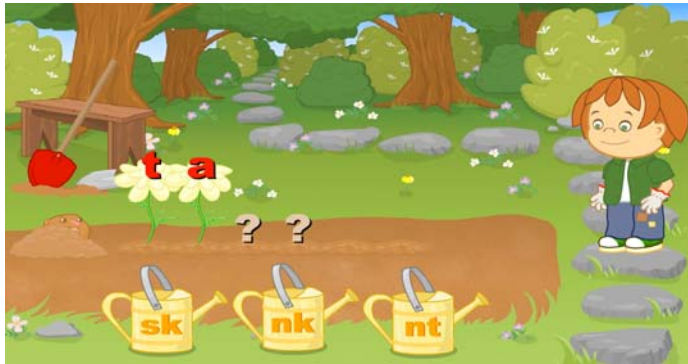
Words are composed of syllables. Most syllables are composed of initial consonants or consonant clusters called *onsets* (e.g., the /k/ in cat, the /ch/ in chat, or the pl in splat) and the vowel and what follows it in the word unit called *rimes* (e.g., the at in cat or the eat in cheat; Pinker, 1994). Onsets and rimes are themselves composed of sound units called *phonemes* (e.g., cat consists of three phonemes, /k/ /a/ /t/, splat consists of five phonemes and cheat consists of three phonemes). Learning to read and write involves attending to these sound units and connecting them to spelling patterns (e.g., perceiving the at in cat and knowing it is spelled at, or that eat is spelled eat in cheat but ete in Pete). Learning to read and write words involves perceiving the sound units in spoken words *and* knowing which spelling patterns are linked to them in which words.

Ending Blends

Jo's Garden



Flower Farming



Gopher Grab



STANDARDS

California Department of Education:

Grade 2, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

Grade 3, Strand: Written and Oral English Conventions

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

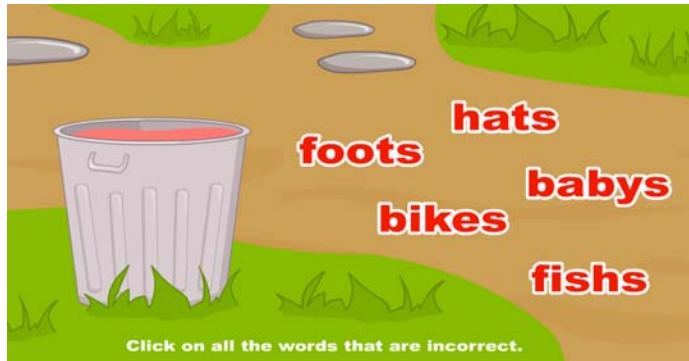
READING RESEARCH BASE

Report of the National Reading Panel: Teaching Children to Read

Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader (Harris & Hodges, 1995). Thus, readers derive meaning from text when they engage in intentional, problem solving thinking processes. The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representations in memory.

Regular and Irregular Plurals

Queen of the Plurals



Gremlin's Crazy Maze



Battle for Plural Palace



STANDARDS

California Department of Education:

Grade 2, Substrand: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

Grade 3, Strand: Written and Oral English Conventions

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

READING RESEARCH BASE

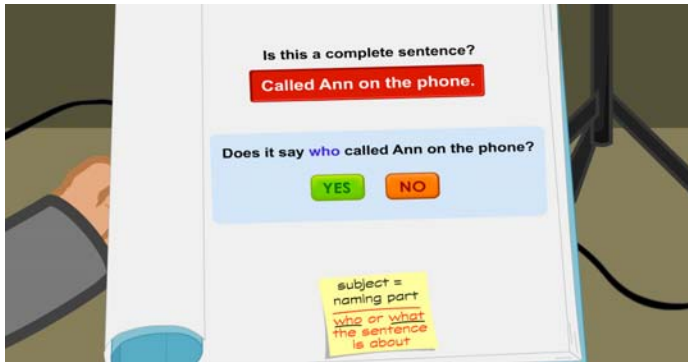
How Spelling Supports Reading

Louisa Moats (2006)

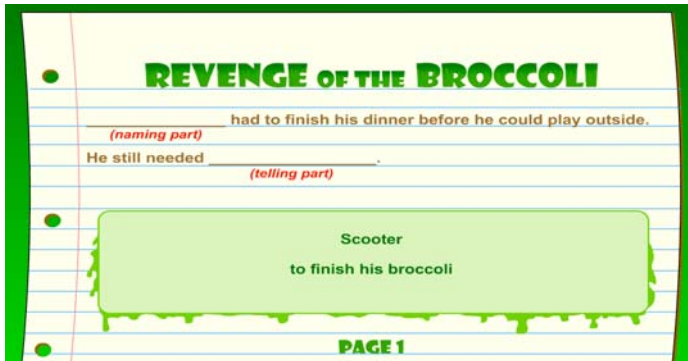
Research has shown that learning to spell and learning to read rely on much of the same underlying knowledge such as the relationships between letters and sounds and, not surprisingly, that spelling instruction can be designed to help children better understand that key knowledge, resulting in better reading. Catherine Snow et al. summarize the real importance of spelling for reading as follows: Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.

