

# Phonological Awareness, Phonics, & More ‘Phun’



Building Foundational Skills

Fall 2019



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

## Division of Literacy

Office of Elementary Education and Reading  
601-359-2586



## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher



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## Session Goals

- Explore the Foundations of Reading

**Phonological Awareness**

**Phonemic Awareness**

**Phonics**



- Examine and Apply Explicit Classroom Phonics Routines and Strategies

**Phoneme-Grapheme Mapping**

**Word List Activities**

**Anchor Chart**

**6 Syllable Types**



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## Opening Activity

Arrange the phonological awareness activities in order from **easiest (1)** to **hardest (6)**.

- Phoneme deletion and manipulation
- Sentence segmentation
- Onset-rime blending and segmenting
- Rhyme recognition during word play
- Blending and segmenting individual phonemes
- Syllable counting or identification



## Activity: Answers

Arrange the phonological awareness activities in order from **easiest (1)** to **hardest (6)**.

1. Sentence segmentation
2. Rhyme recognition during word play
3. Syllable counting or identification
4. Onset-rime blending and segmenting
5. Blending and segmenting individual phonemes
6. Phoneme deletion and manipulation



## Phonological Awareness vs. Phonemic Awareness

- Phonological awareness is the ability to notice, hear, identify, and manipulate words and word parts, including phonemes, syllables, onset and rime. (Arbruster, Lehr, & Osborn, 2001).
- Phonemic awareness is a subset of phonological awareness. (Reutzel & Cooter, 2005).
- Phonemic awareness is the ability to hear, identify, and manipulate individual phonemes in spoken words. (The Partnership for Reading, 2001)



**A phoneme is the smallest unit of sound. Remember phonemes may be represented by a single letter or a combination of letters.**

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## Phonological Awareness

fun



Acute otitis media



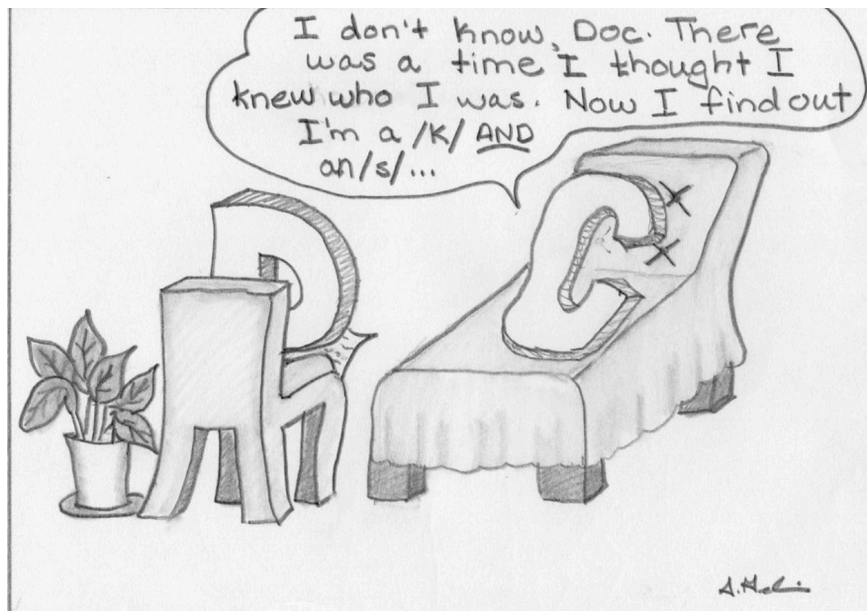


## Struggling Readers

- Many struggling readers have weak phonological awareness skills.
- The standards cease to incorporate PA after 1<sup>st</sup> grade.
- “At risk” students and struggling readers need to be assessed in phonological awareness.
- Assessment administrator must have quality PA skills to achieve valid results.
- If deficit is in PA, interventions should target the deficient skills.

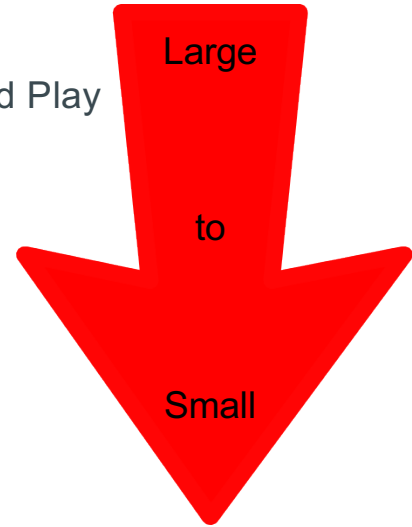


## Phonological Awareness ‘PHUN’



## Phonological Awareness Progression CCSS

1. Word/Language Awareness
2. Rhyme Recognition during Word Play
3. Repetition/Creation of Alliteration during Word Play
4. Syllable Counting or Identification
5. Onset & Rime Manipulation
6. Phoneme Identity
7. Phoneme Isolation
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Addition
11. Phoneme Substitution
12. Phoneme Deletion



## Phonological Awareness Examples (Easiest to Most Difficult)

**Word/Language Awareness:** Move a chip for each word in the sentence.

*The dog barks.* **Three**

- Repeating a sentence
- Breaking a sentence into separate, spoken words
- Clapping words in a sentence
- Counting words in a sentence
- Reciting nursery rhymes

**Sound and Word discrimination:** What word doesn't belong with the others:  
 "cat", "mat", "bat", "ran"? **"ran"**

**Follow up question to increase critical thinking: How do you know?**

## Phonological Awareness Examples (Easiest to Most Difficult)

**Rhyming:** What word rhymes with "cat"? **Bat**

- Recognizing rhyming words
- Repeating rhyming words out of a series of words
- Isolating the non-rhyming word out of a series of words
- Producing a rhyming word with a familiar word
- Producing a rhyming word with an unfamiliar or nonsense word (Dr. Seuss)

**FUN.**

**Alliteration:** Sally sells seashells down by the seashore. Which initial sound is repeated? **/s/**



## Phonological Awareness Examples (Easiest to Most Difficult)



**Onset Rime Blending:** The onset of "cat" is /k/, the rime is /at/

Say /k/ /at/. Now put them together. **"cat"**

/h/ /h/ /hat/ ; /b/ /b/ /bug/; /k/ /k/ /kick/

- Isolating onset phonemes (sounds in spoken words)
- Identifying same onset phonemes (sounds in a series of words)

/s/ /s/ /sat/ ; /b/ /b/ /bug/; /s/ /s/ /sick/



**Syllable counting:** Repeat the word, "table." How many syllables are in the word, "table"? **two ("Choppers")**

- Blending individual words into compound words
- Blending syllables into spoken words
- Blending onset with rime into spoken words
- Blending phonemes (sounds) into spoken words

/foot/ /ball/  
/sis/ /ter/; /pen/ /cil/  
/l/ /ike/; /b/ /ook/  
/b/ /y/; /l/ /e/ /t/; /z/ /i/ /p/



## Phonological Awareness Examples (Easiest to Most Difficult)



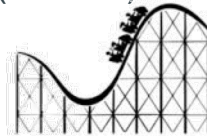
### Identifying final and medial

- Isolating final phonemes (sounds) in spoken words (“Punch it out”)

/ne/ /t/; /ma/ /p/; /ra/ /ck/

- Isolating medial phonemes (sounds) in spoken words (“Roller coaster”)

/j/ /a/ /m/; /c/ /u/ /p/; /t/ /o/ /p/



- Identifying same final phonemes (sounds) in a series of words

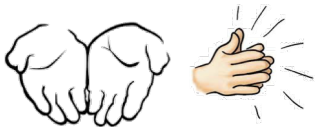
/s/ /i/ /p/; /t/ /o/ /p/

- Identifying same medial phonemes (sounds) in a series of words

/b/ /a/ /t/; /l/ /a/ /p/; /t/ /a/ /p/



## Phonological Awareness Examples (Easiest to Most Difficult)



### Segmenting (“Open palms”)

- Segmenting individual words in compound words

/birth/ /day/  
/rain/ /bow/  
/card/ /board/

- Segmenting syllables in spoken words

/re/ /cess/  
/pic/ /nic/

- Segmenting onset and rime in spoken words

/j/ /am/; /g/ /ot/

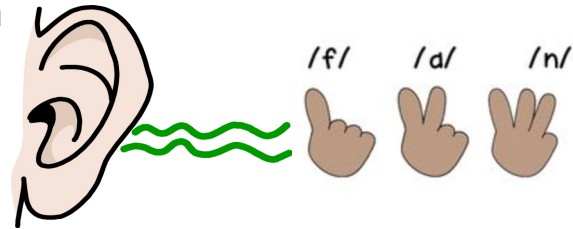
- Segmenting phonemes in spoken words (Not using palms; swoop across)

/r/ /o/ /ck/; /w/ /e/ /n/ /t/



# Phonemic Awareness

is the ability to **detect, identify, and manipulate phonemes** in spoken words.



