

Module 3 Phonics 3-5 gr.

Preston

2020

Self-paced Training – How it works.....

1. Make sure you are registered at <http://www.maconpiattroe.org> for this online training. Go to Sign Up For Professional Development on QUICK LINKS.
2. When you complete the training, you will receive an email that has an evaluation. Fill out the evaluation and within minutes you will receive an email with the website to print off your Professional Learning Hours.
3. Participants will go through the power point, viewing each slide.
4. **Tasks will be in RED and they need to be completed and sent to prestonb@roe39.org at the end of the training when they are all completed.**
5. You can create a PPT with your answers on it, a word document, or copy the slide and answer it on another slide. Please do not send anything in google docs because I cannot open them.
6. Slides 3 will give more info on sending the task answers.
7. Please contact me if you have any trouble with the training.

Welcome to: Phonics and Word Recognition 3-5

- This module will contain Phonics and Word Recognition information, facts, ideas, tasks, slide notes, and assessments.
- Please include the number of the task when you send your responses to me. Task number and title of the training.

Example: Title Module_____

Task 1 put answer

Task 2 put answer SEND THEM ALL IN ONE EMAIL PLEASE.

- Send all **TASK** ANSWERS AND ASSESSMENT ANSWERS TO:

prestonb@roe39.org

I AM GLAD YOU ARE HERE

Pre/Post Test for Phonics ---Module 3 Phonics

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Copy the pre and post tests and send to me.

Phonics Statements	Pre	Post
I understand what Phonics Instruction is and have classroom practices/resources in place to support my students to mastery.		
I include affixes, inflections, roots, and multisyllabic words in my phonics instruction with 3-5 th grade.		
I can identify students who are deficient in Phonics and can provide interventions for success.		
From research, I know, good readers depend on their ability to recognize letters and groups of letters, as well as the sounds that they make, instantaneously. Fluent recognition of sight words, high frequency words and word families are 84% of what we read.		
I can locate resources to assist students who need more support in the area of Phonics.		

It is important to know:

Reading is the key to everything else in school.....

What is in this module has some K-5 materials. Why?

1. We have students in 3rd grade that have not mastered Phonemic Awareness or Phonics.
2. We have students in 4 and 5th grades that are way behind in reading because they have a phonics problem.
3. We must screen poor readers as soon as possible and help them master skills they may have lost or not mastered in Phonemic Awareness and Decoding (Phonics)
4. If children are not reading on grade level by the end of 3rd grade, it will take timely interventions to catch them up.
5. Many prison systems build cells of the number of students who are not reading on grade level at 4th grade. They must make room because those students have little chance of graduating and finding jobs.

Definitions

“Phonics is the study of the relationship between sounds and letters. It is an essential component of reading and writing practice and instruction in the primary grades.”

If not mastered, the need for intervention is an emergency.



Standard Three: Phonics

- Kindergarten a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- 1st Grade a. Know the spelling-sound correspondences for common consonant digraph.
- 2nd Grade a. Distinguish long and short vowels when reading regularly spelled one syllable words.
- 3rd Grade a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- 4th Grade a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 5th Grade a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

COMMON CORE STANDARDS

At a Glance

1st Grade Reading - Foundational Skills

RF.1.1.A
Recognize sentence features (first word, capitalization, punctuation).

The dog is barking.

RF.1.2.A
Distinguish long and short vowels in single-syllable words.

SHORT A **LONG A**
cat cake

RF.1.2.B
Blend sounds of single-syllable words.

CVC	CONSONANT BLENDS	CONSONANT DIGRAPHS
cat	plant	sheep
pig	frog	chair
hop	snake	whale

RF.1.2.C
Isolate and produce beginning, middle, and ending sounds in single-syllable words.

	beginning	middle	ending
cat	c	a	t
frog	fr	o	g

RF.1.2.D
Segment single-syllable words into their complete sequence of sounds (phonemes).

cat c-a-t frog fr-o-g

RF.1.3.A
Know the spelling/sounds of consonant digraphs.

SH	CH	PH
TH	WH	

RF.1.3.B
Decode/sound out/read one-syllable words.

c-a-t... cat
fr-o-g... frog

RF.1.3.C
Know long vowel sounds.

FINAL -E	VOWEL TEAMS
bike	eat
cake	boat
home	rain
tube	free

RF.1.3.D
Determine the number of syllables in a word, using the knowledge that every syllable must have a vowel sound.

yes|ter|day

RF.1.3.E
Decode/read two-syllable words by breaking the words into syllables.

pen-cil... pencil

RF.1.3.F
Read words with inflectional endings.

-S	-ED	-ING
looks	looked	looking
walks	walked	walking

RF.1.3.G
Read grade-appropriate irregular spelled words.

Words that break the rules:
was, been, both, friend, have, though, etc.

RF.1.4.A
Read grade-level text with purpose and understanding

RF.1.4.B
Read with accuracy, appropriate rate, and expression.

✓ ⌚ !

RF.1.4.C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

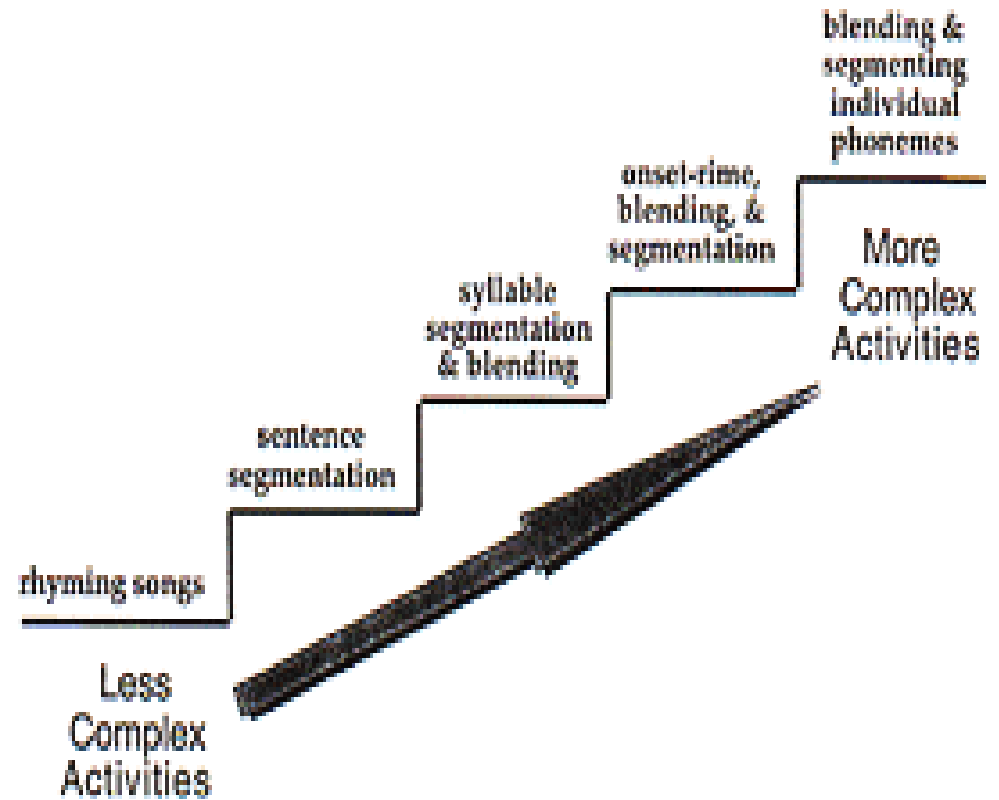


Figure 1. *A continuum of complexity of phonological awareness activities.*

Pay attention to the Next Slides Please.

