

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**



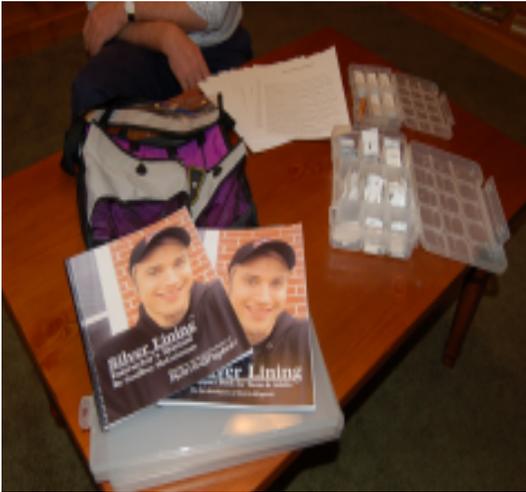


## Day Four

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 discussion 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.

## How to Contact the Phono-Graphix Reading Company

### Website:

[www.phono-graphix.com](http://www.phono-graphix.com)

### Email:

[contact@phono-graphix.com](mailto:contact@phono-graphix.com)

### Phone or fax:

**800-732-3868 inside the US**

**001-831-515-2913 outside the US**

**831-515-5115 fax**

# 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 pre-laminated cardstock 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, movement and children's literature; a carrying case; a specifically 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

(coming available again in 2016)

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.