## Phonemic Awareness Examples

- **Phoneme identification:** What sound begins these words milk, mouth, monster? **/m/** What is your mouth doing when you make that sound? **“Lips together and sound goes through nose”**
- **Phoneme isolation:** What is the first sound in the word? Ship **/sh/**, van **/v/**, What is the last sound in the word? Comb **/m/**, pig **/g/**
- **Phoneme blending:** What word is made up of the sounds /j/ /u/ /g/? **“jug”**

## Phonemic Awareness Examples

- **Phoneme segmentation:** What are the sounds in “jug”? /j/ /u/ /g/
- **Phoneme addition:** What word is made if you add /th/ to the beginning of “ink”? **think**
- **Phoneme substitution:** What word would you have if you changed the /t/ in cat to an /n/? **“can”**
- **Phoneme deletion:** What is “cat” without the /k/? **“at”**

## Phonemic Awareness Examples (Easiest to Most Difficult)



### Substituting Phonemes (“2 closed fists”)

- Substituting the initial phonemes (sounds) in spoken words Garden to harden; light to night
- Substituting the final phonemes (sounds) in spoken words
- Substituting the medial phonemes (sounds) in spoken words



### Adding Phonemes (“Open palms”)

- Adding words to make compound words (Phonological) Bookmark to bookcase
- Adding syllables to words or word parts (Phonological) Flashlight to stoplight
- Adding initial phonemes (sounds to spoken words) Limit to habit
- Adding final phonemes (sounds) to spoken words (suffix: -ing) Hat to cat to bat to sat
- Adding final phonemes (sounds) to spoken words (suffix: -ing) Cup to cut to cub

## Phonemic Awareness Examples (Easiest to Most Difficult)

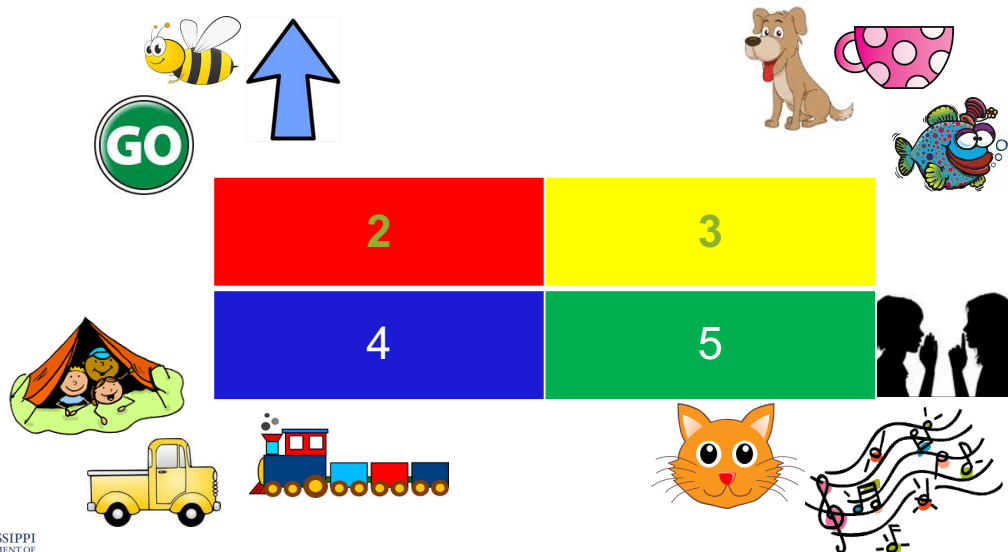
### Deleting Phonemes (“Open palms”)

- Deleting words from compound words (Phonological) cupcake
- Deleting syllables from spoken words (Phonological) valley
- Deleting initial phonemes (sounds) from spoken words mite
- Deleting final phonemes (sounds) from spoken words slide

### Letter Naming: Phonics

- Letter Cards: names and sounds
- Letter cards: blends and digraphs

## Phonemic Awareness Activity



The activity graphic features a central 2x2 grid of colored boxes labeled 2, 3, 4, and 5. Surrounding the grid are various illustrations: a bee, a blue arrow, a dog, a pink cup, a colorful fish, a green 'GO' sign, a tent with people, a yellow truck, a blue train, a cat, and musical notes. The numbers 2, 3, 4, and 5 are placed in the center of each box in a color matching the box.

## Phonemic Awareness



### Kinesthetic Video



Alicia Van Hekken (Hand Movements from Heggerty):

<https://www.youtube.com/watch?v=rQzHg1mSWA4>

## Phonemic Awareness

- Phonemic Awareness is ***NOT*** the same as phonics.
- Phonemic Awareness is an auditory skill.
- Phonemic Awareness is the understanding that ***spoken*** language can be broken into ***phonemes***.
- Segmenting words into phonemes and blending phonemes into words contributes to learning to read and spell.

“The impact of phonemic awareness instruction may be ***greatest in preschool and Kindergarten***, and may become smaller beyond first grade.”

Ehri et al., 2001



# Phonics

## Classroom Activities



## Letters in Print = Phonics

- Phonics instruction helps children learn the relationship between letters of the written language and the sounds of the spoken language.
- Phonics instruction focuses on the correspondence between letters and sounds.
  - Decoding: the process of reading words in text
  - Encoding: the process of using letters/sound knowledge to write

Reading First Virginia 2003



**HAVING FUN**

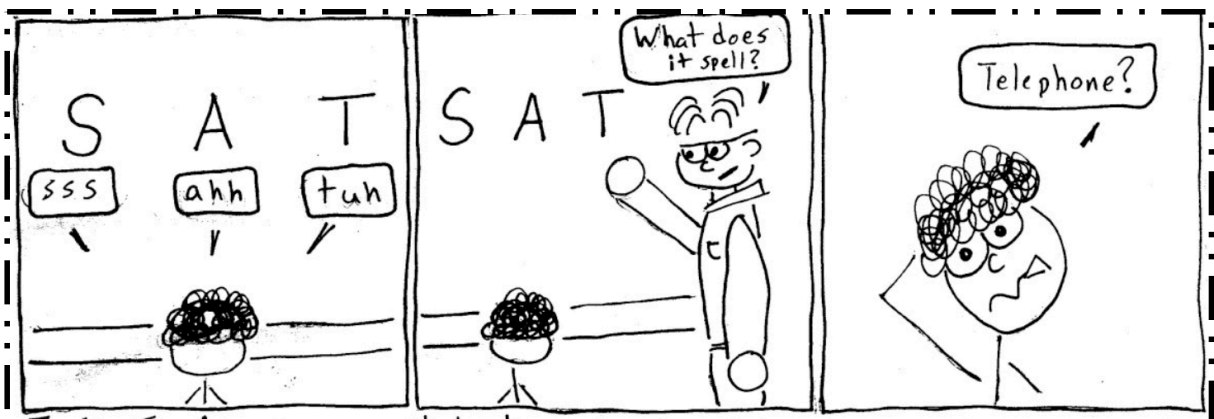


## The Research Says...

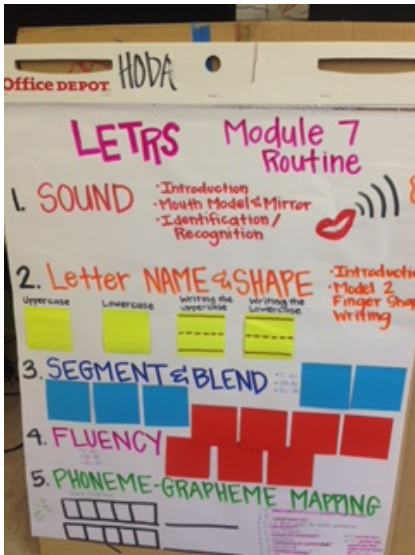
- Explicit, systematic instruction is important
- Occurs within authentic reading & writing contexts
- P.A. skills causally related to word decoding & spelling
- Instruction most effective in small groups
- Focus on small set of skills
- Part of daily instructional routine 10-15 min/day, increase for “at risk” (FCRR)
- Strongest effects occur in Pre-K & K
- Close collaboration among SLP & teacher
- Identify students “at risk” early & tailor instruction



## Phonics: Explicit Routine Needed



## Explicit Phonics Instruction



1. Goal and purpose of lesson
  2. Review: speed drills
  3. New concept: identify sound, match to symbol – explicitly teach
  4. Word reading for accuracy: blend and read new words
  5. Word practice for fluency: word chain, sort or phoneme-grapheme mapping
  6. Dictation
- (Small Group)
7. Word meaning
  8. Read connected text

## VIDEO: Literacy Focus of the Month



# Explicit Phonics Instruction: Word Chaining

## Word Chain




Manipulate **one** phoneme at a time.

1. Teacher: "The word is \_\_\_\_\_. What's the word?"
2. Students: "\_\_\_\_\_"
3. Teacher: Delete the "/\_/\_/" in \_\_\_\_\_ and change it to "/\_/\_/".
4. Teacher: "What's the (new) word?"
5. Students articulate new word while teacher monitors responses.
6. Teacher: "Write it!"
7. Students write new word, one phoneme (sound) per box.



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# Explicit Phonics Instruction: Phoneme Grapheme Mapping

## Phoneme-grapheme Mapping


### Phoneme-grapheme Mapping Protocol

1. Teacher: "The word is \_\_\_\_\_. What's the word?"
2. Students: "\_\_\_\_\_"
3. Teacher: "Segment it!"
4. Students pull down markers/chips and segment each sound/phoneme.
5. Teacher: "First sound?"
6. Students say first sound.
7. Teacher: "Voiced or unvoiced?"
8. Students respond.
9. Teacher: "Stopping or continuous?"
10. Students respond.
11. Teacher: "Letter name?"
12. Students respond.
13. Teacher: "Write it!" (Repeat steps 5-13 for each proceeding sound.)
14. Teacher: "Write the word on the side and spell it (aloud)."
15. Teacher: "Stand up."
16. Students stand up. Class body maps while spelling! We call it "Spell-er-cize!"