The next slides will show how a student progresses from K-5th grade.

Usually and hopefully, students are reading on grade level at the end of 1st, 2nd, and 3rd grade.

If not, you will have to go back to the goals that were to be mastered and intervene, reteach etc., to get students where they need to be.

Every teacher is a reading teacher.

Grade	Standard RF.K-3.3b
Kindergarten	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
1st Grade	b. Decode regularly spelled one-syllable words.
2nd Grade	b. Know spelling-sound correspondences for additional common vowel teams
3rd Grade	b. Decode words with Latin suffixes.
4-5 th and beyond	Intervene if needed. Practice these to mastery These problem areas need to be fixed now. Do not wait.

If students have not mastered K-3rd grade standards, then we need to start where they are and build.

Grade	Standard RF.K-3.3c
Kindergarten	c. Read common high-frequency words by sight (e.g., the, of, to, you, etc..).
1st Grade	c. Know final –e and common vowel team conventions for representing long vowel sounds
2nd Grade	c. Decode regularly spelled two-syllable words with long vowels.
3rd Grade	c. Decode multi-syllable words.
4th -7th	Intervene if needed. Practice these to mastery

If students have not mastered K-3rd grade standards, then we need to start where they are and build.

Grade	Standard RF.K-2.3d
Kindergarten	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1st Grade	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
2nd Grade	d. Decode words with common prefixes and suffixes.
3rd -7th	Intervene if needed. Practice to mastery

If students have not mastered K-3rd grade standards, then we need to start where they are and build.

Grade	Standard RF. K-2.3e
Kindergarten	e. Get students ready for word study. Read Alouds decode names for practice
1st Grade	e. Decode two syllable words following basic patterns by breaking the words into syllables.
2nd Grade	e. Identify words with inconsistent but common spelling-sound correspondences.
3rd -7th	May need to intervene on these.

If students have not mastered K-3rd grade standards, then we need to start where they are and build.

Grade	Standard RF.1-2.3f
1st Grade	f. Read words with inflectional endings.
2nd Grade	f. Recognize and read grade appropriate, irregularly spelled words.
3rd -5th	Intervene if needed. Practice to Mastery

If students have not mastered K-3rd grade standards, then we need to start where they are and build.

The key element in the success of explicit phonics instruction is the provision of multiple opportunities to read decodable words (that is, words containing previously taught sound-spellings) in context (Stahl, Osborn, and Pearson, 1992; Juel and Roper-Schneider, 1985; Adams, 1990) and **ample modeling of the application of these skills to real reading. Time must be allotted for students to practice the phonics learned in context.**

How Am I and My School Doing?

- ☐ Instructional Materials are closely aligned.
- ☐ There are ample practice materials for students who need more.
- ☐ There are ample assessments that help determine mastery/deficiencies of skills.
- ☐ The schedule allows for students to receive instruction and practice in skills they have not mastered.
- ☐ The environment created for each student allows for learning.
- ☐ We collaborate as a team of teachers to plan what works best for each student.

(All teachers who work with a student must regularly collaborate and adjust instruction/materials as needed.)

Heather

TASK Two Read the “Heather scenario.”

- “As part of an overall reading assessment, I gave Heather a task involving removing a phoneme from a spoken word. For example, I had Heather say *meat* and then repeat it without saying the /m/ sound (*eat*). When Heather said *chicken* after some hesitation, I was taken aback. When I had her say *coat* with the /k/ sound, she said *jacket*. Looking over the tasks we did together, it appeared that she viewed words only in terms of their meaning. For her, a little less than *meat* was *chicken*, a little less than *coat* was *jacket*.
- For most communication, focusing on meaning is necessary. But for learning to read, especially learning about sound-symbol relationships, it is desirable to view words in terms of the sounds they contain. Only by understanding that spoken words contain phonemes can one learn the relationships between letters and sounds. The alternative is learning each word as a logograph, as in Chinese. This is possible, up to a certain limit, but does not use the alphabetic nature of our language to its best advantage.
- Heather was a bright child, and this was her only difficulty, but she was having specific difficulties learning to decode. Other children like Heather, or children with more complex difficulties, are going to have similar problems. We worked for a short period of time on teaching her to reflect on sounds in spoken words, and, with about 6 weeks of instruction, she took off and became an excellent reader. The moral is that phonemic awareness is easily taught, but absence of it leads to reading difficulties.”
- Retrieved from Stahl, S.A. (1993). Saying the “p” word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher*; 45, 621.

TASK Two- WHAT IS THE MORAL OF HEATHER’S STORY? Please send to me.



The ultimate goal:

90% of students reading on grade level by 3rd grade.

This series is designed for teachers who want information on the foundational skills and how full implementation of these standards can assist our schools in 90% of our students reading on grade level by 3rd grade. What we know from research is **that students who do not reach proficiency levels on the first exposures to the foundations of reading will need MORE exposures and experiences.** Otherwise, they risk becoming the students who are reading five (or more) years below grade level in high school – the ones who rarely graduate. (Hernandez, 2001)



Why It Matters

At the National Institute of Child Health and Human Development, the director states

“We have learned that for 90% to 95% of poor readers, prevention and early intervention programs... can increase reading skills to average reading levels. We have also learned that if we delay intervention until nine years of age, approximately 75% of the children will continue to have difficulties learning to read throughout high school.”

We catch poor readers before they fall...

