After viewing the slides and powerpoint, be prepared to discuss...

- What role does phonics play in helping a beginning reader learn to read?
- How can you help students improve all facets of their fluency?
- What might effective lessons for phonics, word identification, or fluency look like in a primary classroom?
- How can we make learning to read natural and meaningful for beginning readers without compromising the skills they need to succeed?
Word Identification

- **Sight Words** - words that can be identified immediately - Dolch, Fry, grade level lists
- **Phonemic Awareness** - the ability to notice, think about, and work with individual sounds in spoken words
- **Phonics** - teaching the relationship between speech sounds and letters
- **Context Clues** - using the context to identify new or unknown words
- **Structural Analysis** - awareness of and interest in parts of words, particularly syllables

Beginning readers need to learn to read a lot of words quickly and automatically. These word identification components help beginning readers have strategies for figuring out new words. With a lot of practice reading real texts, most words become sight words. This happens quickly if students have many opportunities to read texts at their level, work with the words in those texts, and learn strategies to figure out unknown words.
Phonics

- **The alphabetic principle** - good article on what to teach and helpful sequence of skills.
- **Letters of the alphabet**
- **Consonants**
- **Vowels** - computer game on letter-sound matching
- **Phonograms** - rimes and rhymes - these are word families - helpful in teaching phonics
- **Blending into words**
- **Rules** - good article on the predictability of the rules - take a look

Click here to read the International Reading Association’s position statement on phonics:

Refer to your Tompkins book (5th edition) - pages 155-161 - for more information about these.

The highlighted topics have links that might help you understand each of these better. For the Rules - take a look at the findings section of the article. (You will need to use your login info to get to the article).
Useful Phonics Generalizations

- Two sounds of c
  - c followed by a, o, u
    - cat, cot, cut
  - c followed by e, i, y
    - cent, city, cycle
- Two sounds of g
  - g followed by a, o, u
    - game, got, gum
  - g followed by e, i, y
    - gentle, giant, gypsy
- CVC pattern (consonant-vowel-consonant)
  - big, sat, run
- CVCe pattern
  - fine, cute, rake
- CV pattern
  - go, he, she
- R-controlled vowels
  - car, for, her
- - igh
  - high, night
- kn- and wr-
  - know, write

We need to teach phonics but we ought to teach the generalizations that will help students read a lot of words. We should also give them practice using phonics while reading authentic texts.

Tompkins, 2010
Guidelines for Phonics Instruction

- Teach high utility phonics – teach rules they will actually use
- Teach skills that are new or unknown- pre-assess and teach things they don’t already know
- Follow a developmental continuum (take a look at pages 16 and 30)
- Use whole to part instruction-start with a text and use that to teach phonics
- Teach explicit mini-lessons and then apply phonics skills – get the students reading to use their phonics skills
- Use teachable moments- during reading and writing, teach phonics they need
- Reinforce phonemic awareness- help student segment and blend sounds and then show the letters that go with the sounds
- Review in upper grades for spelling

For some web sites related to phonics, check out:

(Take a look at Language Arts - and a specific grade level- 1-5 for some suggested links to phonics activities.)

Read this article on phonics myths...

...and take a look at these two articles on phonics in upper grades.

Tompkins, 2010; Gunning, 2003
Teaching Phonics

• **Explicit Instruction** - specific mini-lessons on high utility concepts, skills, and generalizations or rules

• **Teachable Moments** - impromptu lessons emerging from children’s names, **books**, and other print

For a listing of common phonics terms, click on this button....

... and for more info on phonics in general, click here.

Tompkins, 2003
Ideas for Teaching Phonics in a Meaningful Context

- read and reread favorite nursery rhymes, tongue twisters, and language play to reinforce the patterns of the language
- reread favorite poems, songs, and stories and discuss alliteration and rhyme within them
- read alphabet books to and with children, and make alphabet books together
- discuss words and make lists, word banks, or books of words that share interesting spelling/sound patterns
Ideas for Teaching Phonics in a Meaningful Context

- use children’s names to discuss similar sounds and letter/sound patterns
- emphasize selected letter/sound relationships while writing with and for children – stretch out the sounds while modeling spelling
- encourage children to play with magnetic letters and to explore letter/sound relations and make words
- help children write the sounds they hear in words, once they have begun to hear some separate sounds
- help children use prior knowledge and context plus initial consonants to predict what a word will be, and then look at the rest of the word to confirm or correct
Rimes
These 37 rimes make up approximately 500 primary words.

- ack
- ail
- ain
- ake
- ale
- ame
- an
- ank
- ap
- ash
- at
- ate
- aw
- ay
- eat
- ell
- est
- ice
- ick
- ide
- ight
- ill
- in
- ine
- ing
- ink
- ip
- it
- ock
- oke
- op
- ore
- ot
- uck
- ug
- umps
- unk

I like to teach vowel sounds in these chunks. Start with a familiar word from the story or poem. Help students build new words by changing beginning sounds.
Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after.

Start with a familiar text. After the students have read and reread the text, pull some words from the text and use whiteboards or letter tiles to show them how they can make new words by changing the beginning letter(s).

Jack
back
lack
pack
quack
rack
sack
tack
snack

Jill
bill
fill
gill
hill
mill
pill
sill
will
spill

broke
joke
poke
woke
spoke
smoke
spoke
choke

came
fame
game
name
same
tame
blame
flame

Check out this link for more ideas. Look at -ig lesson from readwritethink.org - cool online resource.
Can you think of a food for each letter of the alphabet?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>bananas</td>
<td>cantaloupe</td>
</tr>
<tr>
<td>anchovies</td>
<td>beans</td>
<td>cheese</td>
</tr>
</tbody>
</table>

D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z
My Name is Mary

my name is Mary

My friend’s name is Michael

We come from Maryland

And we sell marshmallows.

