

Hooked on Phonics Review

Program: *Hooked on Phonics*

Reviewer: Tammy Cardwell

Materials Reviewed: Online resources viewable online only

- Summary of various programs by age Pre-K (ages 3-4); K (ages 5-6); 1st (ages 6-7); 2nd (ages 7-8)
- Video demonstrating how each age group level is designed, as well as their connection to online resources for additional learning
- In Home information
- In the Classroom information
- Read and watched informational videos about “Why it Works”
- Read and viewed research about effectiveness of program
- Viewed and read about awards program has received
 - Learning Magazine – the Teacher’s Choice Award (Pre-K edition won 2009)
 - Learning Magazine – the Teacher’s Choice Award (Master Reader won 2004)

Internet Links related to the program: <https://www.hookedonphonics.com/>

Disclosure: Tammy Cardwell does not have a personal relationship or professional connection to the *Hooked on Phonics* program before viewing and reviewing this program online.

Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Standard or Criteria
1. Has a clear Assessment / Student Monitoring component.		<p>Final activities in workbook are designed to assess the learning focused on for those prior lessons. As students master those specific concepts, the workbook has a reward star system for educators/parents to use to reward and track successes.</p> <p><i>“Good reading instruction Involves teachers asking themselves what skills their students have, what their goals are, and how reading instruction can be directed towards all of the goals” (Stahl, 1998 – Pg. 351).</i></p>	

		<p>With <i>Hooked on Phonics</i> workbook activities, teachers/parents can assess the learner’s mastery of each section before moving onto the next lessons.</p> <p>This program offers online extension activities that support the lessons the student has shown master on with the workbook. Each online resource will give the student more exposure to the same word/letter concepts, helping them gain a better understanding as they have additional successes before moving onto future lesson within the <i>Hooked on Phonics</i> program.</p>	
<p>2. Clearly connects to Concepts About Print in reading and writing.</p>		<p><i>Hooked on Phonics Learn to Read</i> is a three-part process where children are taught a new letter or combination of letters, then they practice saying and reading those sounds / words then they read a story containing those letter patterns / words. There is a strong emphasis on connecting the auditory sounds with the printed words however; writing tasks are not as involved. Also, the stories are fairly exclusive to the new words learned so there is no context to the word study. Stahl notes that “phonics instruction would be an abstract and artificial task until the child has meaningful encounters with print.” (Stahl, 1992 - p.620) Therefore, although the child has direct instruction on the concepts of letters, sounds, and words, these books cannot be considered as “meaningful.”</p>	

<p>3. Has a phonemic awareness component.</p>		<p>The program suggests that it was designed for students to see, hear, and manipulate letter sounds. The letters can be accessed in any order. Activities expose students to seeing the letter and hearing the most common sounds associated with that letter.</p> <p>This also introduces the student to a couple of words that begin with the letter and sound for each then the words are placed in a simple sentence or phrase. Then the sentence or phrase is read aloud. This process is done for every letter sound being worked with.</p> <p>"Learning to read, especially learning about sound-symbol relationships, it is desirable to view words in terms of sounds they contain." (Stahl, 1992, p. 621).</p>	
<p>4. Clear, direct, explicit, modeling/demonstrations.</p>	<p><i>Hooked on Phonics Learn to Read</i> does provide direct explicit instruction with a workbook, DVD, online interactive games and teacher printables all intertwined to demonstrate and model phonemic awareness. It is a well-defined 8 level system that is simple for teachers to implement and clearly administer. As recommended by Stahl, the instruction goes straight to the basic concept of phonics. (Stahl, 1992 - Pg.621)</p>		

<p>5. Planned for 10-20 minutes as part of an integrated literacy program.</p>	<p>Program design: 20 minutes a day – paced by parent/educator. Each 20 minute lesson includes these three steps: Learn, Practice, and then Read. These steps allow students to experience letter combinations, forming words, providing them sufficient practice as they (1) <i>read in isolation</i>, (2) <i>read words in a story</i>, and (3) <i>writing words</i> in various activities in the provided workbook (Stahl, 1998 – Pg. 342).</p> <p>To me, what makes this program step up a notch on the rating scale is their CLEAR connection to the TEKS (They support Common Core and other states’ standards as well). This program could be easily used for grade levels K-1st- 2nd. Part of the online resources is a chart that shows which parts of the <i>Hooked on Phonics</i> program targets specific TEKS making supporting TEKS very easy and clear.</p> <p>Hooked on Phonics is a Direct Instruction program. This type of approach “<i>produce large effect sized on achievement measures ... results are impressive</i>” (Stahl, 1998 – Pg. 346).</p> <p>With this direct instruction, students experience learning in many forms. It uses all the procedures Stahl discussing in his</p>		
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	<p>article: “VAKT (<i>i.e., visual, auditory, kinesthetic, and tactile</i>)” (Stahl, 1998 – Pg. 335).</p>		
<p>6. Uses hands on materials, not worksheets or rules.</p>			<p>The activities do not allow for student manipulation. Many of the lessons provide songs based on grammar rules and vocabulary from stories that is students are expected to read without any discussion or pre reading activities such as the stimulation of prior knowledge to increase comprehension.</p> <p>Stahl (1992) suggests that “effective decoders see words not in terms of phonic rules, but in terms</p>