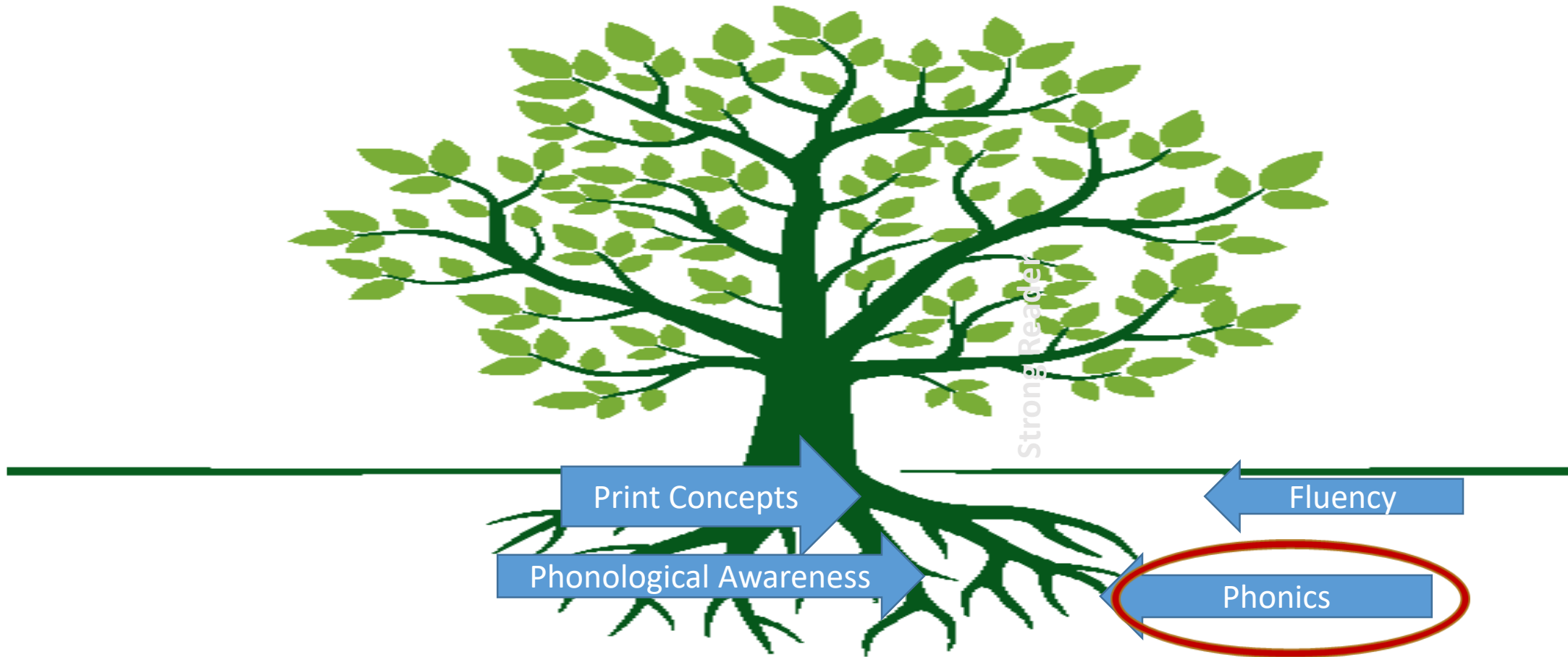
Robert Slavin, Johns Hopkins University



Factors in Building Reading Ability

1. Parents who serve as their children's first teachers; **WHAT ARE WE DOING TO HELP PARENTS UNDERSTAND AND SUPPORT THEIR CHILDREN?**
 2. Access to high-quality preschool; **HOW MANY STUDENTS HAVE ACCESS TO PRESCHOOL?**
 3. Kindergarten programs that help children catch up if they missed out on preschool; and **WHAT INTERVENTIONS ARE IN PLACE "TO CATCH THESE STUDENTS UP?"**
 4. Skilled instruction in the first through third grades
- Learning to read is a complex matter that begins long before a child starts school. In fact, researchers now know that the foundation for reading lies in the oral language children are exposed to and develop in the first three years of life (Hart & Risley, 1995). Researcher Judith Carroll sets out a "road map" for developing grade-level reading, **beginning with the first words babies hear and speak. Carroll lists four factors in building reading ability. They are above. While all factors are important, educators only have control over the last two factors.**
 - Even though we target K-5 educators in this training, we know that many of our 4th -7th grade students do not have the foundational skills of even the 3rd grade standards.

Offering Students Strong Roots



A safe learning environment.

Instruction Matters in a Safe Environment

Understanding the Brain and the Impact on Instruction

Understanding the Brain and the Impact on Instruction:

- In many classrooms, children who do not learn required material in a specific amount of time are considered to have a deficit, that is something is wrong with their brains.
 - Research has shown that the **brain is highly plastic and capable of reorganizing and rebuilding itself.**
 - Furthermore, the evidence strongly suggests that **the earlier children are provided help, the quicker they will catch up** to their peers and learn from regular classroom instruction. (Clay, 1991, 2002). But this can only occur when children are working in nonthreatening, emotionally supportive environments with teachers who have high expectations that the children will learn and that they can teach them (Levine 2002).
- Making sure Social and Emotional Learning is paired with instructional endeavor.

All future reading depends on recognizing letters, letter combinations, and the **sounds** they represent **instantaneously**.



Students' **ability** to read and write depends on their **ability** to recognize letters and groups of letters, as well as the sounds that they make, **instantaneously**. This is one of the **biggest predictors of young children's ability to read with proficiency later in life.**

“The purpose of phonics instruction is NOT that children learn to sound out words. The purpose is that they **learn to recognize words quickly and automatically, so that they can turn their attention to comprehension of the text.** If children are devoting too much energy sounding out words, they will not be able to direct enough of their attention to comprehension.”

(Samuels, 1988)

If all that happens is sounding out words with no comprehension, then we are doing a disservice to our students.



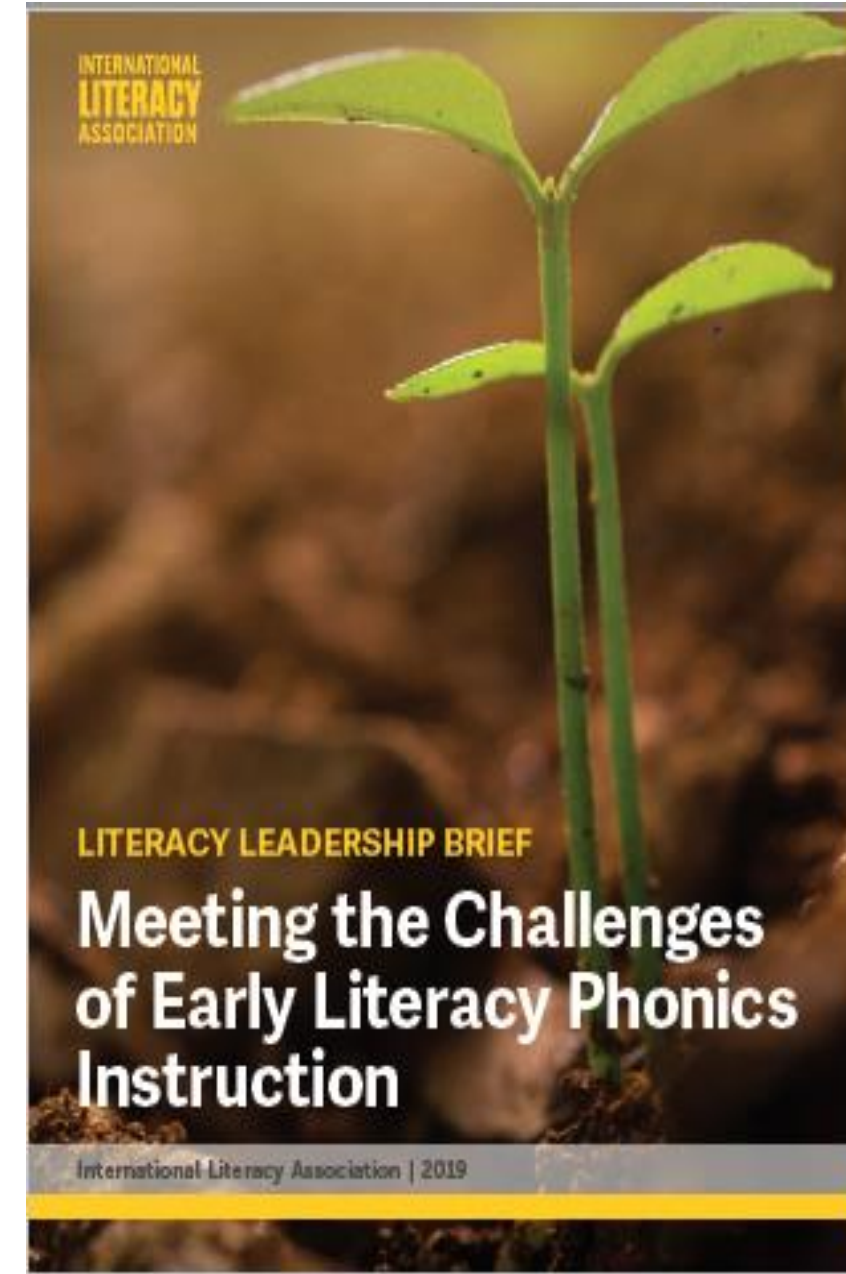
TASK Three: What Research Says:

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf>

Click on this website. Go to page 5. Reading Connected Text. Read to the end.

There are 10 common causes of Phonics Instruction Failure.

- 1. Identify the ones your school is failing in.**
- 2. How can you, after taking this module, change the sequence and Instruction of phonics in your school. Please be specific.**



Where Do We Start?



