Sept 26, 2020
Dr. Deb Glaser – drdeb@toptentools.net
Read Washington

Starting Out Right With the Science of Reading

Read Washington

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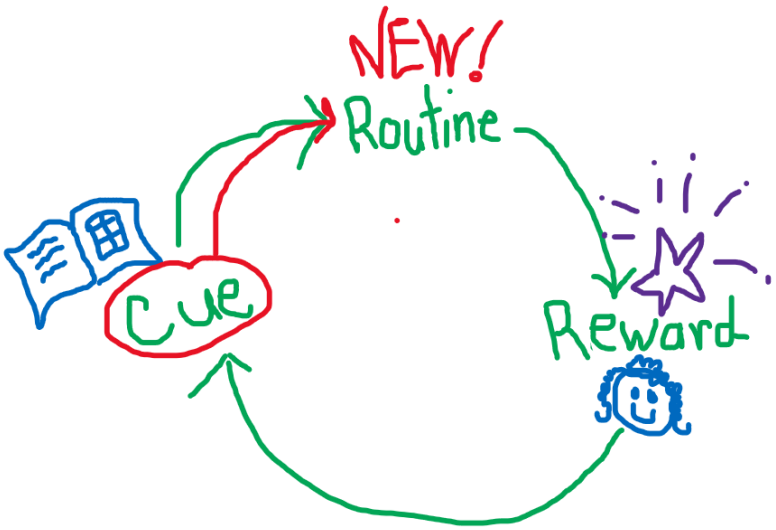
Our Time Together – Let's:

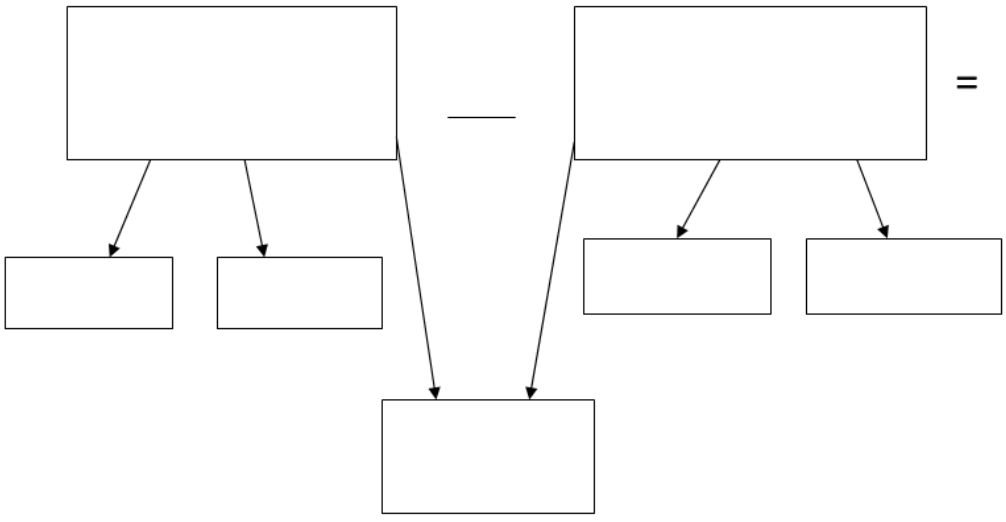
- Think: What is our current understanding of the Five Components?
  - What is old about the five components?
  - What is NEW about the five components?
- Study: What can we borrow from the research?
- Apply: What can you take back to enrich your practice?

The Reading Teacher's Top Ten Tools

How to Successfully Build a Habit



The Simple View of Reading



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Phoneme Awareness

- Phoneme awareness has a causal relationship to reading
- Phoneme awareness is related to language and vocabulary abilities
- Phoneme awareness is related to decoding ability
- Phoneme awareness is related to reading fluency
- Phoneme awareness is related to comprehension

These tasks are auditory tasks, done without letters.

Use the mirror to draw attention to articulation and to differentiate between similar sounds.

Use Head-Waist-Toes to help isolate all sounds in three-sound words.

Analyze student writing as an informal assessment of phoneme isolation and segmentation and also confusion of similar phonemes.