Complete/Incomplete Sentences

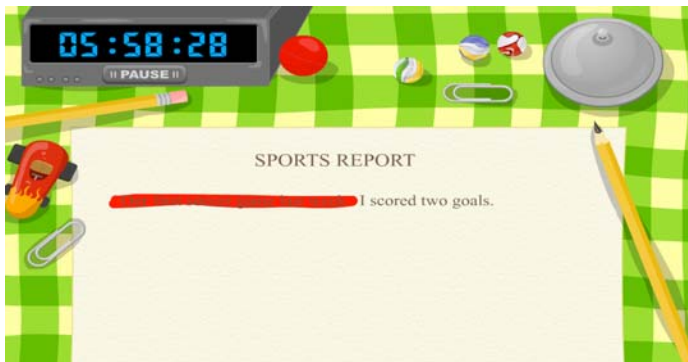
Invasion of the Candy Snatchers



Revenge of the Broccoli



The Quarter News



STANDARDS

California Department of Education:

Grade 2, Strand: Written and Oral English Conventions

1.1 Distinguish between complete and incomplete sentences.

Grade 3, Strand: Written and Oral English Conventions

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

READING RESEARCH BASE

Building an Integrated Model of Early Reading Acquisition

Timothy R. Konold, Connie Juel, and Marlie McKinnon University of Virginia

Text is normally non-redundant, or at least highly parsimonious. Inferences are continually required to make sense of texts. Even a brief note, such as "Clean up your room," requires the inference by the reader that the note is addressed to her, that the writer probably wants a quick response, and that the writer assumes the reader knows what is to be picked up. In fact, if a speaker or a writer fills in too many details, we are likely to accuse her of being ponderous and boring. Inferences require a strong knowledge base, as well as attention, motivation to make sense of a text, and active reasoning about what one is reading.

Reading and Writing

Lily's First Pet



Dogs are good at licking your face. Her little brother was allergic to cats. She didn't have enough money to buy a turtle and a tank to put

What kind of animal should Lily buy?

- Lily should get a turtle.
- Lily should get a bird.
- Lily should get a dog.
- Lily should get a cat.
- Lily should get a bike.

Letter Writing Day



Write a letter about your vacation to Jo.

New York,
Scooter
August 19, 2006
I was born in 1998

Drag the heading to the letter

INFO

STANDARDS

California Department of Education:

Grade 1, Substrand: 2.0 Reading Comprehension

2.2 Respond to who, what, when, where, and how questions.

Grade 3, Substrand: 2.0 Writing Applications (Genres and Their Characteristics)

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Grade 3, Strand: Writing

2.3a Write personal and formal letters, thank-you notes, and invitations: Show awareness of the knowledge and interests of the audience and establish a purpose and context.

2.3b Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.

READING RESEARCH BASE

Center for the Improvement of Early Reading Achievement

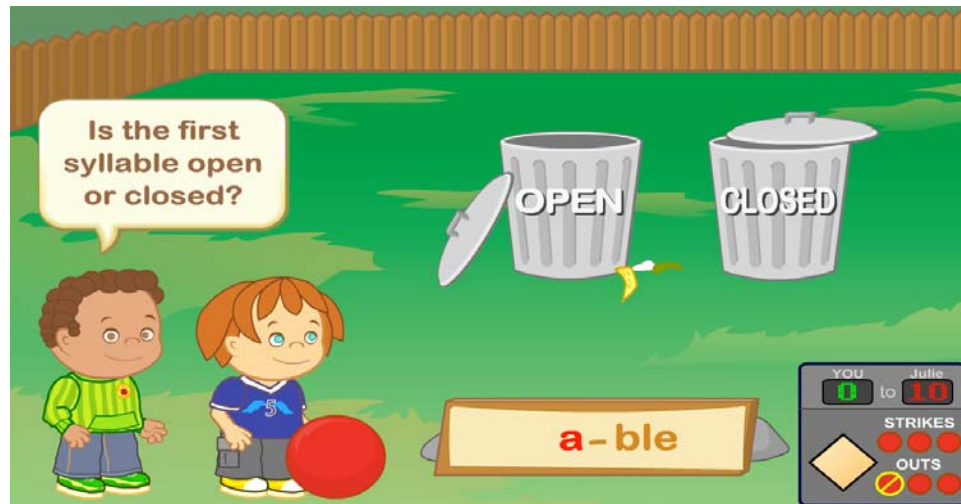
Learning to write assists children in their reading; in learning to read, children also gain insights that help them as writers. But writing is more than an aid to learning to read; it is an important curricular goal. Through writing children express themselves, clarify their thinking, communicate ideas, and integrate new information into their knowledge base.