For example, initial instruction in letter-sound correspondences might be ordered as follows:

- 1. Consonants representing the most common sounds and vowels representing short sounds**
- 2. Consonant digraphs**
- 3. Two-letter consonant blends**
- 4. Three-letter consonant blends and digraph blends**
- 5. Welded sounds (e.g., *all, ing, ink*)**
- 6. Single vowels or vowel-consonant-e patterns representing long sounds**
- 7. R-controlled vowels**
- 8. Vowel digraphs**
- 9. Consonant-le patterns**
- 10. -sion/-tion endings**

<https://illinois.pbslearningmedia.org/subjects/english-language-arts-and-literacy/reading-foundational-skills/phonics-and-word-recognition/> Has interactive activities.

Names Test –PHONICS TEST Preparing the Test

Type or print the 25 names on a sheet of paper and make a copy to serve as an answer sheet.

If you have students who might be overwhelmed by the size of the list, write each name on a note card.

Administering the Test

Administer the test to one student at a time. Explain to the student that he is to pretend to be a teacher and read the list of names as if he's taking attendance. Pointing out that you will not help with any names, have the student read the entire list. Write a check mark on the answer sheet for each name he reads correctly. Count first and last names separately. (Count a word correct if all the syllables are pronounced correctly. It doesn't matter where the child places the accent.) Write phonetic spellings for the names misread.

Scoring the Test

Count words where the vowel sound depends on which syllable the consonant is placed with (for example, Ho/mer or Hom/er) correct for either pronunciation. Total the number of names read correctly. Analyze the mispronounced names, looking for patterns that might give you information about the student's decoding strengths and weaknesses. The average second grader scores 23 correct out of 50

TASK Four: One video and two articles.

1. Read the two articles.

2. After looking at the articles, tell me how these could impact your phonics and word recognition lessons in 3-5th grades. Send answer to me by email.

<https://www.readingrockets.org/article/root-words-roots-and-affixes>

What will be mastered at grades 3, 4, and 5?

[http://d3tt741pwxqwm0.cloudfront.net/Nashville-TN-PBS/phonics-word-recognition-5/files/Phonics&Word Recognition-Grade 5 Common Core Standards and Best Practices.pdf](http://d3tt741pwxqwm0.cloudfront.net/Nashville-TN-PBS/phonics-word-recognition-5/files/Phonics&Word%20Recognition-Grade%205%20Common%20Core%20Standards%20and%20Best%20Practices.pdf) 5th gr

This article has six spelling syllables and how to break words into syllables.

Instruction Matters

Four Principles of Effective Intervention

1. Begin instruction at the level students need it most.
2. Assess, assess, assess.
3. Select the appropriate literature for instructional and independent uses.
4. Maintain consistency.

Blevins, 2017

Instruction Matters

Review : Scope & Sequence Example

- Initial consonants (*m, n, t, s, p*)
- Short vowel and consonant combinations (*-at, -in, -ot*)
- Blends (*bl, dr, st*)
- Digraphs (*th, sh, ph*)
- Long vowels (*eat, oat*)
- Final e (*-ake, -ute, -ime*)
- Variant vowels and diphthongs (*-oi, -ou*)
- Silent letters and inflectional endings (*kn, wr, gn, -es, -s*)

Instruction Matters-TASK FIVE

1. Begin instruction at the level students need it most.

100-95% Independent level

94-90% Instructional Level

Below that is Frustration Level

Task Five Question:

Which level do you let children read

by themselves and do running records on?



Intervention Tips:

- Begin your intervention right away.
- Teach only one skill at a time and teach it until it is over-learned.
- Adjust the pace at which you introduce skills. Allow students time to master each skill before moving on.
- Continually review and reinforce learning.
- Continually apply the learning to real reading and writing. Reading in context is critical.

Instruction Matters

Task Six

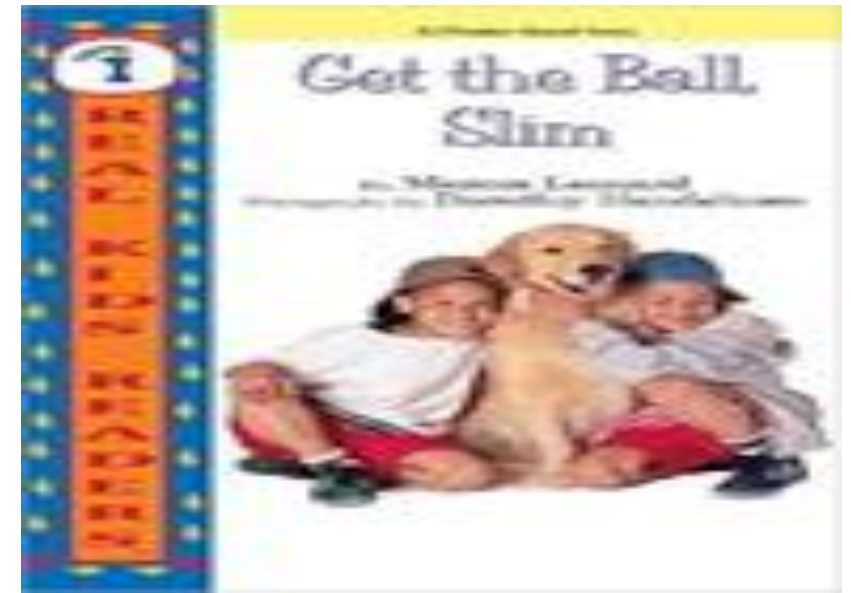


Select the appropriate literature for instructional and independent uses. The chart below can help you figure out leveled books in your book room.

https://www.readingaz.com/updates/raz_correlation_chart.pdf

TASK Six -Look at the correlation chart. Send me a picture or identify that you have seen the chart.