Use sound strips - post on students' desks. Show them how to use them when they are spelling. Build independence.

Auditory blending - secret code - to rehearse words that students will be reading later in the lesson. Prime the pump.

Add, substitute, delete and reverse tasks with phonics words to give students tasks with higher levels of manipulation.

Turn Word Ladders into Phoneme Awareness Ladders!

Integrate the Components – The Marriage

- Phonemes and graphemes
- Phonemes and vocabulary
- Phonological awareness and language development

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Phoneme Awareness - Planning

My Cue:

What I Will Do:

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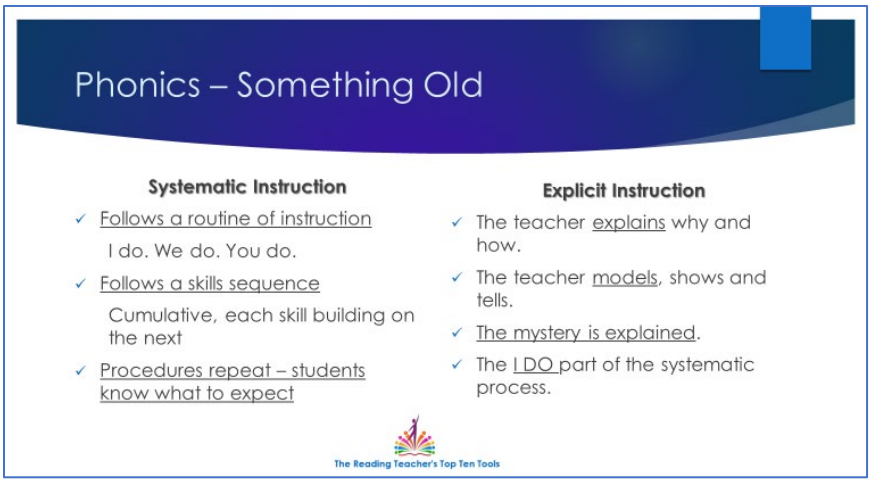
Phonics - Decoding and Word Recognition

