The REG Board has asked professors in the CSUF Masters program to identify outstanding papers that they have received in their courses that would be of interest to the REG membership. The following paper was submitted in Dr. Brenda Spenser’s Read 514 class in Linguistics.

Kathleen Luthultz Dacey is a Kindergarten teacher at Brywood Elementary in the Irvine Unified School District. She will receive her Masters in Education with a Concentration in Reading in January 2007.

**Phonemic Awareness Training for Low Achieving Kindergarten Students**

After twenty years of kindergarten teaching experience and extensive studying on emergent reading, I am well aware of the need to provide my students with strong phonemic awareness skills. I know that my students who develop these skills begin to read and write by the end of their kindergarten year. I provide a strong, systematic, intentional, daily program of phonemic awareness training to all of my students. However, even with this program, there are a certain number of students who do not make significant enough progress in phonemic awareness to become readers and writers before the end of kindergarten. For this reason, I searched for strategies that would better meet the needs of my students who struggled with attaining phonemic awareness. I found an effective method that helps my students succeed. It is a modified version of the “Early Intervention Reading Model”, (Hunter, Ogle, 2003). Using this model, I implement an intensive, second application of phonemic awareness training for my students who score the lowest on their entering kindergarten literacy tests.

(Continued on page 2)
In this paper, I will first present research that indicates the importance of early intensive phonemic awareness training. Then, I will describe the components of my intensive phonemic awareness program to include a brief overview of my regular phonemic awareness program and how I structure my time so I can deliver this second application program. Last, I will describe two strategies I use in my intensive phonemic awareness training program.

The Need for Phonemic Awareness

It has been well documented that there is a strong relationship between phonemic awareness skills and success in the beginning stages of reading (Ball and Blachman, 1991, Yopp and Yopp, 2000). More importantly, many studies have found performance on phoneme segmentation tasks to be predictive of success in early reading and spelling (Ball et. al., 1991, Griffith and Olsen, 1992, Nation and Hulme, 1997). It has also been suggested that the effect of phoneme segmentation training on reading and spelling appears greater in those programs in which the relations between sound segments and letters were explicitly taught. (Ball et.al., 1991, Griffith et. al.,1992, Nation et. al., 1997, Vandervelden and Siegel, 1997) This process develops an understanding of the link between the phonemes and the letters which is truly the basic task facing the beginning reader and writer (Ball et. al., 1991, Griffith et. al., 1992, Nation et. al., 1997, Vandervelden et. al. 1997). Research continues to indicate that some students do not learn phonemic awareness as quickly as others. Some students need extensive intervention in phonemic awareness training to prevent reading and spelling failure (Ball et. al., 1991, Vandervelden et. al., 1997). Therefore, I have found and implemented a program that can be delivered as a second application to my students who do not learn phonemic awareness within my regular curriculum.

Components of a Second Application of Phonemic Awareness Training

In September, I first administer the first four sections of the Irvine Unified School District’s Kindergarten Literacy Assessment. These assessments include alphabet fluency (in one minute) and alphabet recognition (all upper and lower case letters), a beginning sounds test and a one minute timed phoneme segmentation (separating words into phonemes) test. The validity of these tests to predict phonemic awareness ability is based on research (Ball et. al., 1991, Yopp et. al., 2000). I score these tests and rank the composite scores from lowest to highest. Second, I form an intensive group. This is a small, flexible group of my five lowest
scoring students. This group is flexible for several months. I closely monitor the progress of these students and of the next lowest scoring students. I transition students out of and into this group as their needs predict.

Within the mainstream of my classroom, I daily include phonemic awareness training for all of my students. This training is deliberate and purposeful with an intentional intertwining and revisiting of skills. As Yopp et al. (2000) suggest, I teach the various dimensions of phonemic awareness to include rhyme, syllables in words, onset and rime (the onset is the consonant and the rime is the vowel and the final consonant together) and the phoneme itself (the smallest unit of speech sounds that make a difference in communication) (Yopp et al., 2000).

As an addition to my mainstream phonemic awareness program, I take my intensive group and administer a second application of phonemic awareness training to insure the acquisition of these skills as suggested by Ball, et. al. (1991) and Vandervelden, et al. (1997). For twenty minutes four times a week, I pull these five students aside and work with them exclusively. The rest of my class is supervised by a trained instructional assistant. She collects milk money, takes attendance, listens to sharing and begins the calendar math activities. With the instructional assistant guiding this routine, I feel I am not slighting the other 25 children by taking away valuable teaching time.