Review

Spelling Game Show



Review Game



Use in the Classroom

The CD-ROMs in the Help Me 2 Learn *Phonics Super Star Reading System*, along with their accompanying user guides and lesson plans, are designed to be used as a supplement to the existing classroom reading program.

The CD-ROMs can be used as follows:

1) By the teacher as a presentation to the entire class displayed on a single computer. Guided by the lesson plans, the teacher can control the CD in leading the class through discussion of the lesson concepts, relating this to any existing class materials.

- When leading the class through an activity, the teacher can either let the class as a whole vote on the correct answer or have an individual student respond to the question.

- The teacher can also copy the black-line masters or print out pages either as extra work or as a test of the students' comprehension of the lesson.

2) By the students working at their own computers, either in a computer lab or in the classroom. The CD-ROMs are designed for self-paced study, notably in the "Learn the Words" segments. The *Super Star Tracking System* (see below) allows the teacher to see which activities each student has completed and mastered, thereby enabling the teacher to help individual students with any specific activities that may be causing them a problem.

For most effective use of the material, we recommend that the teacher follow the lesson plans in presenting individual lessons to the class, and then let the students work on the CD-ROMs on their own, with the teacher assisting them as and when necessary.

When it is not feasible to let the students work through the CD-ROMs in the lab or classroom, we suggest that the teacher recommend the CD-ROMs to the parents or for use in after-school programs.

Effectiveness

The Phonics Super Star Reading System can certainly be used very effectively as supplemental material in the classroom. However, its use by individual students can be equally effective, since the students' progress and detailed results are readily tracked within the program.

We call this built-in student tracking our "*Super Star System*". It has two components:

1) *Super Star Buttons*. These are located in the center at the bottom of the program interface. They consist of a correct answer box, a wrong answer box and the Super Star. The Super Star button displays a purple "no star" state, a Silver Star or a Gold Star. Clicking on the Super Star button takes you to the Super Star Page.

Effectiveness (cont'd)

2) *Super Star Page*. This displays all 25 Super Stars and indicates which stars the student has earned in each of the songs or activities.

The “Super Star System is at once deceptively simple and highly effective. In Phonics 2b, a student will earn a bronze star for completing an activity or game. A student will earn a silver star for completing an activity or game to a competent level. A student will earn a gold star for completing an activity or game with mastery or for completing a presentation. The goal of the program is to earn gold stars on all of the instructional presentations, activities, and games in order to earn a gold star certificate of achievement.

As stated earlier, the effectiveness of this “multi-mode” approach to teaching early readers has been extensively documented by the National Research Council: “play with songs and poems that emphasize rhyming, jokes, and games that depend on switching sounds within words... can facilitate learning to read”

- All of the various activities and games in the CD-ROMs are based on the rigorously field-tested principles of instructional design, which are underpinned by over 40 years’ research in behavioral and cognitive psychology, human factors engineering and programmed learning.

The instructional design core of the CD-ROMs consists of continual motivational feedback and positive reinforcement – both intrinsic and extrinsic – every step of the student’s journey through the material.

The Super Star System

The “Super Star System” illustrates this reinforcer-based “performance management” approach with particular clarity. When a student completes an activity or game with mastery, he or she immediately earns a Gold Star. However, even if the student does make a mistake, the act of completing the activity or game automatically earns him or her a Bronze or Silver Star.

Furthermore, the activities and games are designed in such a way that a student cannot keep making the same mistakes.

Once a student completes an activity, he or she can repeat the activity as many times as desired. If the student earned a Gold Star on his or her first run through the activity, the student cannot lose this Gold Star by repeating the activity, even if he or she makes a mistake in these subsequent iterations of the activity. That is to say, there is no penalty – or “punishment” to use operant conditioning terminology – for repeating an activity. Instead, the child experiences nothing but positive reinforcement throughout the learning exercise.

This schedule of positive reinforcers is highly motivating, with a gratifyingly cumulative effect. Once students have garnered their first few Bronze, Silver or Gold Stars, they will want to earn more and more stars, and will not be satisfied until they have earned a Gold Star for every single one of the presentations, activities or games on the CD-ROMs. In other words, they will not rest until they have worked through all the material with mastery of the lessons.

Accountability and Student Tracking

Once a student has completed the entire CD with a Gold Star on every “Super Star” page, he or she can print out a personalized Certificate of Completion, providing proof of that student’s mastery of all the letters, sounds, words and concepts taught in the CD.

Since these “Super Star” pages automatically pinpoint those areas of the content where a child is only performing to the “Silver Star” level, they constitute a systematic feedback and tracking system for the teacher or parent who can see immediately where the child is having difficulty.

In this way, both accountability and student tracking are built into the CD-ROMs themselves.

