



Thank you for your participation in our ***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.

From Sound to Symbol to Meaning

Phono-Graphix and Language Wise Certification Course

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.

Epistemology	David Hume, Immanuel Kant
Child Development	
Cognitive Psychology	Jean Piaget, John Flavel
Learning Theory	Maria Montessori
Memory	Alan Parkin
Motivation	David McClelland
Pure and Applied Linguistics	Noam Chomsky
Neuro-linguistics	John Grinder is a co-founder with Richard Bandle
Developmental Kinesiology	Paul Dennison, Carla Hannaford, Jean Ayers

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.

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 Building
Blue Phoneme Manipulation
Blue Word Reading

Advanced Code Instruction
Discovery 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.

Phono-Graphix - a new method for remediating reading problems, C. McGuinness, et al, vol. 46, 1996

Stacy A. Endress, Education & Treatment of Children Magazine/Journal, May 1, 2007, Volume: 30, Issue: 2.

"Dyslexia-specific brain activation profile becomes normal following successful remedial training,"
Author: Simos, P., et al, Neurology, vol. 58, p. 1203-1212., 2002.

Phono-Graphix - who needs additional literacy support? An outline of research in Bristol schools.,
Support for Learning 17 (1), 34-38.; Dias, Katy & Juniper, Lynne (2002).

"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.

**From
Sound to Symbol
to Meaning**



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 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.