Best practices for teaching decoding skills – Systematic and Explicit

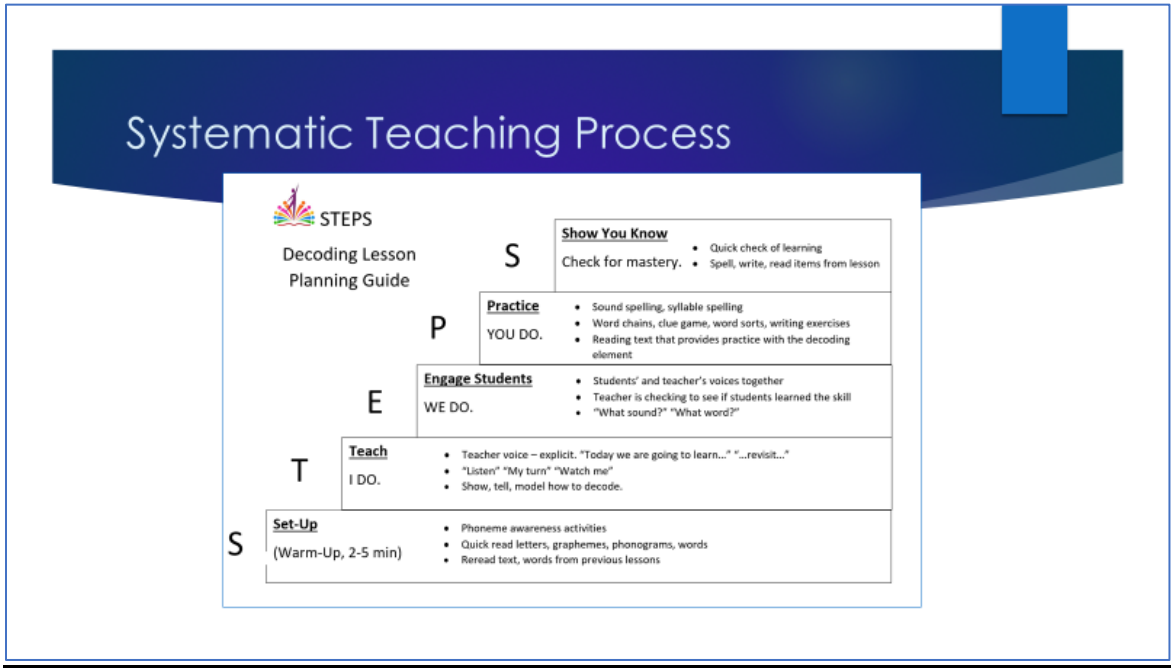


A Helpful Checklist for Effective Teaching Behaviors – Teacher Self-Evaluation Checklist

See copy in this handout packet.

___Do I have a phonics skills sequence? A list of grapheme-phoneme relationships that lays out an order by which phonics/decoding skills are taught, one by one in a cumulative way? See sample sequence in this handout packet.

___Do my lessons include systematic procedures for teaching the phonic elements? For example, is there a daily/weekly process to follow such as the one in this example:



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Teacher Self-Evaluation Checklist

Teachers may use this tool to evaluate whether they use teaching procedures that are linked to elevated student learning. The checklist can help teachers answer the following questions: "Which skills do I have a handle on?" "Which skills do I need to improve?"

Behavior	Examples	Yes/No
Modeling	Did I demonstrate, or *show* students, *how* to do something?	
	Did I *explain* to students *how* to do something, or *why*, as I demonstrated?	
	Did I break the skill down into simpler steps, *show*, and *explain* the process or concept to the students?	
Specific Praise	Did I *specify the student behavior* in the praise I provided?	
	Did I provide feedback that isolated the student performance of skills I was teaching?	
Corrective Feedback	When students made mistakes, did I respond with the following steps:	
	1. *Model* the correct answer or process.	
	2. Lead *students to repeat the process correctly* with me.	
	3. *Test* if students could answer on their own and repeat again (*firm-up*).	
	4. Check again for correct response after a brief period (*delayed test*).	
Monitoring	Did I observe student responses carefully and identify students who responded correctly and those who did not or who hesitated?	
	Did I make a note of student weaknesses in order to re-check learning or re-teach?	
	If students were reading in pairs or independently, did I briefly check their skills: listen to them, ask them to read isolated words and text, monitor comprehension, provide feedback and praise?	
Scaffolding	Did I anticipate difficulty with a task and provide support through access to previous learning?	
	Did I provide support by doing the task *with* the students and then slowly releasing the responsibility for students to do the task independently?	
	Did I guide students to make a connection between what they know and the new learning?	
Pacing	Did I maintain a brisk, lively pace?	
	Did I prompt for student responses several times per minute (more student voice than teacher voice)?	
	Did I minimize downtime between student responses?	

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Phonics Skills Sequence for Instruction

Example

Teach a group of consonants and then a vowel. Decode cvc words with those graphemes. Slowly add additional graphemes.

c, d, g, m, l, h, t
a (apple)
o (octopus)
j
p
k
i (itch)
ch (chin)
u (up)
b
r
n
f
e (echo)
s
sh
th (voiced as in them)
w
wh
v
y
x
z
Closed syllables
th (unvoiced as in thin)
qu (quest)
two-syllable with compound words
consonant blends
Two syllable words with consonant blends
ing, ang, ong, ung, ink, ank, onk, unk
Magic e rule and syllables
Two syllable words with magic e
ph (phone)
ea (seat)
oa (boat)
ai (pain)
ee (see)
ay (way)
oe (doe)
syllable division – common patterns
er (her)
ir (shirt)
ur (fur)
ow (owl)
ou (out)
igh (night)
C-le syllables: ble, fle, tle, dle, gle, kle, ple, zle
ild, old, ind, ost, olt
ar (dark)
or (corn)
oo (moon)
Endings: -ly, -vy, -by, -dy, -ty, -fy, -ny, -py, -sy
ck (sack)
Hard and soft c
Hard and soft g
-ge and -dge
y as a vowel
Open syllables
aw (law)
au (fault)
a (call)
oi (coin)
oy (toy)
Suffix –ed
ew (grew)
tch – catch)
eigh (eight)
ie (chief)
eu (Europe)
ei (ceiling)
tion (action)
ue (cue)
ou (group)
sion (mansion)
ea (great)
ch (machine)
s /z/ (music, result)
Affixes and root words
Spelling with affixes: Double it (bagged). Drop it (hoping). Change it (babies).