			of patterns of letters that are used to aid in Identification.” (p. 622).
7. Develops knowledge of letter/sound relationships and patterns in words, using a clear sequence.		<p>From the information provided online about this program, the “clear sequence” is hard to assess.</p> <p>They do have research backing up the effectiveness of the program as young beginning readers gain knowledge about letter/sound relationships while they interact with the three phases of each lesson. The program does seem to have a focus where learning is build upon prior lessons taught <i>“guiding students’ ... as they ... construction knowledge about words.”</i> (Stahl, 1998 - Pg. 350).</p>	
8. Clearly connects to word solving in meaningful and authentic reading and writing. May include onset/rimes and invented spelling practice.		<p>In the beginning component of the program, words are introduced in an isolated manner, but then placed back into a simple sentence or short phrase.</p> <p>Stahl (1992) “Good Phonics instruction should help make sense of patterns noticed within words.” (p.620).</p>	
9. Builds a core of high		<i>Hooked on Phonics Learn to Read</i> does emphasize high frequency words and claims	

<p>frequency words and sight words.</p>		<p>to build a core of sight words using a variety of experiences such as the books and videos. However, since the words are not read in actual literature, but rather in unauthentic forced texts, the automaticity of word recognition is questionable. Yes, the student will recognize the word <i>cat</i> when reading <i>cat on hat, cat on mat, cat on bat</i>, but it is doubtful that the student will recognize the word in a more complex story. Stahl stressed the importance of integrating phonics with a reading and writing of actual texts. (Stahl, 1992 - Pg. 625)</p>	
<p>10. Includes supportive Management system AND Evidences home/school connection.</p>	<p>The <i>Hooked on Phonics</i> program is designed for home and/or school use to support young children learning to read. Parents and/or preschools can use this program to build a good foundation of word concepts for beginning readers.</p> <p>This program meets the criteria in Stahl's article that addresses <i>building on a child's rich concepts about how print functions</i> (Stahl, 1992 – Pg. 620). With this program, students will begin school with the rich word concepts the article discusses. If parents used this program with their young beginning readers before they begin school, creating learning opportunities where they receive 1,000 hours or more of phonics instruction (Stahl, 1992 – Pg. 620). A program like this would help build a base of experience with reading that students need</p>		

	<p>to be successful learning to read.</p> <p>This program has expanded and now offers curriculum for grade levels K-1st-2nd to support beginning and/or struggling readers.</p>		
<p>11. Recommendations:</p> <p>The strengths of <i>Hooked on Phonics</i> are that it can be very interactive either with a parent or teacher; it provides online skill building activities, as well as workbook activities, and word learning stories. The videos are appealing to children and provide for more diverse learner scaffolding by using music and graphics. The three step process is motivational because children learn a group of sounds / words then immediately can read a story independently. From a teacher’s perspective, the program is easy to implement in the classroom, allows for individual pacing, and only takes 20 minutes per lesson. The website provides direct access to request grants to fund the program. Each lesson cites the exact TEKS met by the lesson which is beneficial for planning.</p>			
<p>12. In order to meet the needs of all students, what will need to be added the comprehensive literacy program if the phonics program was used in a school?</p> <p>A comprehensive Literacy program would need to introduce students to the multiple ways in which to solve words. This must include syllables and onset/rime analysis. Providing time for students to engage in authentic reading and writing tasks in the classroom will also need to be included. Phonemic awareness activities should be embedded within the classroom routines and lessons.</p>			

References

Stahl, S. (1992). Saying the “p” word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher* (45)8, p.618-625.

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Stahl, S. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly* (33)3. p. 338-355.

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