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## Types of Phoneme Grapheme Mapping Charts

- Grid using sticky notes
- Elkonin boxes using manipulatives
- Interactive notebook

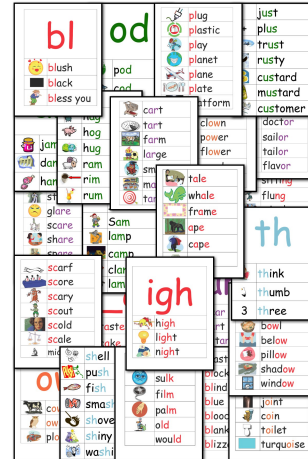


## Phoneme-Grapheme Mapping Routine

- Say a word. Students will repeat the word.
- Say each sound in the word while students use markers (chip, coin, counting cube, sticky note, etc.) to represent each sound in the word.
- One box (sound) at a time, students say the sound for the box, move the marker and write the correct grapheme to represent the sound.
- Repeat this process until the word is complete.
- Write the complete word.

## Type of Graphemes

- List A – Short Vowels
- List B – CVC Words
- List C – Consonant Blends
  - Doubled Consonants
- List D – Digraphs
- List E – Silent E Words
- List F – Vowel Teams
  - Diphthongs
- List G – R-controlled Vowels



## Modeled Whole Group Activity

- Short Vowels – Lists A and B

vc; cvc

Each phoneme (sound) is represented by one grapheme (letter).

- Blends or doubled consonants – List C

ccvc or cvcc

Blends

Each phoneme is represented by one grapheme.

Doubled consonants

The 2 letters represent 1 sound and will therefore be placed in 1 box.



## Modeled Whole Group Activity

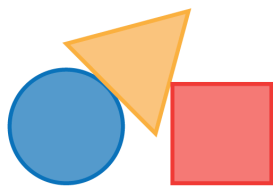
- Digraphs – List D

ccvc or cvcc with digraphs

The 2 letters represent 1 sound and will therefore be placed in 1 box.



## Quick Post-It Note Checkpoint



From today...

- 1 thing that is “circling” in your mind
- 3 important “points”
- 1 thing that “squares” with your thinking



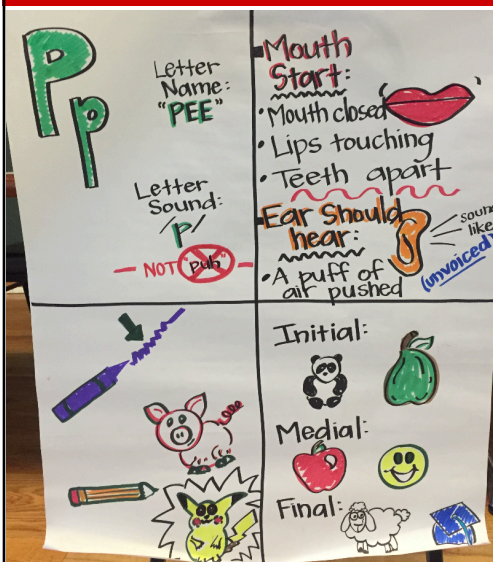
## Anchor PA Elements within Phonics Charts

### Research supports:

- Embedding a letter into a **picture**, depicting a strong, meaningful connection between the letter shape and it's associated sound. (Mastropieri, M. & Scruggs, T. 1991)
- Providing oral **kinesthetic features of sound** greatly improves phonological skill development (Howard, M. 1986)



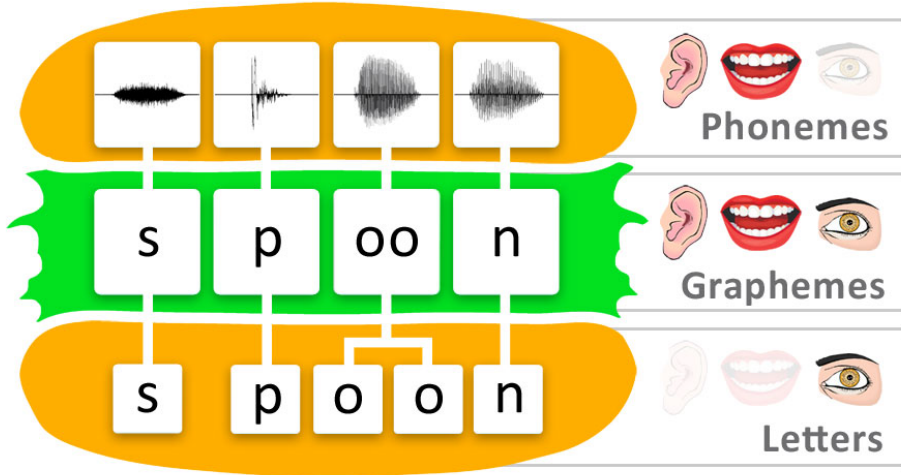
## Activity: 4 Quadrant Letter/Sound Anchor Chart









- **Quadrant 1:** Letter/Sound
- **Quadrant 2:** Ear & Mouth (Look, feels, sounds like)
- **Quadrant 3:** Words & pictures with the target letter/sound that are meaningful to the students
- **Quadrant 4:** Pictures/words with sound in initial, medial, final position



# Phonemes, Graphemes, and Letters Review



# BONUS! Phonics: 6 Syllable Types “CLOVER”

Types	Characteristics	Examples	
Closed	ends in one or more consonants; vowel sound is short; vowel is closed in by a consonant		pat, crunch, top, chick, temp
Consonant L- e	a consonant followed by an "l---e"; must connect to another syllable type		table, giggle, people, muffle, circle, ankle, bridle, fizzle
Open	ends in a single vowel; vowel makes long sound; there is no consonant to close it in		acorn, hi, baby, even, motor, me, fever
Vowel teams	a group of vowels working together to make a single sound		food, steamer, boat, toy, hay, tail,
Magic E	vowel---consonant---e pattern; vowel sound is long		wake, stove, kite, mute, dime
R- Controlled	r follows a vowel and distorts the sound		party, cork, churn, shirt, herd

## Website Resources

- **MDE Literacy:** <http://www.mde.k12.ms.us/literacy>
- **Florida Center for Reading Research:** <http://www.fcrr.org/for-educators/>
- **Reading Rockets:** [http://www.readingrockets.org/strategies/blending\\_games](http://www.readingrockets.org/strategies/blending_games)
- **Assessments, Alphabet Charts, Other PA Resources:** [www.literacyresourceinc.com](http://www.literacyresourceinc.com)
- **Alicia Van Hekken (Hand Movements):** <https://www.youtube.com/watch?v=rQzHg1mSWA4>
- **Letter Sounds Video:** <http://www.fcrr.org/podcast/video/sounds.mov>
- **West Virginia Phonics:** <http://tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/>
- **OG Card Deck** <https://itunes.apple.com/us/app/og-card-deck/id709418432?mt=8>



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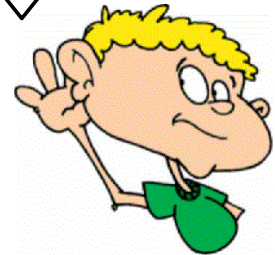
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# Michael Heggerty: Phonemic Awareness

A learning game I can play in the dark!!



*The Skills That They Need To Help Them Succeed!*

Fall 2019



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## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



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## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



## Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.

## Session Goals

- Key Elements of Phonological Awareness
- Phonological Awareness vs. Phonemic Awareness
- Phonemic Awareness vs. Phonics
- Curriculum: skills, routine, and motions
- How to implement a Phonemic Awareness routine in your classroom?



## Foundational Skills Activity

Using the interactive anchor chart located at your assigned area, match the CCRS to the Foundational Skill for kindergarten and first grade.

Match the numerical standard to the written explanation.



## Foundational Skills Activity Review

### Reading Foundational Skills for Kindergarten

- K.2A – Recognize and produce rhyming words.
- K.2B – Count, pronounce, blend, and segment syllables in spoken words.
- K.2C – Blend and segment onsets & rimes of single-syllable spoken words.
- K.2D – Isolate & pronounce the initial, medial vowel, & final sounds (phonemes) in three-phoneme (consonant, or CVC) words. This doesn't include CVCs ending with /l/, /r/, or /x/.
- K.2E – Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



Source: <https://www.readingresource.net> 51

## Foundational Skills Activity Review

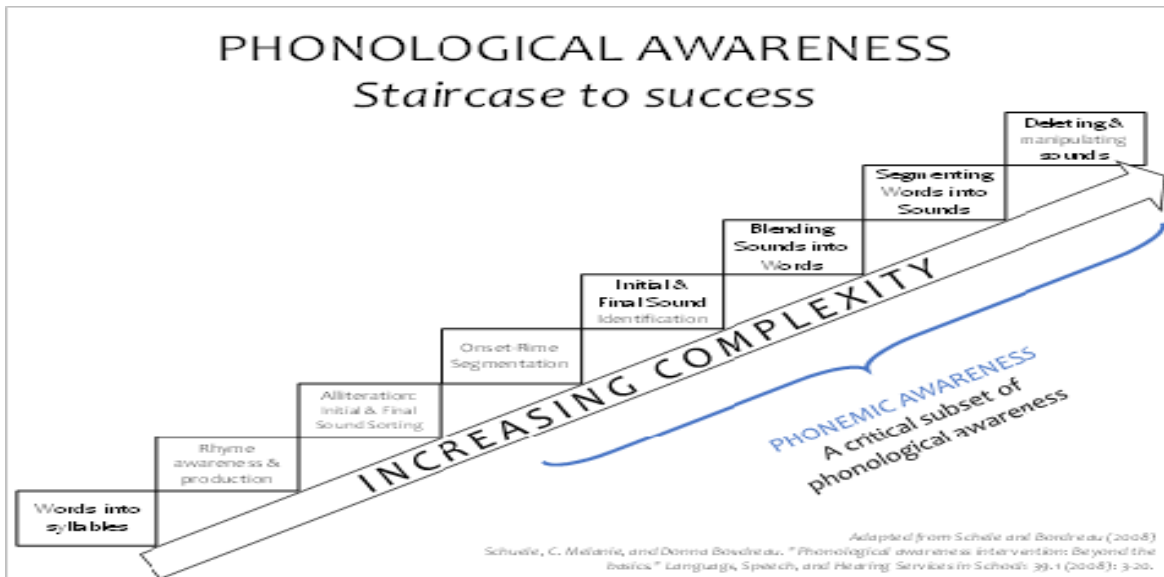
### Reading Foundational Skills for First Grade

- 1.2A – Distinguish long from short vowel sounds in spoken single-syllable words.
- 1.2B – Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- 1.2C – Isolate and produce initial, medial vowel, & final sounds (phonemes) in spoken single-syllable words.
- 1.2D – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).