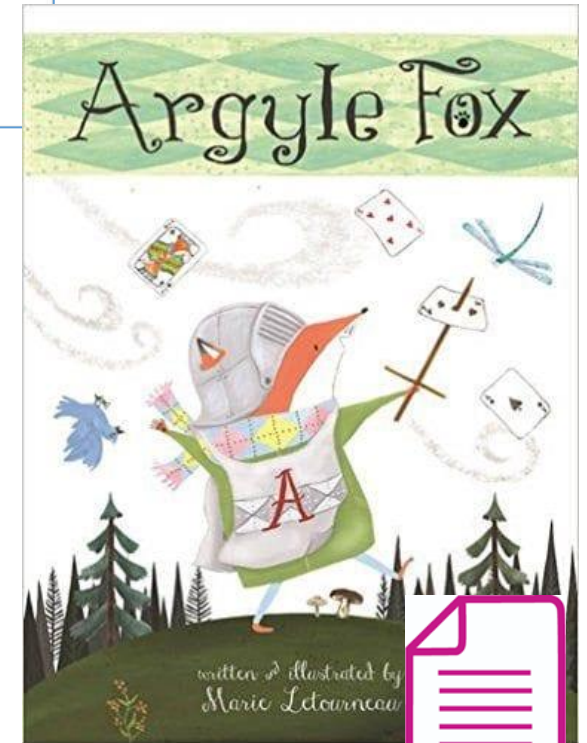
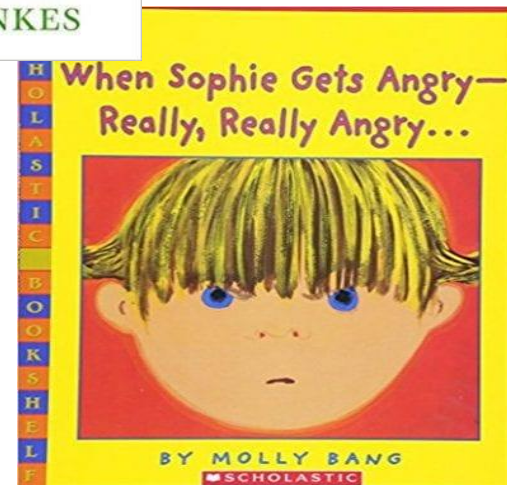
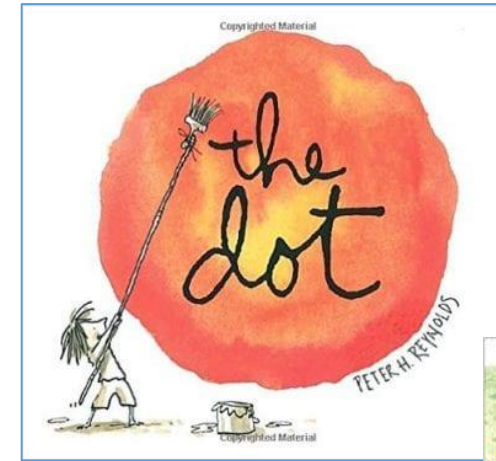
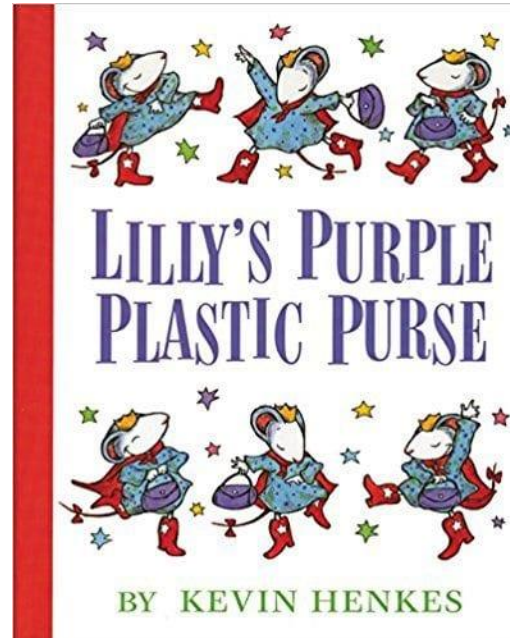
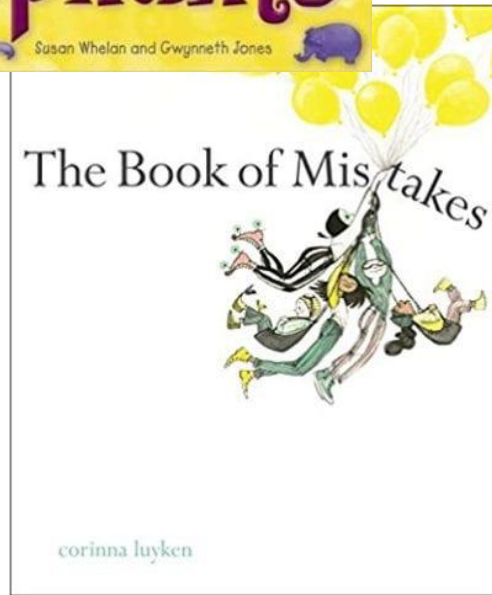
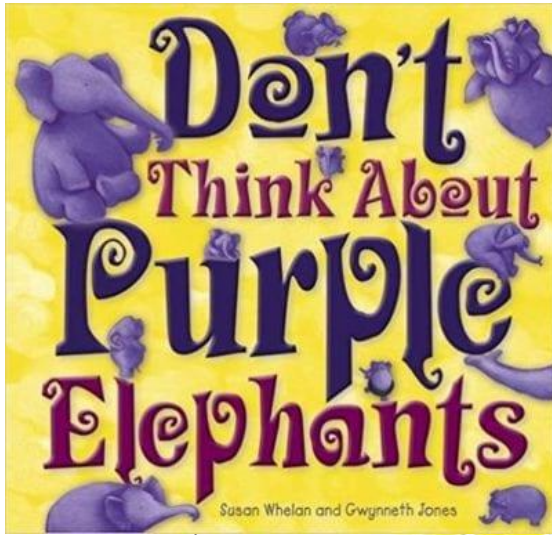
Instruction Matters



Read Alouds



Instruction Matters with books on Social Emotional Learning



Materials Matter



Materials Matter Task Seven

Look at the websites below and pick one you like and tell me about it.

Planning a lesson in any content must be explicitly planned.

Materials must be gathered and the teacher must know that students will be successful using them.

Reading teachers could gather and come up with a common checklist of materials they have to share.

Leveled Book Rooms should be organized and a check out system should be incorporated.

<http://literacylovinggals.blogspot.com/2014/08/project-organization-for-guided-reading.html>

<https://www.capstonepub.com/teachers/bookrooms>

<https://the-room-mom.com/2019/06/17/create-a-school-book-room/>

These sites will help in book rooms and materials –if you already have a bookroom library, tell me about yours.

Time Matters

Effective Schools...



90 Min Block is Recommended
K-5 should implement reading from
all content areas in this block of time.

1. Carve out literacy time in the school day.
2. Keep the time sacred or “uninterrupted”.
3. Provide early intervention for students who struggle (Tier 2 & Tier 3).

Assessment



Assessments
should mirror
the instruction.

Assessment

“Assessment of phonics skills must be done over an extended period of time to ensure mastery. Weekly assessments focusing on one skill often give ‘false positives.’ That is, they show movement towards meaning, but not mastery. If the skills isn’t worked on for subsequent weeks, learning can decay. Cumulative assessments help you determine which skills have truly been mastered. All skills should be evaluated based on two factors: accuracy and speed.”

Wiley Blevins

Instruction Matters

Assess, assess, assess.

Each school district has screening, progress monitoring, and Intervention tools. Use them. Use your Reading Specialist and Speech Therapist too.



Assessment

<http://www.fldoe.org/core/fileparse.php/16294/urlt/TypesReadingTests.pdf>

Click on this for a better view It might show up in your word or internet explorer.

OVERVIEW OF INFORMAL READING ASSESSMENTS ALL ASSESMENTS SHOULD BE GIVEN ONE-ON-ONE

READING COMPONENT MEASURED	WHAT IT MEASURES	EXAMPLES OF ASSESSMENT QUESTIONS	AGE OR GRADE Typically Mastered	When should component be assessed?
LETTER/SOUND (ALPHABET) RECOGNITION	Ability to recognize letters and sounds	Show a student one letter at a time and ask: "Can you tell me what letter this is?" (Record response) "Can you tell me the sound it makes?" (Record response)	<ul style="list-style-type: none"> Many students enter Kindergarten with the ability to recognize letters Few students recognize letter sounds Both are taught in Kindergarten 	Assess letter/sound recognition three times a year. At the beginning, middle and end of Kindergarten.
CONCEPTS OF PRINT ASSESSMENT	Understanding: <ul style="list-style-type: none"> That print has meaning That print can be used for different purposes The relationship between print and speech There is a difference between letters and words That words are separated by spaces That there is a difference between words and sentences That there are (punctuation) marks that signal the end of a sentence That books have parts such as a front and back cover, title page, and spine That stories have a beginning, middle and end That text is read from left to right and from top to bottom 	Give student a book and ask the following questions: "Can you show me _____?" <ul style="list-style-type: none"> A letter A word A sentence A space Point to the end of the sentence (punctuation mark) The front of the book The back of the book Where I should start reading this story How should I hold this book Show me the title of the book How many words are in this sentence 	Some students enter Kindergarten with an understanding of print concepts, but other students must receive instruction in this area	Assess concepts of print twice per year. At the beginning and mid-year during Kindergarten.