Follow a phonics skills sequence to guide my decoding lesson content.

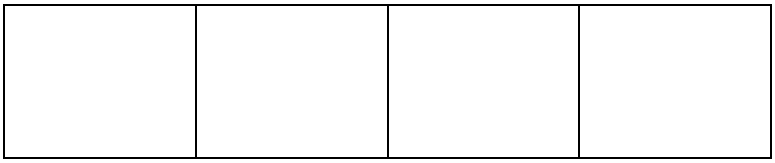
Apply a systematic teaching process: Warm up, I do, We do, You do with me. Read and spell the target words.

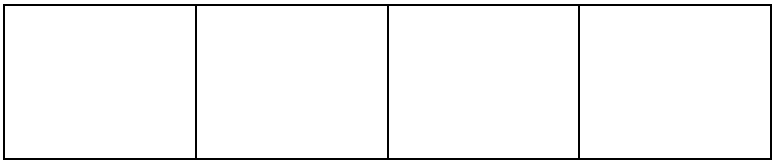
Use Decodable Text to provide additional practice with the phonic elements that are taught.

Attend to word meaning during decoding lessons – keep focus on reading the word, but address meaning too. Be judicious – keep the main focus on decoding!

Sound -Spelling Boxes – use regularly to reinforce word recognition and spelling skills. Provide word for students to read before they map the graphemes onto the phonemes in their boxes.

Include decoding and reading in your vocabulary routines! This builds pathways to meaning when reading.





1. Say word. Students say word.
2. Map it. “Dot and say the sounds.”
3. Read the word. (teacher displays the word)
4. Spell it. Look at the word if needed.

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Name

THE READING LEAGUE
ADVANCING EVIDENCE IN PRACTICE

Decodable Text Sources

Best for Young Readers (Grades K-2)

- Abeka Basic Phonics Readers
- Abeka Little Books
- Abeka Animal Friends Books
- BOB Books
- Dr. Maggie's Phonic Readers
- EPS Phonics Plus Readers
- Half Pint Readers
- High Noon Dandelion Launchers
- InitiaLit Readers from MultiLit (AUS)
- Little Learners Love Literacy (AUS)
- Modern Curriculum Press Phonics Readers
- Primary Phonics Storybook Sets
- Voyager Sopris Power Readers

Best for Older Readers (Grades 3-8)

- High Noon Fantasy Series
- High Noon Moon Dog Series
- High Noon Sound Out Chapter Books
- High Noon Sound Out Nonfiction Series
- Voyager Sopris Supercharged Readers

Levels for All Ages

- All About Reading
- Flyleaf Decodable Literature Library
- Go Phonics Readers
- Reading Rods Readers
- Spalding Readers
- S.P.I.R.E Decodable Readers
- Wonder Books Nonfiction Phonics Readers

Teens & Adults

- High Noon Decode! Series
- High Noon Develop! Series
- Teen & Adult Phonics (TAP) Library

Integrate the Components – The Marriage

- Phonemes and Graphemes – connect the two through mapping
- Decoding and Encoding – Read and spell the words in the same lesson
- Orthography and Meaning – Connect what the word looks like to meaning

Phonics, Decoding - Planning

My Cue:

What I Will Do:

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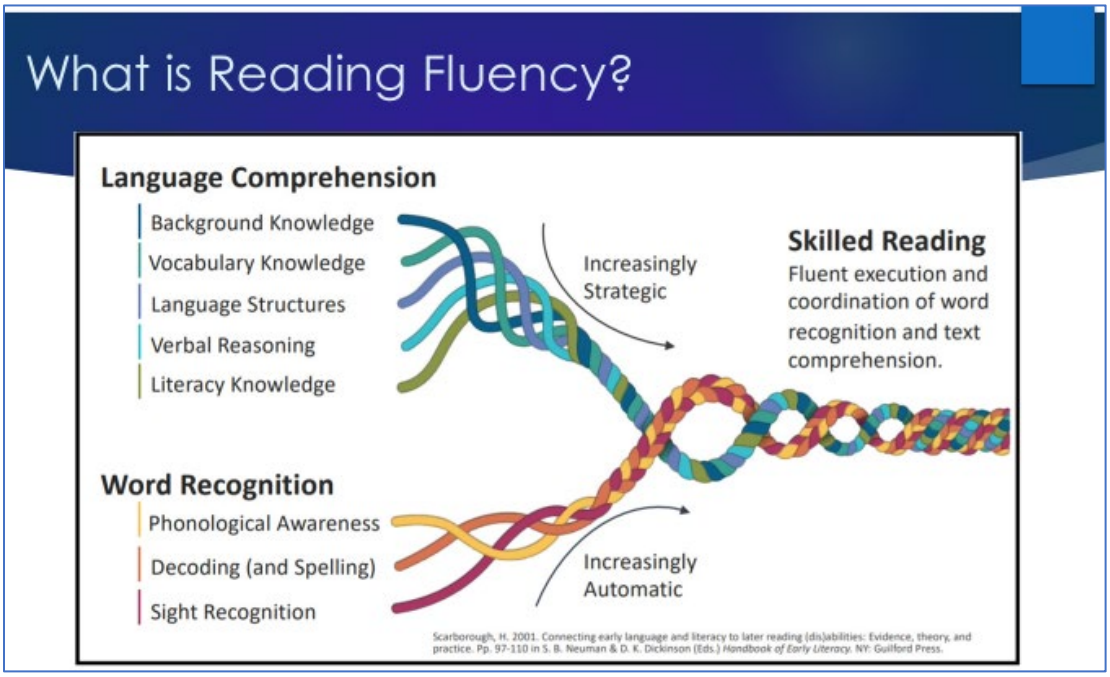
Fluency



___ Are students given multiple opportunities to read words, phonics and vocabulary words, to build orthographic memories for words and automatic word recognition?

___ Are students given multiple opportunities to read every day: independent (with independent leveled text), monitored reading with you, and repeated readings with a comprehension focus.

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Fluency Practice Routines

Use practice activities during phonics lessons – sound spelling/syllable spelling.

Use Fluency Grids – letter sounds, high frequency words, phonics and vocabulary words.

Use Spin-Say-Write – small group and whole group with monitoring.

Present HF words in meaningful sentences to help students create concrete representations from abstract.

Word Sorts of a different sort – build in LOTS of reading the words aloud. Include distractors – words that have different vowel sounds. Focus mostly on sound and meaning sorts. "Touch it, you say it aloud!"

Scoop the phrases – prepare passage or sentences ahead of time. Students use an unsharpened eraser-end to scoop and read to build eye-voice-span.

Read and Tally – read sentences multiple times, record a tally after each sentence (one at a time) until the required number of tallies is reached. Students check out with the teacher.

Fluency Planning:

My Cue:

What I Will Do:

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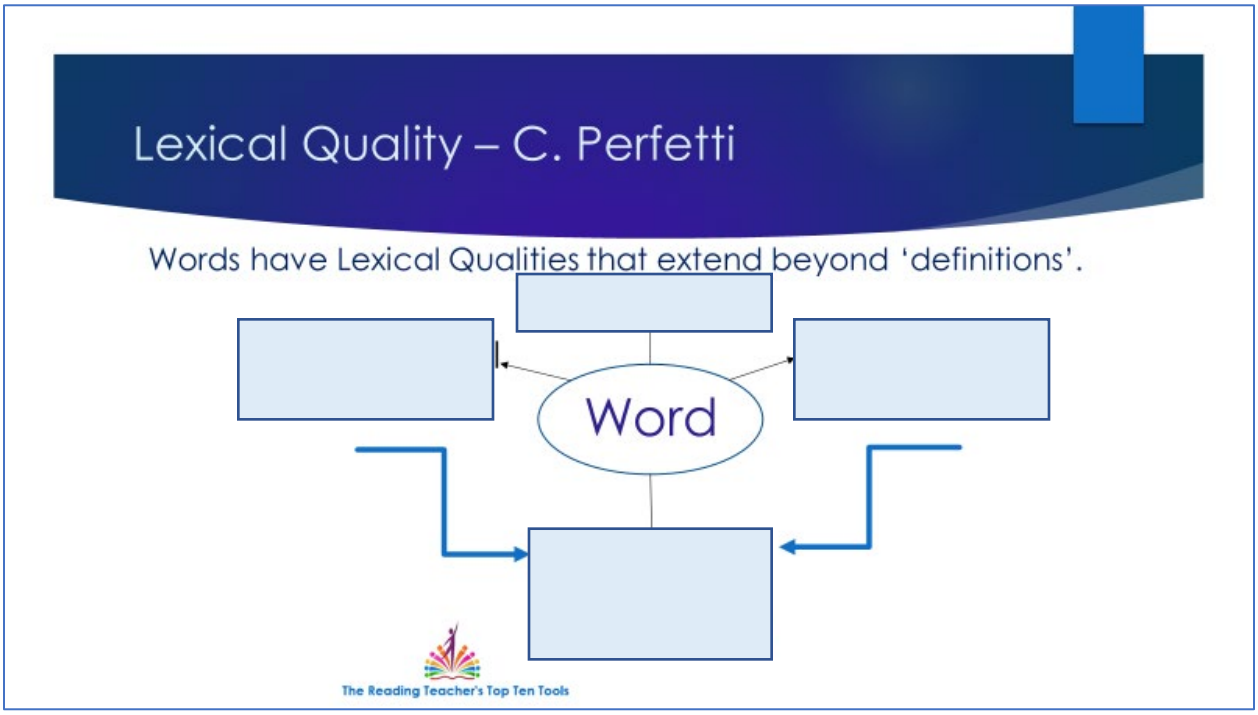
Vocabulary



Vocabulary Instruction Routines:

Hear – Teacher says the word

Say – Students say the word

Read & Write – Students read and then write the word and read it again

Learn meaning – Teacher tells the meaning

Experience word in multiple contexts – Teacher says multiple sentences and pauses for students to say the key word. The sentences provide different contexts using the word.

Vocabulary Checklist:

___ Before reading, do I pre-teach, introduce, concepts and vocabulary terms critical to meaning that students may not be familiar with?

___ Do I ask students to SAY the vocabulary terms aloud?

___ Do I provide examples of how vocabulary terms can be used in a variety of contexts? For example: policy can refer to classroom rules, government regulation, family policies, etc.

___Do I provide examples of synonyms and antonyms for terms used to describe action and emotion in fictional stories?

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____Do I ask students to group and sort words according to meaning? And explain their thinking

_____Do students USE the words to discuss and write about what they are learning and in contexts other than the content they are reading?

Brief Definitions While Reading

Pre-read your read-aloud. Find terms students may not be familiar with. Prepare to insert a quick alternate, familiar word or brief definition (being careful not to upset the flow of the story).

Students HEAR the word.

Students SAY the word – three times if it is a relatively new word.

Students READ and WRITE the word.

Teacher models use of the word in various contexts – sentences, and students say the word to fill the "blank" when teacher pauses.

Teacher provides quick definitions within context while reading, knowing that breadth of knowledge is important too – both depth and breadth of word knowledge are important.

Use the Two or Three column Vocabulary Grabber.

Teacher uses academic language throughout the day (see academic vocabulary list).

Concept Sorts with Spelling Words

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Integrate the Components –

- Vocabulary shares a strong relationship with decoding.
- Vocabulary and phoneme awareness are related.
- Vocabulary is highly related to language comprehension and reading comprehension

Vocabulary Plans

My Cue:

What I Will Do:

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Vocabulary Instruction Routine – Build Depth of Knowledge

Lesson Steps	Lesson Planning
1. Begin by simulating the phonological lexicon, where we store how words sound. Teacher says the word; students repeat it three times.	Words:
2. Teacher writes the word. Students read it. Teacher gives a brief student friendly definition; include the part of speech if appropriate. Teacher may at this point also provide some etymology and discussion of the morphemes in the word and other words that share the same morpheme.	Etymology and Morphology notes:
3. Teacher demonstrates how to use the word in multiple contexts – at least three. A good practice is to pause during the demonstration and prompt students to say the term to 'fill in the blank' as teachers provides the context sentence.	Examples of use in context:
4. Lead students to associate the new word with something memorable. Draw a picture or use it in a sentence to discuss something they know.	Ideas for associations:
5. Students use the vocabulary word.	How will students be directed to use the word?