Source: <https://www.readingresource.net> 52

## Phonological Awareness



Source: <https://www.education.vic.gov.au> 53

## Research Findings

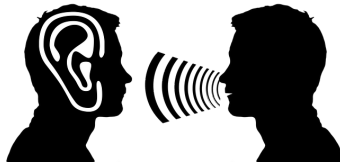
- Explicit, systematic instruction
- Powerful predictor of later reading success
- Potent predictor of success in learning to read (Stanovich, 1986, 1984)
- Instruction most effective in small groups
- Focus on small set of skills
- Part of daily instructional routine 10-15 min/day, increase for “at risk”
- Strongest effects occur in Pre-K & Kindergarten
- Identify students “at risk” early & tailor instruction



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## Phonological vs. Phonemic Awareness

- Phonological awareness is the ability to notice, hear, identify, and manipulate words and word parts, including phonemes, syllables, onset and rime (Arbruster, Lehr, & Osborn, 2001).
- Phonemic awareness is an auditory process made up of individual sounds, called phonemes. It does not involve print, and it is not phonics. (Heggerty, 2015)



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## Phonemic Awareness vs. Phonics

### Phonemic Awareness

- Main focus is on phonemes/sounds
- Deals with spoken language
- Mostly auditory
- Students work with manipulating sounds and sounds in words

### Phonics

- Main focus is on graphemes/letters and their corresponding sounds
- Both visual and auditory
- Students work with reading and writing letters according to their sounds, spelling patterns, and phonological structure (Heggerty, 2015)



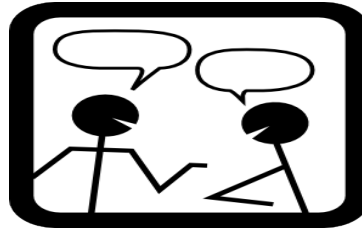
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## Activity: Turn and Talk

- How do you implement Phonemic Awareness in your classroom?
- What are your thoughts on the benefits of Phonemic Awareness?

Share information with your table and be prepared to name one implementation.



## Phonemic Awareness

What does Phonemic Awareness implementation look like in the classroom?

- Taught daily
- 10-15 minutes of explicit, systematic instruction
- Whole group and/or small group
- Delivered using “I do, We do, You do”
- Allow more time for at risk & struggling students



# Phonemic Awareness

## Skills, Routine, & Motions



# DAILY ROUTINES

## Michael Heggerty Training Lesson Plan

<b>Blending Words</b>	play .... ground	playground
Teacher says the two words with a pause between them. Students repeat the two words with a pause, and then say the compound word. Ex. Teacher: tea...pot Student: tea...pot; teapot	dog .... house	doghouse
	card .... board	cardboard
	hair .... cut	haircut
<b>Blending hand motion:</b> Teacher's right hand is the first word, left hand is the second word. Teachers and students use each hand to show the words and clap the compound word together. Students mirror the teacher.		

# Phonemic Awareness Skills

## 1. Rhyming

Recognize rhyming words using real and nonsense words

**Rhyme Repetition:**

Teacher says the word pairs.  
Student repeats the word pairs.

**Focus:**

Students begin to hear and say rhyming words.

yellow, jello

fat, cat

wet, jet

mad, dad

mouse, house

yum, gum

red, bed

tall, wall

fake, snake

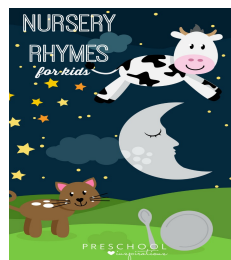
zip, lip



(Heggerty, 2015)

# Alternative Multisensory Activities

- Rhyme Bingo
- Nursery Rhymes (gestures)
- Matching Rhyme Cards



## Phonemic Awareness Skills

### 2. Identifying Onsets (beginning sounds)

Isolate and identify onset phonemes (sounds)

#### Onset Fluency:

Teacher says the word.

Student repeats the word and isolate the onset (beginning sound).

**Ex.** Teacher: lip

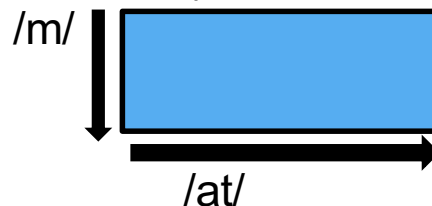
Student: lip, /l/

ball	/b/	help	/h/
cup	/k/	jump	/j/
dig	/d/	kick	/k/
fun	/f/	laugh	/l/
gas	/g/	me	/m/

## Alternative Multisensory Activity

### Sound and Slide: (onsets)

1. Chop down with both palms apart to isolate beginning sound.
2. Slide palms across the bottom for remaining sounds.  
(mirror image for students)



## Phonemic Awareness Skills

### 3. Blending

Blend individual words, syllables, onset with rime, and phonemes into spoken words

#### Blending Words:

Teacher says the two words with a pause between them.

Students repeat the two words with a pause and then they say the compound word.

**Ex. T:** tea..pot **S:** tea..pot, teapot

bath...room

bathroom

card...board

cardboard

fire...man

fireman

corn...bread

cornbread

out...side

outside

sand...box

sandbox

swim...suit

swimsuit



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(Heggerty, 2015)

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## Michael Heggerty Hand Motions

### Blending hand motion:

- Teacher's right hand is in the first word.
- Left hand is the second word.
- Teachers and students use each hand to show the words and clap the compound word together.
- Students mirror the teacher.



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(Heggerty, 2015)

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## Alternative Multisensory Activity

### Smooth Sides: (blending phonemes)

1. Give students a word with 1-3 phonemes (sounds).
2. Tap head for initial sound.
3. Touch waist for medial sound.
4. Touch toes for final sound.
5. Move hands smoothly down your side as you say the word.



## Phonemic Awareness Skills

### 4. Identifying final and medial phonemes

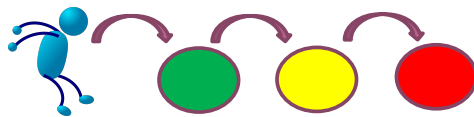
Isolate and identify final and medial phonemes in a series of words

<b>Identifying Final Sounds:</b> Teacher says the word. Students repeat the word and identify the final sound.  <b>Ex. T:</b> bug <b>S:</b> bug, /g/	job	/b/	book	/k/
	bed	/d/	ball	/l/
	life	/f/	gum	/m/
	bug	/g/	can	/n/
	page	/j/	tip	/p/

## Alternative Multisensory Activity

### Phoneme Jumping: (final and medial sounds)

1. Place a green, yellow and red laminated piece of construction paper on the floor.
2. Give the student a word with 1-3 sounds.
3. Say the sounds they hear as they jump. Jump once per sound.
4. Say the sound heard for the final sound and jump twice.
5. Say the sound heard for the medial sound and jump three times.

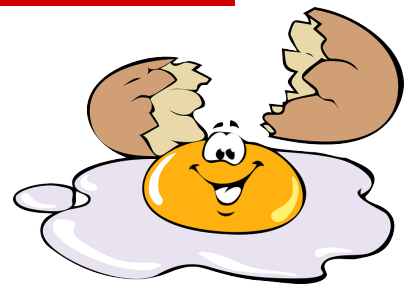


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## Alternative Multisensory Activity

### Crack the Egg!

1. Egg in the right hand.
2. Crack egg on left shoulder.
3. As you crack the egg say the initial sound of word.
4. As the yolk runs down the arm you add the medial sound.
5. Chop the final sound at your wrist.



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## Phonemic Awareness Skills

### 5. Segmenting

Segment individual words, syllables, onset with rime, and phonemes into spoken words

#### Segmenting Words:

Teacher says the compound word.  
Students repeat the word and  
segment into two words.

**Ex.** T: inside S: inside, in...side

bathtub	toothpaste
playground	flashlight
cowboy	weekend
snowball	jellybean
everybody	rainbow



(Heggerty, 2015)

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## Michael Heggerty Hand Motions

### Segmenting hand motion:

- Students place hands together with palms up to show the compound word.
- Then they take apart the word using each hand.



(Heggerty, 2015)

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## Alternative Multisensory Activity

### Head, Shoulders, Knees and Toes: (Segmenting)

1. Give students a word with 1-4 phonemes (sounds).
2. Stand up and tap Head, Shoulders, Knees and Toes as they are saying the sounds in the words.



## Phonemic Awareness Skills

### 6. Substituting Phonemes

Substituting the initial, final, and medial phonemes in spoken words, individual words, syllables, onset with rime

#### Substituting Words:

Teacher says the word. Students repeat the word. Teacher says, "Change the /\*/ to /\*/ and the word is?" T & S respond together.

Ex. T: anybody S: anybody

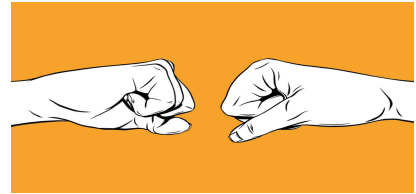
T: change /body/ to /one/ and the word is? T & S: anyone

<u>Word</u>	<u>Change to</u>	<u>Response</u>
any <u>body</u>	/one/	anyone
any <u>one</u>	/thing/	anything
any <u>thing</u>	/where/	anywhere
any <u>where</u>	/way/	anyway
any <u>way</u>	/body/	anybody

## Michael Heggerty Hand Motions

### Substituting hand motion:

- Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word.
- Right hand is the first word.
- Left hand is the second word.
- Shake the fist that represents the word to be substituted.
- Lightly pound your fists together when you say the new word.