What fun phonics activities have you tried? Bring one to share in class.
Context Clues

- **Modified Cloze Procedure** - create a passage and leave out words for students to figure out
  
  Selected word deletion - choose specific words to leave out
  
  Systematic word deletion - leave out every 5th, 7th, etc. word
  
  Partial word deletion - provide a beginning sound or partial word

- **Cloze with choices** - students choose the best word to fill in the blank

Cloze works as an excellent teaching strategy to help students use meaning, syntax, and phonics to figure out the missing word. Good readers use ALL three.
Guess the Covered Word

• Have students guess what the word is using context clues. Make a list of all guesses.
• Show one letter at a time. Eliminate the words that won’t work; add new ones.
• Continue one letter at a time until the students guess the word.

The farmer grew **carrots** in his garden.

What words would fit? Make and record a list...
lettuce
potatoes
broccoli
beets
corn
wheat

Now what words would fit? Change your list...
corn
celery
carrots
cabbage
cauliflower
chives

Now what words would fit? Change your list...
carrots
cabbage
cauliflower
cantaloupe

Now what words would fit? Change your list...
carrots

We had _________ for dinner last night.

Teaching kids to think like this helps them see we use all the cueing systems – meaning, syntax, and phonics – to figure out new words. We need to teach them to use ALL three together!
Cloze Procedure

For an excellent description of the procedure for using cloze and the purposes, take a look at this link.
Emma and her mother and father were going on vacation. It was a long run. Getting lost made the ride even longer. When they finally got there, it was raining. The roof of the cabin leaked in some places.

In the morning, the sun was shining. Emma wanted to climb a mountain. Her puppy wanted to go to the fair. At the fair, they rode a boat, a bus, and a train and a rocket ship.

The next day, Emma wouldn’t budge. She wanted to wade near the cabin. So Emma, her puppy, and father waded in the brook and tried to catch a fish. Then they packed a picnic and went for a hike. At the end of the day, they sat on the hammock and sang songs and told stories. Emma was having a wonderful vacation.

Using cloze as a teaching tool helps students use meaning, syntax, and beginning sounds to help them figure out new words. Good readers use all the cueing systems, not just one.

Adapted from Emma’s Vacation by David McPhail
Structural Analysis —
teach meaningful parts of words

- **Inflectional endings**
  - cats, looked

- **Suffixes**
  - helpful, happiness, friendship

- **Prefixes**
  - unhappy, telephone, bicycle

- **Compound words**
  - airport, sidewalk, baseball

- **Greek and Latin Roots** (for older or more advanced readers)
  - centimeter, century, centennial
The Morning Message

For a description and examples of the Morning Message, take a look at these sites.

The Morning Message is a text written by the teacher or written together with the children. It describes the day and usually follows a predictable pattern. It gives children an opportunity to read text and become familiar with key words on a daily basis.
The Morning Message

Today is Tuesday, September 27. We will have a busy day today. First, we will read and do centers. Then we will have math. After we have lunch, we will learn some more about weather. Let’s have a great day.

After reading the morning message, have kids circle words they know or help them find certain kinds of words—high frequency words, days, months, words that start or end with a certain sound, etc. This is a good text to help kids work with words and word parts.
The Morning Message

Today is ___uesday, September 27. We will have a busy ___ay today. First, we ___ill read and do centers. Then we will have ___ath. After we have ___unch, we will learn some more about weather. Let’s ___ave a great day.

Children can help you finish the message by putting in the beginning sounds.
The Morning Message

Today is _________, September 27. We ___ have a busy day today. First, we will ____ and do centers. Then we will ______ math. After ____ have lunch, we will learn some more about weather. Let’s have a great ______.

After you have worked with the morning message for awhile, children can help you by filling in the missing blanks.
Fluency

• Freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading (Harris & Hodges, 1995)
• Reading well and easily (Vacca, Vacca, Gove, et.al., 2003)
• Three components - reading rate, word recognition, and prosody - must be balanced (Rasinski, 2000; Richards, 2000)
Three Components of Fluency

- **Accuracy** - knowing words instantly and automatically (automaticity)
  - High frequency words - first 100
  - Other common words
  - Familiar phonetically regular words

- **Reading Speed** - the speed at which a reader reads
  - Children - read orally 100 words per minute by grade 3; 150 words per minute by grade 6
  - Adults - 250-300 words per minute
  - Influenced by text and reader relationship - purpose, type, difficulty

- **Prosody** - reading orally expressively, with appropriate phrasing and intonation
  - Chunking words into appropriate phrases
  - Attending to punctuation
  - Using expressive rhythmic and melodic patterns

Tompkins, 2010
Techniques for Developing Fluency

• **Repeated readings** - oral and silent - allowing students to read texts many times (check out the fluency norms table on this link)

• **Paired repeated readings** - rereading a text with a partner

• **Manageable and appropriate text** - always using easy (95-100% accuracy) text for fluency practice - it is impossible to be fluent with a hard text

• **Teaching phrasing** - chunk parts of sentences

• **Peer tutoring**

• **Reading While Listening** - listening to a story while following along (listening center)

• **Wide reading** - the more students read, the more fluent they become

To learn more about fluency, check out some of the articles on this link.
Be prepared to discuss....

- What information about beginning reading instruction confirms what you already knew?
- What new insights have you made after viewing the powerpoint and reading the chapters?
- Why is there such a focus these days on phonics and not so much on the other components?
- Why has fluency become a words per minute activity instead of instruction and assessment on all the components?
- What can you do to help your students become better readers?
- What questions do you have about beginning reading instruction?