**Strategies for Intensive Phonemic Awareness Training**

I begin my second application program with a cuing system for sound segmentation and connecting sound to print, as research indicates, is most important for beginning readers (Ball et al., 1997, Griffith et. al., 1992, Nation et. al., 1997 and Vandervelen et al., 1997). I then transition to lists of phonetically connected words and guided writing.

The use of Elkonin boxes (Figure A), from the Russian psychologist, D.B. Elkonin (Griffith and Olsen, 1992) is a procedure prescribed as a strategy to help children think about the order of sounds in spoken words. (Clay as cited in Griffith and Olsen, 1992) I show and describe a picture of the word we will use (Griffith et.al. 1994). I, first orally demonstrate the three different ways to say the word: 1. segmented: “h-a-t”, 2. slowly blended: “hhhaatett”, 3. blended as in regular speech: “hat”. Second, I model the orally segmented word touching one finger to my chin for each sound in the word and the students then orally segment the word with me touching their chins with one finger for each sound. This
kinesthetic strategy gives them an extra cue for the three sounds in the word. (Yopp, et. al., 2000) Third, I model moving a block into each box as I orally segment the word. Fourth, the students move their blocks into each box and orally segment the word with me. Fifth, the students move the blocks into the boxes and orally segment the sounds independently. Sixth, the students locate each sound as I prompt, “Touch the block that says “h”. I continue for each sound in the word. Seventh, the student says the sound for each block. I ask, “Which sound is this?” The child responds. I continue for each sound in the word. In the eighth step the students slide their finger from left to right under the blocks and “read” the word. This same procedure is used for the word when it is slowly blended and then for the word as it is regularly spoken. The last step is to connect the sound to print. (Ball et. al., 1991, Griffith et. al., Nation et.al., 1997, Vandervelen et. al., 1997). First, I model saying the word, segmenting the word, and writing one letter per box to spell the word. Second, the students imitate my model and copy the letters into their boxes as they are saying the sounds they are writing. Third, the students segment the word and write the corresponding letters in the boxes independently as they are saying the sound. This part of the strategy will give students the phonemic awareness skill to make explicit relationships between sound segments and letters which lead to reading and spelling words (Ball et. al.,1991, Griffith et. al.,1992, Nation et. al.,1997 and Vandervelen et. al., 1997). Last, the student slides their finger from left to right under the letters and reads the blended word.

The strategy of using phonetically connected lists is a structured, four step method of connecting phonemes to print (Ball et. al., 1991, Griffith et.al., 1992, Nation et. al., 1997 and Vandervelen et. al., 1997).

Within this strategy, students are manipulating phonemes by blending, segmenting, substituting, adding and deleting sounds (Yopp, et.al. 2000) while working with phonetically accurate short vowel words (Figure B).
B). In the first step, students have four wooden blocks, each a different color. I ask the students to show me with their blocks all the sounds in, for example, fat. The students sequence their blocks. Then I ask them to tell me the number of sounds in fat. I draw three empty boxes on the board. The students dictate the letters for each sound in fat as I write a letter in each box. For the following words in the list of words I say, “If this says fat, make it say sat”. The student pushes up the fourth block and moves the “f” block to change it to “s”. I say, “That’s right, the “f” changed to “s”. I erase the f from the box and the students tell me which letter to write for “s”. In the second step, the student writes the words in a column on a paper grid (Figure C). I direct the students to spell fat. The students spell the first word on their grid. I say, “If that says “fat”, now spell “sat”. The students write the changed word directly below the previous word. I continue the same procedure for all the words in the series. I usually can give five words in a session. In the third step, the students individually read the list of words to me without segmenting the sounds. I cue them on their first reading as needed. As the student reads, I draw a line under the letter that changes before he reads the next word. I say, “If that says fat, then this must say ____”. I continue these cues as needed until the student has read all the words. In the fourth step, the student reads the list without segmenting the sounds and with less scaffolding from me. The intent is to have the students recognize the patterns in the rime, automatically note the change and read the next word as a whole word to promote fluency (Griffith et. al., 1992, and Vandervelen et.al., 1997).

The redundancy of these procedures is important so that children over-learn these lower level skills to the point of automaticity so that eventually their attention will not be diverted from the higher order process of comprehending during reading (Griffith et. al. 1994, Vandervelden et.al, 1997).