## Phonemic Awareness Skills

### 7. Adding Phonemes

Adding words, syllables, initial and final phonemes to spoken words

#### Adding Words:

Teacher says the word. Students repeat the word. Teacher says, "Add /\*/ at the end and the word is?"

**Ex.** T: snow S: snow T: add /ball/ at the end and the word is?  
S: snowball

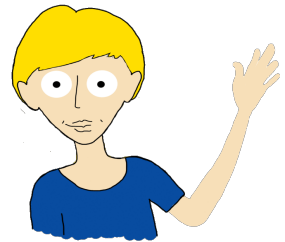
#### Adding to the end:

<u>Word</u>	<u>Add</u>	<u>Response</u>
snow-	/suit/	snowsuit
snow-	/ball/	snowball
snow-	/flake/	snowflake
snow-	/man/	snowman
snow-	/storm/	snowstorm

## Michael Heggerty Hand Motions

### Adding hand motion:

- Teacher holds right palm out in front to show the first word.
- Add the second word with your left hand.
- Lightly clap hands together for the whole word.



(Heggerty, 2015) 77

## Phonemic Awareness Skills

### 8. Deleting Phonemes

Deleting words, syllables, initial and final phonemes from spoken words

<b>Deleting Words:</b>	<u>Word</u>	<u>Without</u>	<u>Response</u>
Teacher says the word. Students repeat the word. Teacher says, "Without /*/ the word is?"	headache	/head/	ache
<b>Ex. T:</b> anyway <b>S:</b> anyway	headlight	/light/	light
<b>T:</b> Without /any/ the word is?	headband	/head/	band
<b>S:</b> way	headstand	/head/	stand



(Heggerty, 2015) 78

## Michael Heggerty Hand Motions

Deleting hand motion:

- Hold 2 open palms in front of you.
- Teachers right hand is the first word,
- Left hand is the second word.
- Pull the hand away which represents the word being deleted.
- Show what word remains with the other hand.



(Heggerty, 2015)

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## Alternative Multisensory Activity

**Catch and Hide:** (deleting final phonemes)

1. Teacher says the word “mat”. (Hands in box formation)
2. Student repeat the word.
3. Teacher says, “mat” without the /t/, catch the final sound and put behind your back.
4. The new word is? “at”



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## Phonemic Awareness Skills

### 9. Language Awareness

Repeat, clap, and count the words in a sentence

#### Language Awareness:

Teacher says the sentence with expression. Students repeat the sentence with the same expression. Teacher and student say the sentence a second time and clap each word.

**\*Note: Number of words in each sentence is shown in parenthesis.**

I love school!	(3)
School is fun!	(3)
I raised my hand.	(4)
I can sit still.	(4)
Books are fun to read.	(5)
I like to play.	(4)
Will you be my friend?	(5)
I like you!	(3)



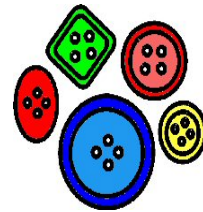
(Heggerty, 2015)

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## Alternative Multisensory Activity

### Counting Words in a Sentence:

1. Teacher provides objects for counting.
2. Teacher reads sentence orally to student.
3. Student places an object down as the teacher calls a word.
4. Student counts objects and provides total number of words in a sentence.



Object ideas (pennies, buttons, pom poms, M&M's, etc.)



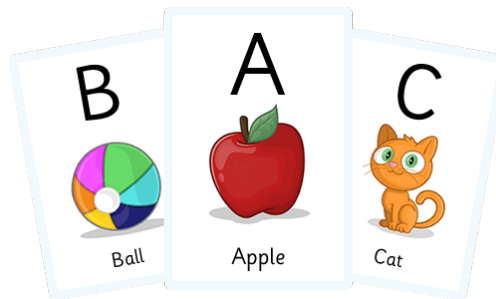
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## Phonemic Awareness Skills

### 10. Letter Naming

Letter cards are used to provide students practice with letter names and sounds.

This is the only part of the lesson where students see print.



(Heggerty, 2015)

## Letter Sound Chart

Stop Sounds (Voiced)	b, d, g, j
Stop Sounds (Voiceless)	h, k, p, t
Continuant Sounds (Voiced)	a, e, i, l, m, n, o, r, u, v, w, y, z
Continuant Sounds (Voiceless)	f, s,
Letters Taking on Other Sounds	c = /k/ or /s/ can, city qu= /k/ /w/ quick (q generally takes on the sound of /k/ and is usually followed by a u. x = /k/ /s/ fox



(Zgonc, 2010)

## Michael Heggerty Helpful Links

- The following link can be used for your review of the hand motions that were modeled today.

<https://www.heggerty.org/phonemic-awareness-for-administrators>

- The link below is for Heggerty assessments and resources.

<https://www.heggerty.org/download-assessments-and-resources>

## Additional Links

- The following link provides additional activities.

<https://www.readingresource.net/phonemicawarenessactivities.html>

- The following links provides additional diagnostic testing resources.

[http://www.cityschoolsesp.net/UserFiles/Servers/Server\\_152231/File/Phonological%20Awareness.pdf](http://www.cityschoolsesp.net/UserFiles/Servers/Server_152231/File/Phonological%20Awareness.pdf)

[http://www.specialconnections.ku.edu/~speconn/page/instruction/r/caseb/pdf/caseb\\_scene1\\_2.pdf](http://www.specialconnections.ku.edu/~speconn/page/instruction/r/caseb/pdf/caseb_scene1_2.pdf)

## Activity: Turn and Talk

- Turn and talk with a partner about....
  - ✓ Skills, routines, and motions
  - ✓ Your thoughts on the content
  - ✓ Benefit to students
  - ✓ How you plan to implement in your classroom

Share one thing you learned today that you can take back to your classroom.

## Resources

Heggerty, M., & VanHekken, A. (2014). *Phonemic Awareness: The Skills That They Need To Help Them Succeed! (Kindergarten Version)*. Literacy Resources.



## Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit [strongreadersms.com](http://strongreadersms.com) for more information!



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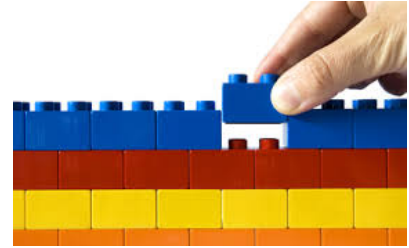
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# Constructing a Firm Foundation



Filling Foundational Gaps in Tier I Instruction

Fall 2019



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## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

**1**

**All Students Proficient and Showing Growth in All Assessed Areas**



**2**

**Every Student Graduates from High School and is Ready for College and Career**



**3**

**Every Child Has Access to a High-Quality Early Childhood Program**



**4**

**Every School Has Effective Teachers and Leaders**



**5**

**Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes**



**6**

**Every School and District is Rated "C" or Higher**






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## Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.



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## Session Goals

In this session, we will explore:

- The Reading Universe grid
- Concepts of print, phonological awareness, & phonemic awareness
- Screening data
- Teacher-led reading centers
- Schedules



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## The Reading Universe



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# The Reading Universe

The Reading Universe™  
 Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction

Simple View of Reading*	ON-GOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summative			LANGUAGE		READING COMPREHENSION
CONCEPTS of PRINT	PHONOLOGICAL AWARENESS	PHONICS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
Understanding that written language represents meaningful oral language and that books and print have a specific purpose and function.	Having the ability to recognize and manipulate the units of sound in language (without print).	Understanding the systematic, predictable relationships between written letters and spoken sounds.	Reading with accuracy, reasonable rate, and appropriate expression.	The ability to produce words, sentences, and meaningful discussion.	The ability to recognize and understand the meaning of oral and written words.	The active and purposeful pursuit of understanding a written text.
<b>Basic Book Parts</b> Use and book covers, title, author, illustration, spine, title page.	<b>Syllables</b> Identify, blend, segment, isolate, manipulate (delete, add, substitute).	<b>Alphabetic Principle</b> Letter name/letter sound association.	<b>Accuracy</b> Words read correctly.	<b>Receptive Language</b> Understand verbal, nonverbal, and written communication.		<b>Levels of Understanding</b> Literal, inferential, propositional.
<b>Directionality</b> Identify letters, words, and left-to-right, identifying the first/last word, tracking, return sweep.	<b>Onset and Rime</b> Identify, blend, segment, recognize and produce rhyming words.	<b>Regularly Spelled High Frequency Words</b> Regularly spelled high frequency words are taught in the phonics scope and sequence.	<b>Rate</b> Pace of words read.	<b>Expressive Language</b> Produce meaning through verbal, nonverbal and written communication.		<b>Strategies of Critical Thinking</b> Cognitive processes used to derive multiple dimensions of meaning from text.
<b>Print Structure</b> Identify letters, words, and sentence, space between words, capitalization and punctuation.	<b>Articulation</b> Accurate oral production of sounds including continuants, stops, affricates, fricatives, nasals, liquids, and glides.	<b>Beginning Phonics</b> Use and/or words, consonant digraphs and syllables, double consonant endings, blends, 1-1 doubling rule, inflectional suffixes, change g to i, 2-syllable words with short vowels.	<b>Expression</b> Pronunciation, intonation, acknowledgment of punctuation, and appropriate emphasis.	<b>Knowledge of Words</b> Access prior knowledge, develop word consciousness, and explicitly teach new words.		<b>Products of Comprehended Text</b> Ability to determine main ideas and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text.
<b>Text Features</b> Page numbers, table of contents, illustrate/illustrations, chapter titles, headings, captions, labels, and diagrams.	<b>Phonemic Awareness</b> Isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute).	<b>Advanced Phonics</b> Syllable, long vowel spelling patterns, vowels, digraphs, hard and soft c and g, 1-1 doubling rule, silent consonant (CVC), silent consonant (VCVC), dropping r to add vowel, dropping e to add vowel, derivational suffixes.	<b>Irregularly Spelled High Frequency Words</b> Irregularly spelled high frequency words are taught in a scope and sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills.	<b>Morphology</b> Meanings and origins of base words, roots, and affixes.		
				<b>Syntax</b> System of rules governing word order in sentences.		
				<b>Pragmatics</b> Use of language in social context.		