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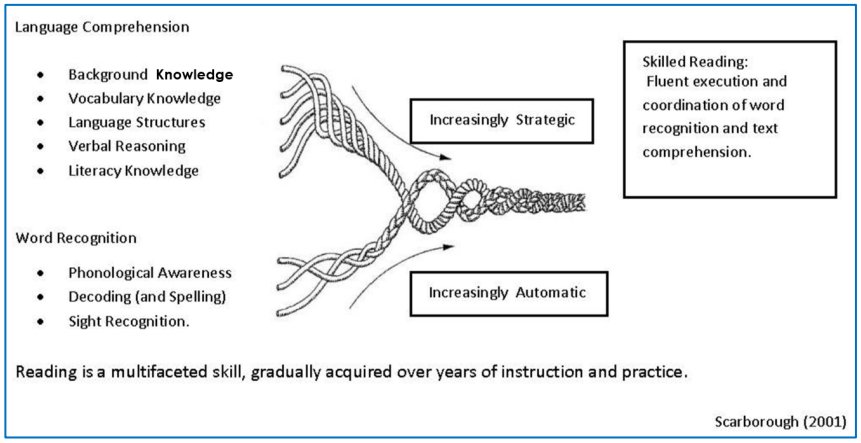
Reading and Listening Comprehension



Sentences have cohesive qualities – Help students locate and link ideas across sentences.

- Sentences in written text are cohesive – there are ideas in each sentence that help the sentences adhere, or stick to, and support each other.
- These linking ideas are what help us synthesize information – they help us create our Mental Model – what we will remember.

Use a barrel of monkeys to demonstrate how ideas link. Practice with this text:

> Ants are about 100 million years old. They were crawling around under the dinosaurs! Between then and now, they've changed a lot. Today, over 10,000 **species** of ants live on every continent except Antarctica. They have been able to survive so long because of their bodies and how they live.

Directions for Linking Ideas with a Barrel of Monkeys

- Watch for sentences that may present connective qualities that students won't get
- Use the Barrel of Monkeys – One monkey = one sentence
- Read first sentence.
- Link a second monkey to the first as you read the second sentence.
- Direct students to find the connecting idea that you set up for them.
- Model and ask students to circle and draw the curved arrows to connect ideas.

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Teaching Comprehension Lesson Checklist:

___Do I set a purpose for reading, communicate this to the students, and plan my lesson to direct students' thinking to this purpose?

___Do I pre-read text to identify complicated sentence structure that may be difficult for students to understand? And then provide support to help them comprehend it?

___Do I ask questions that lead students to infer when it's important to make inferences?

___Do I ask questions that go beyond comprehension strategies and lead students to put into words the big picture of what they are reading?

___Do I teach the expository text structure types when reading non-fiction?

___Do I direct students to write about what they are reading by responding to open ended prompts? A couple of examples of these prompts are: What additional information did the author share with us about ____? How is this information similar to what we read yesterday? How is it different?

Planning for Stronger Comprehension Lessons

My Cue:

What I Will Do:

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The Reading Teacher's Top Ten Tools

Planning the Perfect Reading Comprehension Lesson

Identify and plan:

- Summary of Understandings
- Potential text obstacles-
  - Sentences
  - Inferences
  - Complex language
- Vocabulary and concepts

Before Reading:

- ✓ Activate background knowledge and set a purpose for reading.

During Reading:

- ✓ Stop at critical junctures and ask probing questions to clarify tricky text, make inferences, link ideas, and get at the summary of understanding.
- ✓ Monitor comprehension.

After Reading:

- ✓ How will students put into words their summary of understandings?
- ✓ Oral and written summary statements, graphic organizers