I have implemented and refined this second application model for my lowest achieving students for three years. Their test scores indicate to me that this is an effective method. Each student who has gone through this intensive training has scored at grade level on the Irvine Unified School District Kindergarten Literacy Assessment at the end of their kindergarten year. They demonstrate the ability to segment and blend phonemes, to write simple consonant, vowel, consonant words and to read phonetically accurate texts. I am excited to have found intensive strategies for instilling a strong phonemic awareness foundation for my stu-
students who entered kindergarten below grade level in phonemic awareness. I will continue to refine and implement these strategies to help insure the future reading success of my students.

(References available on request kluthultz@cox.net)

COMMUNITY LEARNING AND LITERACY CENTER
Dr. JoAnn Carter-Wells

The Community Learning and Literacy Center is a unique, community-driven project under the leadership of co-directors Dr. Barbara Clark and Dr. JoAnn Carter-Wells designed to meet a variety of educational needs. The Community Learning and Literacy Center’s primary purpose is to provide educational support and services for the community, the workplace, governmental agencies and private organizations. The Center subscribes to a “life cycles” needs approach, offering programs and resources for children of all ages, adults, families, workers, as well as secondary and post secondary institutions.

The specific goals of the CLLC are to:
- Identify educational needs within the community and provide services, programs and/or product that address those needs.
- Serve as a clearing house for educational programs, products and/or services
- Serve as an educational linking agency forming partnerships with various organizations and agencies
- Display and assess educational products and programs

The specific need, goals and initial topics/directions for this center were derived from meetings this spring and early summer with a 25 member community advisory board comprised of leaders from the business, educational, philanthropic and social services community within Orange County. An additional meeting was held with specific CSUF campus units identified as important by the advisory board and included Mathematics, Child and Adolescent Studies and Elementary and Bilingual Education. The CLLC was formally approved as a new university center by the Council of Deans on June 21, 2006.

This “Community of Knowledge” concept functions as a non-profit organization and is envisioned as a welcoming, friendly educational agency which evidences, “Knowledge all over the place,” as determined by the Advisory Board. Ideally, the Center will maintain large areas for various types of trainings or seminars; community-accessible technology; quiet, private areas for tutoring, counseling and conferencing. A variety of educational-related materials will be displayed for educators as well as community members. The Center will develop criteria/protocol for evaluating educational products, services and programs. Information about such resources will be disseminated and a referral process will be established. There will be an outdoor Community Garden surrounding the physical facility where children, adults and families can work, study and relax together.
The Center is temporarily housed in Building 65 on Trabuco Road at the CSUF Irvine Campus within the College of Education complex. Activities are coordinated with the Irvine Campus Director, George Giacamakus. Eventually, the Center will seek to establish and maintain a separate facility.

Tours of the building and the center, which is sponsored by the College of Education, will be offered to the public. Students and faculty are encouraged to attend.

**When:** Aug. 16, 3-7 p.m. Cal State Fullerton Irvine Campus  
**Where:** Building 65  
7000 Trabuco Road  
Irvine, CA 92618

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### Capistrano Unified chapter of REG Meeting

The Capistrano Unified chapter of REG will meet on Thursday, August 24 from 1:00 to 4:30 at Tesoro High School as part of the district's Kickoff Professional Development Academy. Dr. Brenda Spencer will be our keynote speaker. All CUSD graduates of CSUF’s Reading Department are welcome! Attendees will receive column advancement credit or reimbursement as per CUSD's professional development policy and may register through Staff Development. Please contact Linda Cardwell, LLCardwell@capousd.org or Tracy Barquer, TLBarquer@capousd.org, if you have questions.

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### Congratulations to REG Grant Recipients!

Robin Barry and Leslie Zorola, both of Edison Elementary in Anaheim, have been named this year’s grant awardees. Robin’s award will be used to purchase comprehension and phonics games. Lesley plans to purchase curriculum to support Reader’s Theater activities. Both teachers work students in Edison’s Learning Academy, an early intervention program.

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### Faculty Footnotes

*by Kathryn Bartle-Angus*

**New Dean Named for College of Education** Following a national search, Claire C. Cavallaro, former chief of staff and principal adviser to Cal State Northridge President Jolene Koester, has been named College of Education Dean. Dr. Cavallaro stepped into her new role in July. She succeeds Dr. Ash Bishop, who will return to his role as Chair of the Reading Department. CSUF President Gordon thanked Dr. Bishop for his leadership in launching the new college and indicated he is confident that Dr. Cavallaro’s excellent administrative and education background will allow her to continue building on the infrastructure already created.