Fill gaps here so the foundation will hold for more advanced reading skills



# The Reading Universe

SIMPLE VIEW of READING	DECODING			LANGUAGE COMPREHENSION		READING COMPREHENSION
CONCEPTS of PRINT	PHONOLOGICAL AWARENESS	PHONICS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
Basic Book Parts	Syllables	Alphabetic Principle	Accuracy	Receptive Language		Levels of Understanding
Directionality	Onset and Rime	Regularly Spelled High Frequency Words	Rate	Expressive Language		Strategies of Critical Thinking
Print Structure	Articulation	Beginning Phonics (Short Vowels)	Expression	Knowledge of Words		Products of Comprehended Text
Text Features	Phonemic Awareness	Advanced Phonics (Long Vowels, etc)	Irregularly Spelled High Frequency Words	Morphology		
				Syntax		
				Pragmatics		

Interactive tiles with definitions, slide shows, and skill practices



## Tier 1 Instruction



## Tier 1 Instruction

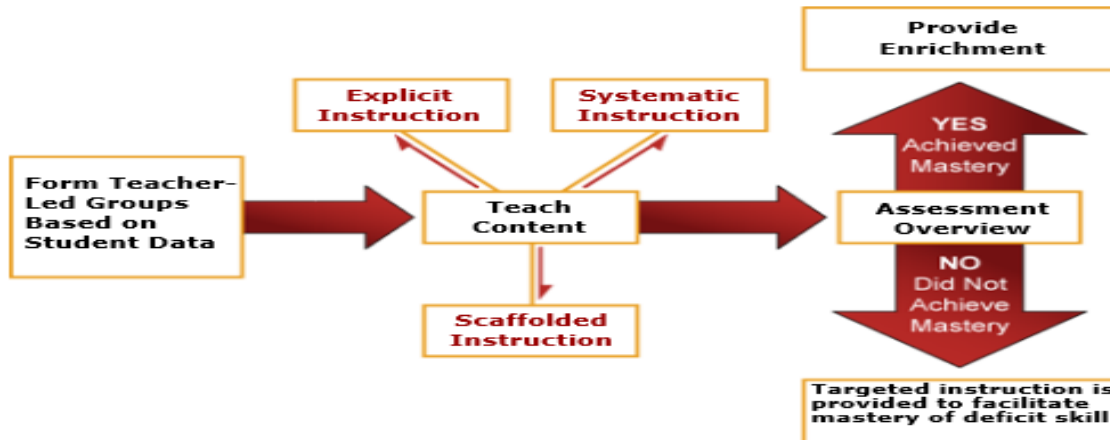
- High-quality classroom instruction aligned to the Mississippi College and Career-Readiness Standards (MS-CCRS)
- Instruction within an evidence-based, scientifically researched core program
- High quality reading instruction incorporates the five components of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) delivered through a coherent instructional design

EVIDENCE BASED



# Tier 1 Instruction

## Elements of Effective Instruction



# Tier 1 Instruction

The Mississippi Department of Education's Multi-Tiered System of Supports Documentation Packet lists 3 domains for Tier 1 high-quality classroom observations:

- Classroom Instruction
- Differentiated Instruction
- Classroom Management



## Tier 1 Instruction: Classroom Instruction

- Students are actively engaged in learning.
- Content is at students' instructional level.
- Students are answering questions correctly.
- Students are asking questions.
- Teacher communicates expectations of lesson.
- Teacher questioning measures students' understanding of the prerequisite concepts.



## Tier 1 Instruction: Classroom Instruction

- Teacher questioning measures students' understanding of new concepts
- Teacher encourages students to think critically concerning previous concepts and new concepts
- Teacher reviews prerequisite knowledge needed for the lesson in order to effectively build student understanding





## Tier 1 Instruction: Differentiated Instruction

- Teacher uses activities to support instruction (i.e., advanced organizer, introduction to lesson, or closure)
- Teacher aligns tasks to learning goals
- Teacher engagement with students varies as the needs of the students differ
- Teacher provides guided practice and modeling in learning new concepts through I do, we do, you do scaffolding



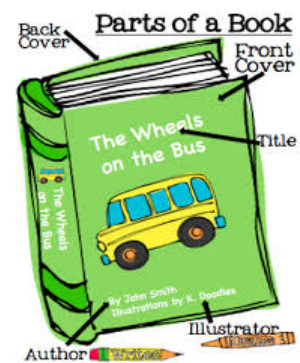
## Tier 1 Instruction: Differentiated Instruction

- Teacher uses a variety of techniques to support students in making meaning of content
- Teacher groups students to work on instructional component
- Teacher provides prompt feedback to students concerning performance
- Teacher assists students in preparation for assignments, long-range projects, and tests

## Tier 1 Instruction: Classroom Management

- Use of smooth transitions: providing transition activities for students
- Procedures and rules are clearly communicated in the classroom
- Teacher actively supervises student behavior by scanning, moving around room, and interacting with students.
- Teacher encourages students to take ownership for actions and fosters respect among all students

## Concepts of Print



## Concepts of Print

- The understanding that words in print carry meaning.
- Basic concepts of print skills are acquired in kindergarten and advanced skills in first grade.
- Continuum: book parts, directionality, print structure, and text features
- With mastery of these skills, students will have a firmer understanding of how to address texts in reading and writing.



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## By the End of Kindergarten....

- A student should know:
  - Parts of a book and how to hold it.
  - The title, author, illustrator, and their roles.
  - Be able to follow the direction of print when read to aloud.
  - Distinguish between letters and words
  - Identify spaces between words and understand different words compose a sentence.
  - Understand that print gives meaning to spoken language.
  - Connect relationship between illustrations and print



Teaching Reading Sourcebook

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## Concepts of Print: Modeling at the Teacher table

- **Text Directionality:**

Read left to right continuously across the page by sweeping back

- **Concept of Word:**

Use colored lines or fingers to frame words in text or build the number of words in a sentence with a visual. Students may then count the number of words and practice reading the sentence.



Teaching Reading Sourcebook

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## Concepts of Print: Modeling at the Teacher Table

- Use matching and sorting activities for students to identify identical letters/words, letters with similar shapes, or to sort out letters from numbers and words.
- Bring meaning to words and illustrations through having students identify words in text that represent the image.
- Read a sentence from a text, cut it up and have students reorder.
- Each activity should follow the I do, we do, you do model.



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## Phonological Awareness



## Phonological Awareness

- Identifying and manipulating sound parts in spoken language. This includes syllables, onset and rime, and individual phonemes.
- Pictures or other manipulatives can be used to support, but no letters.
- No print, can be done with your eyes closed!
- **Older students only with deficits,** may use letters to help link understanding and support phonology.



## Effective Phonological Awareness Instruction

- Explicit and systematic instruction in nature
- Conduct in small groups
- Focus on no more than one or two skills simultaneously
- Manipulative to make concepts more concrete
- Contain correctly pronounced phonemes

WHY?

Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary, knowledge, and socioeconomic status.  
- Gillon, 2004



## Phonological Awareness Skills Sequence

<b>Concept of Spoken Word</b>	distinguish words in sentences
<b>Rhyme</b>	recognize, complete, produce
<b>Syllable</b>	blend, segment, delete
<b>Phonemes</b>	Initial and final sounds blend onset and rime blend, segment, delete
<b>Phoneme Manipulation</b>	add or substitute phonemes



## Phonological Awareness: The How

Whole Group	Small Group
3-5 minutes daily	5-8 minutes of small group differentiated instruction
Target one skill a week	Teach to mastery
Explicitly model through small group and individual practice	Give feedback
Follow the scope and sequence	Follow the scope and sequence
	Target the lowest deficit skill first



Barksdale Reading Institute

## Phonological Awareness: Modeling at the Teacher Table

**I do,  
we do,  
you do  
method**

<b>Concept of Spoken Word</b>	<ul style="list-style-type: none"> <li>▪ Utilize a story to read aloud</li> <li>▪ Give students character shape as in story</li> <li>▪ Read sentences from story to students and model how to move one character per word of sentence</li> <li>▪ Continue with additional sentences</li> </ul>
<b>Rhyme</b>	<ul style="list-style-type: none"> <li>▪ Rhyming rhymes: in small group begin a rhyme such as Old Mac Donald and have students fill in the last word</li> <li>▪ Repeat activity by changing the last word to a new rhyming word</li> </ul>
<b>Syllable</b>	<ul style="list-style-type: none"> <li>▪ Play Raceway:</li> <li>▪ In groups, move cars for each syllable of a word and have teams blend together</li> <li>▪ Move their car around the racetrack as they blend correctly</li> </ul>



Phonological Awareness Assessment Tools and Strategies; Yvette Zgonc; SDE Resources

## Phonological Awareness: Modeling at the Teacher Table

### Phonemes

#### Fly Swatter Swat:

- Place various pictures in front of students
- Give each student a fly swatter
- Tell students that you are thinking of a word that begins with the same sound as a given word
- First student to swat the correct picture, moves it to his/her pile for a point
- Continue until all pictures have been used or several rounds played
- Student with the most picture cards wins
- Manipulate between initial, medial, and final sounds as they are taught

### Phoneme Manipulation

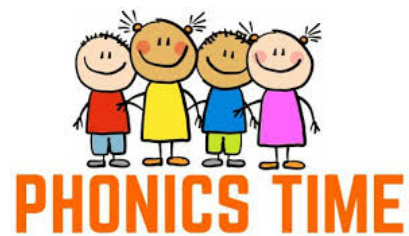
#### Sound Swap:

- Give each student a sound box and a predetermined amount of manipulatives
- State word and move manipulatives for number of sounds
- Tell students to change a target sound to a different sound and then state word made
- Could also be done using pictures for a differentiated approach

Fifty Nifty Activities by Judith Dodson



## Phonics





# Phonics

- Systematic instructional approach to teach the relationship between graphemes in written language and phonemes in spoken language.
- Why teach phonics? To be able to both decode **and** encode.