Task Seven Assessments you might need

- https://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf free reading assessments with passages

Running Record

- <https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>
- <https://www.readinga-z.com/helpful-tools/about-running-records/marking-a-running-record/>
- <https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/fi4-handout-assessment-data-collection-rti-running-record-info.pdf>

TASK Seven –Look at How to Take a Running Record. Two sites are above to look at. Have you given one? If you have not, tell me how a running record could inform your next lesson in phonics and how you might group students for instruction?

Sample Cumulative Phonics Assessment

1. Select three or four words from each week of instruction to create your cumulative word list.
2. Choose words that are less common to avoid sight word issues. (vat instead of cat). Nonsense words can be used IF students are comfortable with reading them. **Nonsense words are just syllables of words.**
3. Make a separate list for each week of instruction. This list should include the words from the current week and the previous five weeks.
4. Assess six to eight students each week.
 - ☐ one-one-one
 - ☐ monitor both accuracy and rate (you can cycle through your entire class in a month, yet not tax your time on any given day in a week)

ASSESSMENT 30

		Accuracy	Speed
1 Week 25	took		
2	stood		
3	hood		
4	looking		
5 Week 26	roots		
6	tube		
7	glue		
8	new		
9 Week 27	loud		
10	frown		
11	wow		
12	prouder		

		Accuracy	Speed
13 Week 28	toys		
14	broil		
15	coin		
16	enjoy		
17 Week 29	dawn		
18	talking		
19	salt		
20	hallway		
21 Week 30	care		
22	stairs		
23	share		
24	bear		

Number Accurate: ____ / 24

Number Automatic: ____ / 24

Assessment Quick Phonics Assessments

1. Comprehensive Phonics Survey

<https://resources.corwin.com/sites/default/files/Comprehensive%20Phonics%20Survey.pdf>

2. The San Diego Quick Assessment

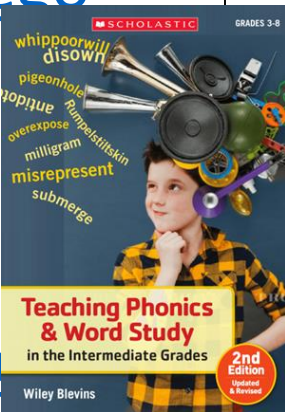
<https://readingsimplified.com/wp-content/uploads/2017/08/San-Diego-Quick-Assessment.pdf>

3. TOWRE (Test of Word Reading Efficiency) We have this at ROE

4. The Sight-Word Proficiency and Automaticity Assessment

https://www.reallygreatreading.com/rgrdownloads/really_great_reading_sight_word_surveys_RGRSWS021319.pdf

Sight words, high frequency words, and word families are 84% of what we read. It is important stuff.



TASK Eight

- <https://www.youtube.com/watch?v=jPtEGt-g9Qg> 2 min. video

After watching the video, how could these different stages of spelling inform your instruction for phonics?

1. Researchers have done lots in the area of spelling. There are 5 stages of spelling.
2. These stages can tell a teacher where a student is in phonics by the way they spell words.
3. This can be helpful if you use writing as an indicator of phonics problems.

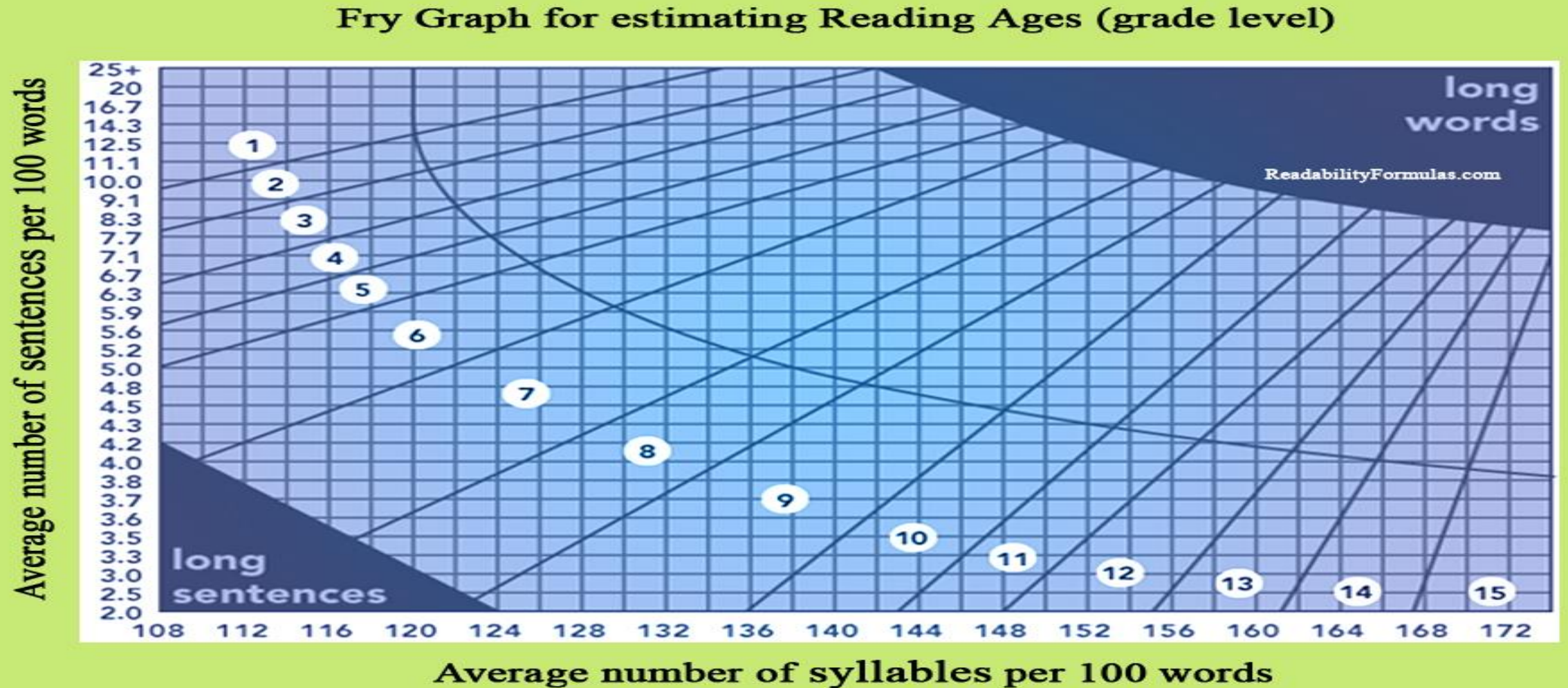
http://timrasinski.com/presentations/fry_600_instant_phrases.pdf Please look at this site and use it for phonics and fluency.

Sometimes phrases are easier for older students to grasp than single words. We read in phrases, not single words if we want fluent reading.

We, also, read with prosody. We use expression and look at punctuation to help us understand the text.