**New Reading Faculty Member** Dr. Erica Bowers joins the Reading Department this August. Dr. Bowers recently completed her EdD at USC. Her research is in the area of literacy and language. Dr. Bowers previous appointment was with the Long Beach Unified School District where she served as District Tranier and she has taught education and reading courses at Long Beach State. Dr. Bowers will be teaching sections of Reading in the Elementary School and Linguistics in Reading beginning this fall semester.
Accreditation The Reading Department, along with the entire College of Education, is preparing for accreditation visits from the National Council for Accreditation of Teacher Education (NCATE) and California Teacher Credentialing (CTC) in 2007. This process, that occurs every five to seven years, allows us to demonstrate the excellent preparation our credential and master’s degree candidates receive. Dr. Ula Manzo has been heading up the organizational effort. With assistance from Dr. Janice Crick, a graduate student portfolio will be introduced to aid in documenting Reading graduate students’ proficiencies. The Reading Program takes pride in the fact that we are one of the few NCATE approved programs in the California. Alumni may be contacted during the process for interviews.

Community Learning and Literacy Center A long held goal of the Reading Department faculty will be realized this fall with the opening of the Community Learning and Literacy Center on the Irvine Campus. Dr. JoAnn Carter-Wells and Dr. Barbara Clark have been have been heading up the organizational efforts to establish the new center. (See additional information in this newsletter p6.)

Undergraduate Reading Program News The undergraduate reading program has received a university grant to develop a rubric to measure student gains in critical literacy skills. Kathi Bartle Angus, JoAnne Greenbaum, and Donna Padgett have been actively involved in developing curriculum and learning opportunities for students in the Critical Reading as Critical Thinking course offered at CSUF. This course fulfills a General Education requirement for a core curriculum course in critical thinking. Dr. Rosario Ordonez-Jasis will also be teaching a course for the undergraduate program this fall. Students in Read 340, Promoting Language and Literacy Development in Young Children, will benefit from Dr. Ordonez-Jasis extensive background in early literacy.

Cohort News Our cohort programs continue to be a popular format for graduate education. Our Irvine cohort students will be completing their program this fall. The Placentia-Yorba Linda group is at the half-way point and we are beginning a new cohort in Newport Beach for the Newport-Mesa school district. There are plans to begin a cohort with Fullerton School District in January 2007. Those interested in bringing a cohort program to their district should contact Kathi Bartle Angus at kangus@fullerton.edu

Alumni and Faculty The Reading Department is pleased to welcome the following alumni who will be teaching in the undergraduate, graduate, or Postsecondary Reading and Learning certificate programs in 2006-2007: Robin Afrasiabi, Robin Barry, Steve Belyea, Tim Brown, Kathleen Cooke, Dave Cammaratto, Ellen Febonio, Jennifer Garrett-Smalley, Angela Henderson, Gena Lovett, Jill Nesbit, Jaymi Ropp, Michelle Turchie, and Lesley Zorola.

The Hancock Fund

The Hancock Fund was established to honor Dr. Deborah Osen-Hancock for her contributions to the field of reading and specifically to the Reading Department. The fund is solely for use by the CSUF Reading Clinic. Over the years, the fund has supplied books and technology for use by clinicians and students. REG would like to thank the following members for their generous contributions to the Hancock Fund:

Margaret Viehe
Diane Urias-Sanchez

 Corrections to REG Directory:

- Dr. Deborah Hancock has moved to a different apartment at the same address. The new apartment number is C-116.
  She also has a new phone number: (714) 256-5943.
- Donna Padgett’s phone number should read: (562) 693-4641
Linda, Patricia and Shannon were named outstanding graduates for 2005-2006.