Decode – convert a word from print to speech

Encode – convert a language into print



Phonics instruction has its greatest impact with beginning readers in kindergarten and first grade and should be implemented at those levels.  
National Reading Panel, 2000



LSBO.CO/BBBO

# Phonics: What Shows Mastery in Area?

Alphabetic Principle	Regularly Spelled High Frequency Words	Beginning Phonics (short vowels)	Advanced Phonics (long vowels, etc.)
<ul style="list-style-type: none"> <li>• Alphabet order</li> <li>• Difference between vowels and consonants</li> <li>• Upper and lowercase</li> <li>• Different fonts</li> <li>• Write letters in both cases</li> <li>• Letter name and sound association</li> <li>• Alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spell words accurately</li> <li>▪ Read words with automaticity and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately and with automaticity decode and encode words</li> <li>• Short Vowels</li> <li>• Consonant Digraphs and Trigraphs</li> <li>• Double Consonant</li> <li>• Endings Blends</li> <li>• 1-1-1 Doubling Rule</li> <li>• Inflectional Suffixes</li> <li>• 2-Syllable Words with Short Vowels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decode in context and in isolation</li> <li>▪ Encode with accuracy</li> <li>• Schwa</li> <li>• Vowel-r</li> <li>• Long Vowel Spelling Patterns                             <ol style="list-style-type: none"> <li>1) Vowel-Consonant-e</li> <li>2) Open syllables</li> <li>3) Vowel teams</li> </ol> </li> <li>• Diphthongs</li> <li>• Hard and Soft c and g</li> <li>• Consonant-le</li> <li>• Silent Consonant Letters</li> <li>• Dropping e to add Vowel Suffix</li> <li>• Derivational Affixes</li> </ul>



# Phonics: Modeling at the Teacher Table

**I do,  
we do,  
you do  
method**

## Name That Sound

- Teacher states word and asks for target sound in certain position
- Students locate the letter from the alphabet arc
- Students state the letter name and sound it makes
- Teacher and students can then sort words with the same positional sound and extend through creating additional words

## Tap It, Show It, Write It

- Use words from current reading story
- Students tap out the sounds heard in the word
- Students pull down marker for each sound heard
- Students push markers up and write grapheme
- Work toward no longer needing markers for sounds.



# Phonics: Modeling at the Teacher Table

**I do,  
we do,  
you do  
method**

## Link Those Syllables

- Use words from current story/theme
- Divide the words into appropriate syllables, increasing the number of syllables for groups as needed
- Students work to build the syllables into words
- Students read the word in entirety
- Syllable division may be done/shown
- Students may sort by number of syllables or type

## Mystery Words (Word Building)

- Teacher may choose to manipulate word building cards or have students to. Progress as students gain understanding.
- Build words and manipulate sounds. Add new sounds as they are introduced.
- For Example:  
Bus---bug----bag----flag----flip



## Screening Data



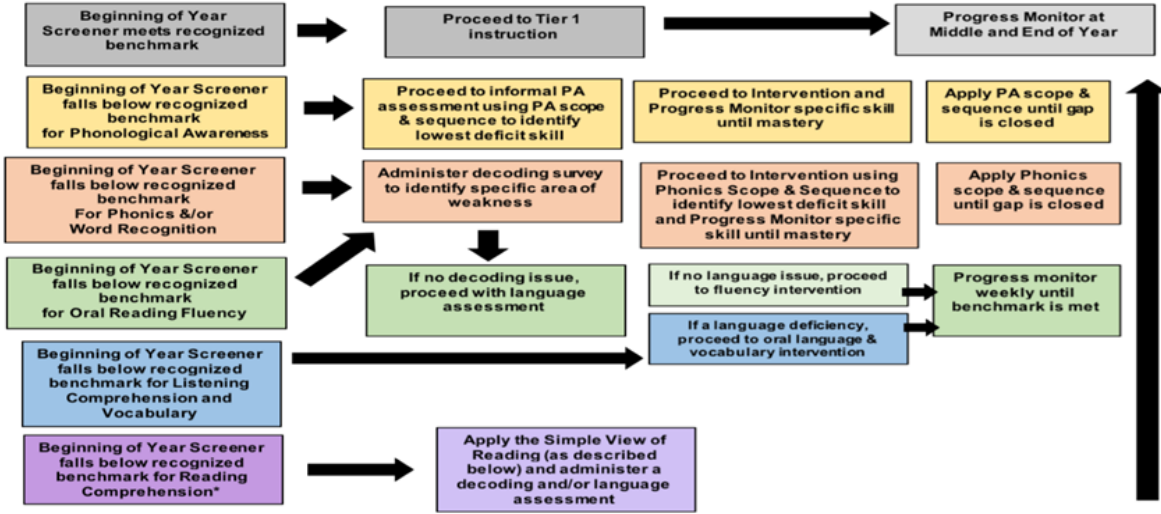
## Screening Data

- Universal screener data should be used to guide Tier 1 instruction.
- The MDE has collaborated with the Mississippi Reading Panel to develop a guidebook to support purposeful interventions when a student is identified as “**at-risk**” on a Universal Screener. Visit <https://www.mdek12.org/OSA/USDA> for more information.
- It is important to use results from these screeners in a manner that helps to identify the **lowest deficit skill**. The lowest deficit skill is the point where an intervention begins because it represents where the breakdown in mastery has occurred.

K-3 | Finding the Right Starting  
 Point for Reading Interventions  
**UNIVERSAL SCREENER**  
**COMPANION GUIDE**

# Screening Data

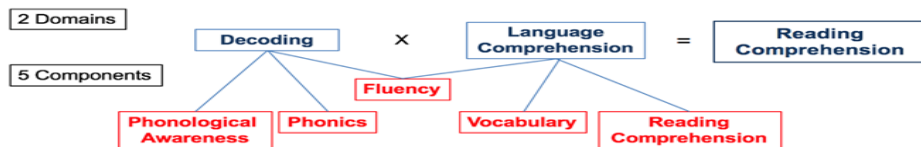
## How Screeners and Diagnostics Lead to Identification of the Lowest Deficit Skill



MDE Universal Screener Companion Guide

# Screening Data

Reading comprehension deficits are rarely remediated simply by teaching comprehension strategies as an intervention. A reading comprehension deficit is rooted in either a decoding deficit or a language comprehension deficit or both. To achieve grade level comprehension, a student benefits most from interventions in the subskills of these two domains.



## Teacher-Led Reading Centers



## What's So Great About Teacher-Led Reading?

A teacher-led reading center can...

- provide teachers the perfect opportunity to observe and offer guidance to their students as they read aloud in a small group setting.
- provide daily experience reading a text at a level that supports accuracy and comprehension.
- create opportunities to talk and write about texts.

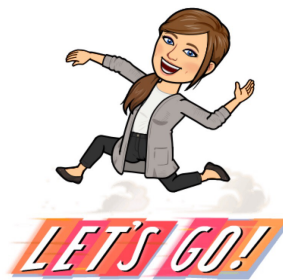
## What's So Great About Teacher-Led Reading?

A teacher-led reading center can...

- give teachers the opportunity to ensure more "eyes on text" with instructional support.
- offer experience with a wide variety of genres so that students can develop favorite types of texts.
- encourage students to read at their independent level.

## Teacher-Led Reading & the 5 Components

Though whole group instruction can be used to address the 5 components of reading, a small, teacher-led group can be used to effectively address deficit areas identified through data, teach standards-based skills, and make connections among phonemic awareness, phonics, vocabulary, fluency and comprehension.