Fry Readability Chart



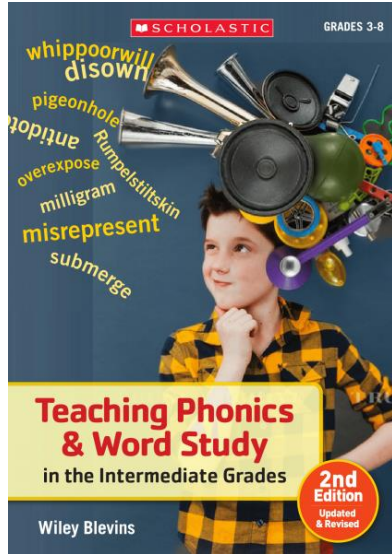
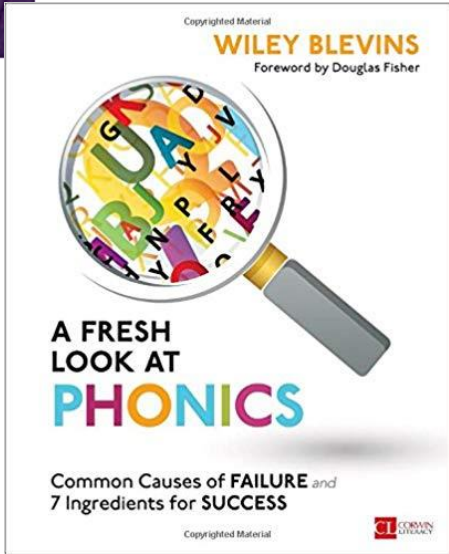
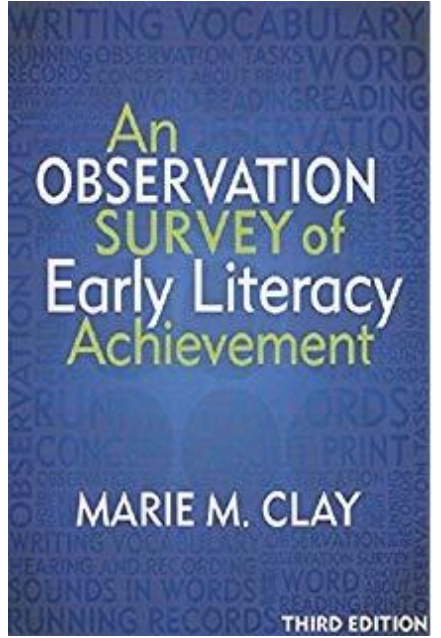
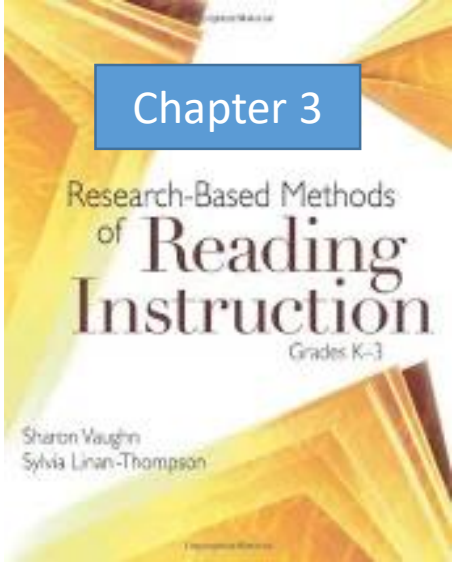
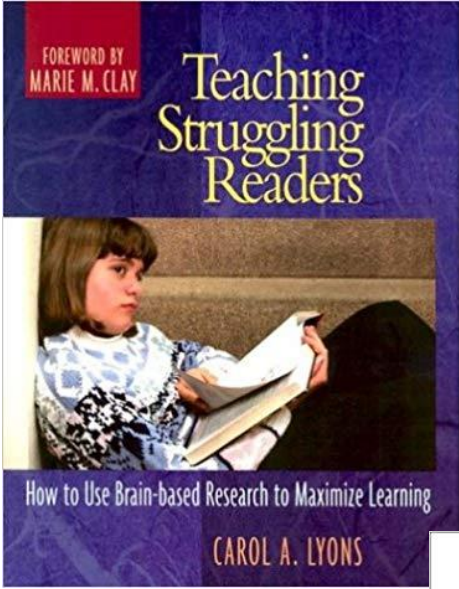
Student Center Activities



<https://fcrr.org/student-center-activities/fourth-and-fifth-grade>

Grade levels 4-5 Pick accordingly. These would also make some active learning stations in your classroom.

Educator Resources



Educator Resource

www.trelease-on-reading.com

FREE Parent Brochures on Reading
by Jim Trelease



HOME | Contact Jim | Brochures | Read-Aloud Handbook excerpts | Wilson Rawls | Jim's Retirement Letter

SITE CONTENTS

- Home
- Contact Jim
- Trelease Bio
- Jim Retirement Letter

JIM'S BOOKS

- Read-Aloud Handbook
- Hey! Listen to This
- Read All About It!

Author Profiles

- Wilson Rawls
- Beverly Cleary
- Gary Paulsen

BOOK EXCERPTS

- Read-Aloud Handbook
- "Trip to Fenway"
- Author profiles

"Do you have a free handout about reading that we can give to parents?"

So many teachers and administrators asked Jim Trelease that question, one of his first retirement projects was to create a series of such free handouts. Based on his books, lectures, and films, the tri-fold double-sided brochures are aimed at parents, teachers, librarians—even future teachers and parents.

Written in an uncomplicated, to-the-point style, along with some of the charts and statistics Jim has used in his books and lectures, the brochures are free for downloading and may be easily duplicated by nonprofit institutions dealing with parents and community members. More than 750 school districts and libraries world-wide have downloaded them in the last two years.

The subject matter includes:



<http://www.trelease-on-reading.com/brochures.html>

<http://www.criticalreading.com/>

you find in garage sales or thrift shops—has the same words as a brand new copy for \$12.95. Reading families use the 3 Rs to help the 3 Rs: Books, Bottoms, and Belts. Make sure there's a box for books and magazines in the bathroom for the se-

captured moments, and add one near the kitchen table. Install a reading lamp near the child's bed and allow the privilege of staying up 15 minutes later to read for just look at book's pictures) in bed. It might be the most important night-school he'll ever attend.

8. THERE is a strong connection between over-viewing at TV by children and under-achieving in school. Simply put: those who watch the most know the least. Research shows that up to 10 TV hours a week has an impact on children's grades but beyond that the grades decline. Sixty percent of children now have a TV in their bedrooms. Oh-oh! A side-by-side comparison of third-grade math and reading scores tells it all in the chart below—scores of children with or without a TV in their bedrooms. The average child spends 1,400 hours a year watching

Designs, math scores	3rd-gr. reading scores
53.6	48.1
51.2	47.5
52.1	47.8
51.2	47.5

—Journal of Pediatrics & Adolescent Medicine, 2007

TV/DVDs and playing computer games—equal to watching "Gone With the Wind" 392 times a year. What about laptop, those computer programs or apps you see advertised on TV that teach reading? Read on.

9. THE most economical device to teach reading is already in your home. Finland's children have the highest reading scores in the world and they use this device more than any other country—and it's free! It's closed-captioning on the TV. Turn it on by using the "menu" button on the remote to reach the "cc" area. Children unconsciously absorb the right of the words and their sounds, making connections to how print is used. It's like having a free magazine subscription in the home. All point counts. What about movie? Read—do they count? Read on.

10. WHILE a recorded voice is not as good as a live adult who can stop and explain something in the story, it's better than nothing. It's also a great asset for the parent who has a reading disability or for whom English is a second language. (Incidentally, reading to a child in a foreign language accomplishes many of the same things—feeds vocabulary and builds a bridge to the love of reading and books.) Public libraries have huge collections of audio books—all available for free.

For more details on these subjects, see Jim Trelease's Web site www.trelease-on-reading.com. © Jim Trelease 2008. This brochure may be freely reproduced by nonprofit institutions with permission of the author (see Web site).