Robin Barry was the Edwin Carr fellowship recipient-2006

(lt. to rt.) Linda Cardwell, Patricia Alcocer, Robin Barry, and Shannon Nelson
Fall Graduates – Fullerton Campus
Patricia Alcocer
Jeannie Arthur
Robin Barry
Brian Chernow
Robin J. Cisneros
Bradley Erickson
Tamoura Garcia
Myrna Gonzalez
Erin Kane
Linda Kawabata
Kerri Koepsell
Frances J. Lacuata
Shannon Nelson
Julie Peterson
Aletha Sicurello
Maureen Weedon
Barbara Yamanaka

Kelly Linder
Kelleen Matheis
Erin Mills
Debbie Milan
Courtney Moore
Theresa Moos
Shari Newman
Veronica Noguez
Stephanie Piazza
Jon Pierce
Heather Ponsen
Paula Prewett
Andrea Seitz
Julie Standley
Barbara Swift
Steffanie Tomczik
Stephanie Veravanich

Frances Torres
Sherri Wersky
Valerie Wong
Janet Yang

Spring Graduates – Irvine Campus
Sharon Alexander
Katrina Best
Christina Burns
Susan Delaney
Wendy Doeding
Lupe Gomez
Stephanie Heflin
Lisa Jarrard
Nicole Killian
Barbara Levine
Erin Maroney
Erin Mills
Victoria Moss
Melinda Montgomery
Fionnuala Murray
Donna O’Connor
Mary Oyster Merryman
Marisol Ramirez
Cathy Reed
Dana Romo
Stacy Strand
Tracy Van Mil
Lindsey White

Spring/Summer Graduates – Fullerton Campus
Robin Afrasiabi
Erin Castillo
Stacie Charlton
Ruth Espino
Naomi Halili
Donna Hickman
Linda Kawabata
Annette Letcher
Mary Mohoff
Cathy Monroy
Pat Nagy
Tracey Ortiz-Naney
Adriana Pascua
Stephanie Steele
Sarah Tibbetts
Deanna Torchia

Spring/Summer Graduates – Capistrano Cohort 3
Tobey Bean
Michelle Bettini
Renee Bowser
Linda Cardwell
Michelle Dotson
Teresa Fantasia
Rhonda Freeman
Debbie Gorney
Jocelyn Graham
Mary Gustafson
Bernadette Howard
Tricia Johnson
Kristin Kimmel

Spring/Summer Graduates – Irvine Campus
Sharon Alexander
Katrina Best
Christina Burns
Susan Delaney
Wendy Doeding
Lupe Gomez
Stephanie Heflin
Lisa Jarrard
Nicole Killian
Barbara Levine
Erin Maroney
Erin Mills
Victoria Moss
Melinda Montgomery
Fionnuala Murray
Donna O’Connor
Mary Oyster Merryman
Marisol Ramirez
Cathy Reed
Dana Romo
Stacy Strand
Tracy Van Mil
Lindsey White
Project Katrina and the Reading Department - Update

The Reading Department has been organizing a literacy support project since spring entitled Project Katrina to support the needs of Lake Forest Charter School (K-7) in New Orleans under Principal Ms. Mardele Early. It was very difficult to locate a school last fall since the school system was in such disarray until early spring-understandably so. Since then the few schools that have opened are independently run and have been chartered by either the Orleans Parish School System or the state run Recovery School District. Lake Forest Charter Schools is an independently run school identified by a New Orleans School Board member as needing immense support. Lake Forest reopened on a temporary basis in a heavily damaged school site in April with only 1/3 of the original enrollment and will begin officially as of August 16. Mrs. Early and the school librarian are still identifying the levels of books and other material that they would like us to provide.

Thanks to the support of members of the Reading Educator’s Guild, we are finalizing these arrangements and will report on the final outcome of this project along with photos of the children, staff and school site in a fall issue of this newsletter. In the meantime, if you have any questions, please contact JoAnn Carter-Wells, Chair, Reading Department, at 278-3357.

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TWENTY THIRD CONCERT UNDER THE STARS!

The 23rd Annual Fall Celebration, Concert Under the Stars will be held on September 15 on the lawn north of the Titan Gymnasium. Some attendees opt to bring a picnic or a catered dinner can be arranged (714) 278-4124. REG has always provided a few tables at this event for our members. Come and join us for a delightful evening honoring volunteers from various organizations on campus and culminating with a spectacular performance by the talented musical theater students of CSUF. The performance will begin at 7:45. This year the theme is “With a Song in My Heart: The Music of Richard Rogers” The fireworks display following the performance promises to be SPECTACULAR!

If you would like to join REG at our tables, please call Donna Padgett at (562) 693-4641 before September 6 to reserve your space.

Items of Interest for REG Newsletter???

We would welcome your submissions to the newsletter. Please send your article via email to lovett.gc@verizon.net. Please type “REG” on the subject line of your email.

Thanks, we’d love to hear from you!

Gena Lovett, Editor