## Teacher-Led Reading & the 5 Components

### Teacher-Led Reading Center (25-30 minutes)

1. **Phonemic Awareness Skill Review (5 minutes)**
2. **Phonics Skill Practice (10-12 minutes)**
3. **Vocabulary (5 minutes)**
4. **Fluency Practice (3-5 minutes)**
5. **Comprehension (5-7 minutes)**

\*Times will vary according to skill level and grade level

<https://www.mdek12.org/ESE/literacy/professional-development-and-resources-for-teachers>



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## Phonemic Awareness Skill Review

- Use first 5 minutes of the guided reading center
- Teach to mastery
- Focus on skills that have been covered during PA routine
- Highlight the PA skill when it is heard in the text (phoneme identity and categorization; alliterations; etc.) for an extension



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## Phonics Skill Practice

- Use decodable/leveled reader
- Take opportunities to model encoding (*word in text: bed; write word that rhymes: fed*)
- Students read decodable reader with teacher as guide to practice phonics skill(s)
- Use routine for new words (*segment, blend, read word again*)

## Vocabulary

- Choose 1-2 word(s) from text
- Use routine (*students say word multiple times; kid-friendly definition; hand motion; use in a sentence*)  
<https://explicitinstruction.org/> (Anita Archer)
- Prepare word for word wall
- Encourage student use of word(s) throughout day



## Fluency Practice

- Model fluent reading with portions of the text (*Listen to me read this sentence as you follow along. Now let's read it together like that.*)
- Use routine for select sentences (*I read, we read, you read*)
- Take opportunities to change inflection of voice if punctuation was different (*How would this sentence sound if it had a question mark at the end?*)



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## Comprehension

- Prepare higher order thinking questions ahead of time
- Give opportunities for students to locate evidence within the text
- Understand comprehension of the text supports the RF.x.4 MSCCRS and can be addressed during small groups



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# Creating the Lesson

## Teacher-Led Reading Center Plan

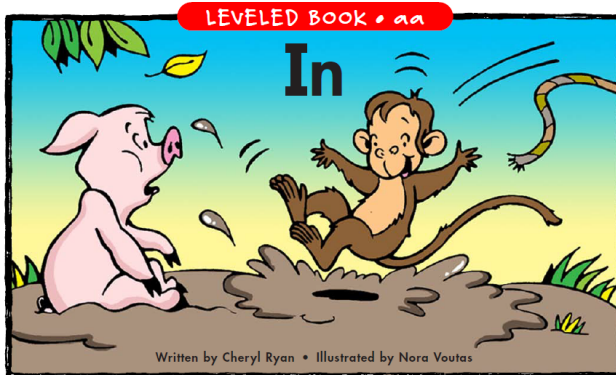
Grade \_\_\_\_\_

Decodable/Leveled Reader Title: \_\_\_\_\_

<b>Phonemic Awareness Skill Review</b> (5 min)
<b>Phonics Skill Practice</b> (10-12 min)
<b>Vocabulary</b> (5 min)
<b>Fluency Practice</b> (3-5 min)
<b>Comprehension</b> (5-7 min)



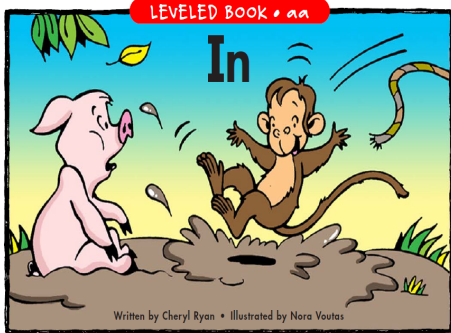
# Creating the Lesson



Any appropriate decodable/leveled reader can be used. We will use the book "In" (level aa) from [www.readinga-z.com](http://www.readinga-z.com).



# The Phonemic Awareness Skill



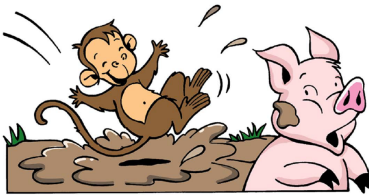
## Phonemic Awareness Skill Review

(5 min)

### Alliteration (RF.K.2)

1. The main character is a monkey. What's the beginning sound in monkey? (/m/) Let's think of 3 words that start like monkey (money, mix, mad).
2. I also see a pig in the story. What's the beginning sound in pig? (/p/) Let's think of 3 words that begin like pig (pie, pink, pop).

# The Phonics Skill



In the mud.



In the wagon.

## Phonics Skill Practice

(10-12 min)

### Short Vowel Sounds (RF.K.3)

1. We've been practicing short vowel sounds. I'm pointing to a vowel in the middle of this word (u). What's its sound? (/u/) Now, let's blend the word then read the page.
2. Continue with skill review while reading the text.

## The Vocabulary



In the wagon.

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### Vocabulary

(5 min)

#### Wagon (RF.K.4)

1. There is a word in our story I want to make sure you know. The word is wagon. Say wagon. (wagon) A wagon is a trailer with four wheels. In our story it's a toy and has a long handle. Look at it on page 4. Hold your hand to your side and pretend you are pulling a wagon. What's the word? (wagon)
2. Add wagon to word wall.

## The Fluency



In the boat.

In • Level aa

5

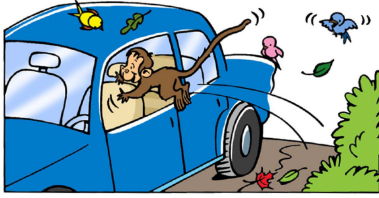
### Fluency Practice

(3-5 min)

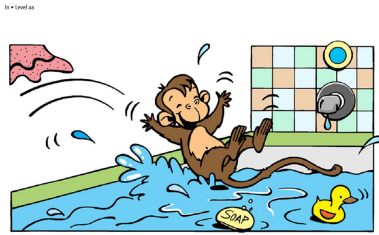
#### Read with purpose (RF.K.4)

1. Page 5 has 3 words. Point to each word while I read them. In the boat. Did you hear how I read that? We want to read with purpose... like we talk...not like robots! We call that reading fluently. Read this page with me just like I read it. (In the boat.) Now, you practice reading fluently all by yourself. Remember to read it just like I read it. (In the boat.)
2. Continue practicing reading fluently with select sentences.

## The Comprehension



In the car.



In the bathtub.

### Comprehension

(5-7 min)

#### Read with understanding (RF.K.4)

1. We read a story about a monkey that was in many different places. I'm going to ask you some questions about the story. Remember to look back in the text for the answers.
2. Where was the monkey first? (In the car.) Where was he last? (In the bathtub.) Why would he be in the bathtub last? (He may be dirty from all the places he was in! He was even in the mud!)

## Build a Plan to Share: **Activity**

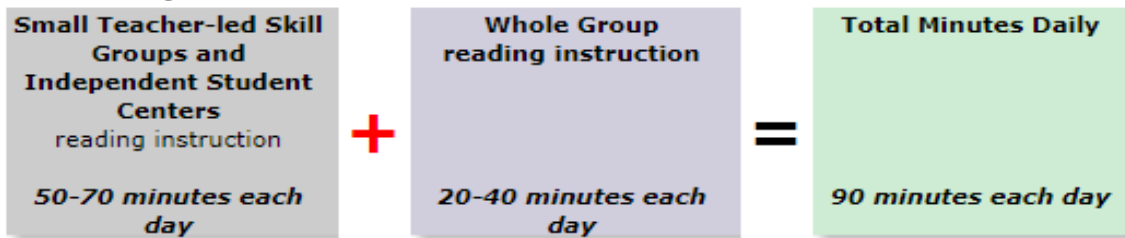
- Locate leveled readers in the center of table and choose one
- Locate lesson planning template in the center of table
- Use the copy of the model as a guide to create a guided reading group lesson to incorporate the 5 components of reading—Take note of the time allotted for each section since times may need to be modified according to skill level.
- Build the lesson. Include the appropriate foundational skill standard as shown in the lesson plan model.

# Schedules



# Schedules

- The **uninterrupted** 90-minute reading block contains three parts: whole group, teacher-led small groups, and independent student centers.
- If more than 90 minutes can be devoted to the reading block, add that time to the amount spent in teacher led small group centers.



# Schedules

## MDE Sample Schedules:

- Kindergarten reading block
- 1<sup>st</sup> through 3<sup>rd</sup> grade reading block
- Located under “Other Resources” on the “**Professional Development and Resources for Teachers**” webpage

### Other Resources

- CCRS ELA (2016)
- Florida Center for Reading Research
- Parent Read-At-Home Plan
- Literacy Kit Activities
- K-Readiness Implementation Guide
- Sample 90-Minute Literacy Block Schedule (Kindergarten)
- Sample 90-Minute Literacy Block Schedule (1st-3rd Grade)



<https://www.mdek12.org/ESE/literacy/professional-development-and-resources-for-teachers>

# Schedules

Instruction	Range of Time	Class Configuration	Examples of Teacher-Led Activities
Initial 90+ minutes daily	25-45 minutes	Whole Group	Work with Core Comprehensive Reading Program (CCRP) Phonemic Awareness <ul style="list-style-type: none"> <li>• Segmenting sounds</li> <li>• Blending sounds</li> </ul> Phonics & Fluency <ul style="list-style-type: none"> <li>• Sound-letter relationships</li> <li>• Blending &amp; decodables</li> <li>• Dictation &amp; spelling</li> </ul> Vocabulary & Comprehension <ul style="list-style-type: none"> <li>• Robust vocabulary instruction</li> <li>• Pre-reading strategies</li> <li>• During reading strategies</li> <li>• Post reading strategies</li> </ul>

Total Time: 45-65 minutes	Small Groups (Group 1-5***)					Group 1: segment sounds with Elkonin boxes
	15-20 minutes*	M	T	W	Th	
Session 1	1	4	2	5	3	Group 2: word building with letters & pocket charts
Session 2	2	5	3	1	4	
Session 3	3	5	4	2	5	Group 3: review complex blending strategies
						Group 4: reread the decodable book
						Group 5: choral reading of a new poem



## Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit [strongreadersms.com](http://strongreadersms.com) for more information!



## References

- <https://www.readinguniverse.org/>
- [www.scholastic.com](http://www.scholastic.com)
- <https://www.fcrr.org/>
- [MDE Screener Companion Guide](#)
- [www.readinga-z.com](http://www.readinga-z.com)
- [www.explicitinstruction.org](http://www.explicitinstruction.org)



## References

- Teaching Reading Sourcebook: Honig; Diamond; Gutlohn; Core Literacy Library
- Phonological Awareness Assessment Tools and Strategies; Yvette Zgonc; SDE Resources
- Fifty Nifty Activities by Judith Dodson



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