TEN FACTS PARENTS SHOULD KNOW ABOUT READING

BY JIM TRELEASE
Author of the New York Times Bestseller
The Read-Aloud Handbook



A perfect example of how the number of distractions impedes the amount of reading can be found in *The Read-Aloud Handbook* where I describe the decline in reading among citizens in the country that has long led the world in per-capita readership of books, magazines, and newspapers—Japan. Because it is a country in which citizens spend hours each day on mass transit, they had large amounts of time in which to read. But after four decades of rising readership, suddenly readership dropped. Why? The arrival of technological distractions: video games, cell phones, laptops, Blackberries, etc. As distractions rose, readership dropped—in spite of high literacy rates.

That should be a red flag for wealthy families who are bent on adding an easily-distracted child with every new gadget.

When education and government officials look at declining scores and general readership in the U.S., they point to children of ages past and ask why today's students don't read like "we" did in the past. Few pay attention to how relatively few distractions "we" had in our homes or classrooms. With cell phones attached to their hips, 50 to 100 instant messages a day from friends, a DVD

TV in their bedrooms with 150 cable channels (right beside their laptop), we are raising the most distracted generation in world history.

The home is not the only distracting place. Think how much more material must be "covered" today in school, how many more texts must be prepped for and taken—leaving little time for "rewarding" reading, especially for the student who goes home to a world of distractions. Any wonder why reading proficiency levels are not reached and lifetime readers are not created?

Schramm's Fraction of Selection shows what needs to be done if we're going to raise readers. If we maintain (in the home and in the classroom) strong Reward factors and lower the Effort factors, reading frequency will be high. The higher that frequency number is for students, the higher will be their chances of success in school and life. And it certainly won't hurt the nation's collective IQ.

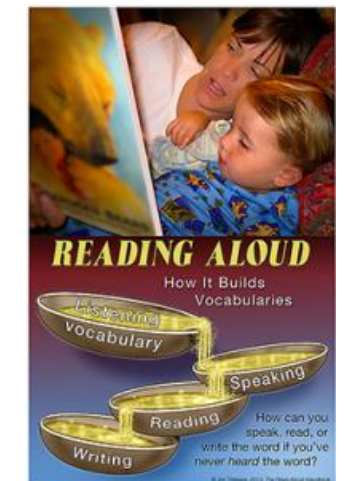
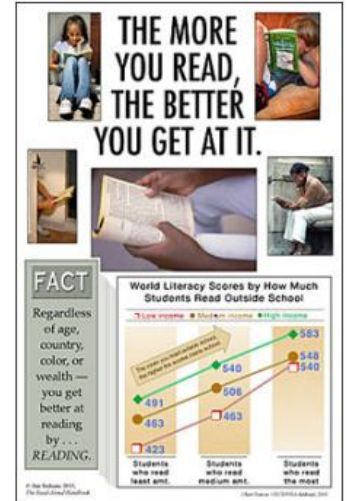
For more on Wilbur Schramm, see: <http://thesoc.stanford.edu/pdf/schramm.pdf>

For more details on these subjects, see Jim Trelease's Web site www.trelease-on-reading.com. © Jim Trelease 2008. This brochure may be freely reproduced by nonprofit institutions with permission of the author (see Web site).

A math formula to explain:

WHY SOME READ A LOT AND SOME READ VERY LITTLE

BY JIM TRELEASE
Author of the New York Times Bestseller
The Read-Aloud Handbook



More Resources

- https://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf 50 pages of standards and how to break them down for 3rd grade
- <https://www.education.com/activity/word-patterns/> lots of ideas for phonics instruction and activities
- <https://jenniferfindley.com/decoding-strategies-and-prompts/> Good ideas you can replicate
-

Common Core Appendices A, B, and C

<http://www.corestandards.org/ELA-Literacy/> Pull this up and go to the right side and scroll down to Appendices A-C

- Appendix A has everything about the Foundational Parts of Reading. Even the breakdown of teaching letters and words.
- Appendix B has everything you need to know about Text Complexity, Quality, and Range. It has text exemplars that you can follow.
- Appendix C has writing K-HS. They are all annotated and have specific vocabulary they use in annotating the student essays. This is very helpful so that common writing vocabulary can exist in all grade levels. This is the way AIR writing will be scored.

This is goodbye for now. Module 3 is done

Make sure you turn in all of the answers to your Tasks and Assessment.

Please make sure you complete the post assessment too.

It has been a pleasure working with you.

You will receive an email with a evaluation sheet to fill out and then you will receive a website to print off your Learning CPDU's.

References

- Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: M.I.T. Press.
- Allington, R. L. (2002). You can't learn much from books you can't read. *Educational Leadership*, 60, 16–19.
- Allington, R. L., & Johnston, P. H. (2002). *Reading to learn: Lessons from exemplary fourth-grade classrooms*. New York: Guilford
- Aylward, E.H., Richards, T. L. Berninger, V.W., Nagy, W. E., field, K. M, Grimme, A. C., et al. (2003). Instructional treatment associated with changes in brain activation in children with dyslexia. *Neurology*, 61, 212-219.
- Baumann, J., Edwards, E. C., Font, G., Tereshinski, C., Kame'enuei, E., & Olejnik, S. (2002). Teaching morphemic and contextual analysis to fifth-grade students. *Reading Research Quarterly*, 37, 150–176.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238.
- Ehri, L.C. (1978). Beginning reading from a psycholinguistic perspective: Amalgamation of word identities. In F.B. Murray, (Ed.), *The development of the reading process* (International Reading Association Monograph No. 3). Newark, DE: International Reading Association.

References

- Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. L. Metsala & L. C. Ehri (Eds.), *Word Recognition in Beginning Literacy* (pp.3-40). Mahway, NJ: Erlbaum.
- Edwards, E. C., Font, G., Baumann, J. F., & Boland, E. (2004). Unlocking word meanings: Strategies and guidelines for teaching morphemic and contextual analysis. In J. F. Baumann & E. J. Kame'enuei (Eds.), *Vocabulary instruction: Research to practice* (pp. 159–179). New York: Guilford Press.
- Fountas, I. C., & Pinnell, G. S. (1999). *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3*. Portsmouth, NH: Heinemann
- Graves, M. F. (2004). Teaching prefixes: As good as it gets? In J. F. Baumann & E. J. Kame'enuei (Eds.), *Vocabulary instruction: Research to practice* (pp. 81–99). New York: Guilford Press.
- Hiebert, E. H., & Lubliner, S. (2008). The nature, learning and instruction of general academic vocabulary. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about vocabulary instruction* (pp. 106–129). Newark, DE: International Reading Association.
- Ivey, G., & Broaddus, K. (2001). “Just plain reading”: A survey of what makes students want to read in middle school classrooms. *Reading Research Quarterly*, 36, 350–377.
- Johnston, F., Invernizzi, M., & Juel, C. (1998). *Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers*. New York: Guilford Publications.

References

- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- *National Reading Panel. (April, 2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development.*
- Padak, N., Newton, E., Rasinski, T., & Newton, R. M. (2008). Getting to the root of word study: Teaching Latin and Greek word roots in elementary and middle grades. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about vocabulary instruction* (pp. 6–31). Newark, DE: International Reading Association.
- Samuels, S.J. (1988). Decoding and automaticity: Helping poor readers become automatic at word recognition. *The Reading Teacher*; 41, 756-760.
- Stahl, S.A. (1993). Saying the “p” word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher*; 45, 618-625.
- Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *Elementary School Journal*, 101, 121–165