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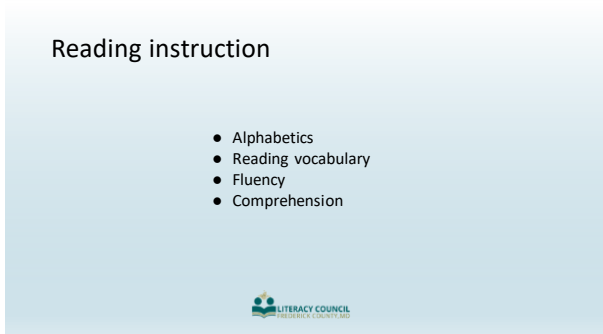
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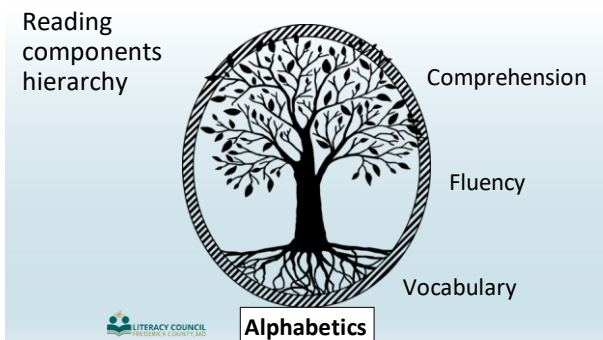
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## Alphabetics

- Phonemic awareness
- Phonics
- Word patterns
- Word parts
- Sight words
- Decoding
- Context clues



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## ... Teaching phonics

Lesson 1			
Chart 1			
		bird	b b
		cup	c c
		dish	d d
		fish	f f
		girl	g g
		hand	h h
Lesson 1			

Laubach Way to English  
Laubach Way to Reading



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## ... Teaching phonics

- Move from left to right.
- Pictures are a memory device.
- Use multiple senses.
- Say "read" not "say."
- Ask direct questions.
- Go from known to unknown.
- Be consistent.
- Give simple praise.

Lesson 1			
Chart 1			
		bird	b b
		cup	c c
		dish	d d
		fish	f f
		girl	g g
		hand	h h
Lesson 1			

Laubach Way to English  
Laubach Way to Reading



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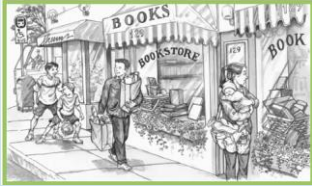
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... Teaching phonics

b, B



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Word patterns

- at

bat

cat

fat

hat

mat

pat

rat

• Tim

• time

• mad

• made

• cap

• cape

• mad

• med

• mid

• mod

• mud

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Word pattern practice activities

Word Slides

b

c

ake

l

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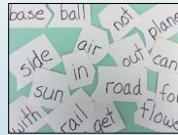
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## Word parts

- Word roots, prefixes, and suffixes
- Syllables
- Compound words
- Contractions
- Plurals and possessives



Compound word puzzle



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## Sight words

*they – you – here – there – who – are*

- Immediately recognized and understood
- Practiced as complete units
- Recognized by shape, length, or letter combinations
- Aid fluency and comprehension

**Use flashcards to practice sight words.**



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## Context clues

Using the meaning of one or a group of sentences to decode words

Cindy wants to grow v\_\_\_\_\_ in her garden.

With the p\_\_\_\_\_ of v\_\_\_\_\_ going \_\_\_\_, people are trying to \_\_\_\_\_ their own.



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## Strategic decoding

- Use context and visual clues.
- Try to sound out the word.
- Try different vowel sounds.
- Think of a word that makes sense.



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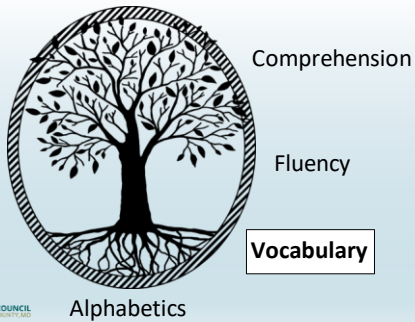
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## Reading components hierarchy



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## Principles of vocabulary instruction

- Pre-teach words before reading.
- Ensure multiple exposures.
- Focus on breadth and depth.
- Teach word-learning strategies.



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## When to do vocabulary instruction

### Before reading

- Pre-teach higher-level words using direct instruction.
- Limit to 10 words.

### During reading

- Provide meaning when needed.

### After reading

- Return to text.
- Provide reinforcement activities.
- Present word-learning strategies.



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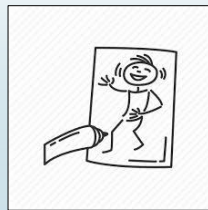
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## Vocabulary activities and resources

- Word charts
- Word Builder
- Word Matrix
- Off-the-shelf games
- Picture dictionary
- Google Images



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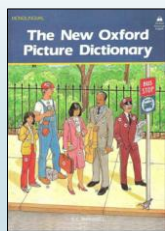
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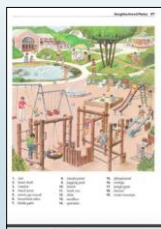
## The New Oxford Picture Dictionary



Containers, Quantity, and Money



Neighborhood Parks



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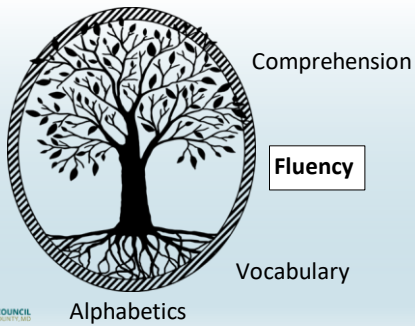
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## Reading components hierarchy



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## What is fluency?

- It is the speed and ease with which we read.
- It has three components:
  - speed
  - accuracy
  - expressiveness
- Fluent reading sounds like speech.



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## Why is fluency important?

- It improves comprehension.
  - More effort can go to comprehension.
  - Emphasis, rhythm, and inflection add meaning.
- It increases self-confidence.
- It makes reading enjoyable.



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## Guided oral reading

- Most effective way to improve fluency
- Characteristics
  - Tutor models fluent reading.
  - Tutor and student read together.
  - Tutor provides guidance and correction.
  - Student repeats reading until fluent.



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## Guided oral reading

- Modeled reading  
tutor reads aloud, student listens
- Echo reading  
student reads after tutor
- Choral reading  
student and tutor read together (known material)
- Duet reading  
student and tutor read together (new material)



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## Duet reading

- text is new to student
- student and tutor read aloud together
- develops ability to recognize words quickly

Let's try it



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### Fashul Eckspretions and Hed Moovmints

can yu tel how sumwun feels ubowt yu bi reding boddi langwij?  
 authorityteas klame yu can, frum thu luuk uv skorne, however phleting, too  
 thu subtle nods and brite ize that sae sumwun iz reeseptyv too yor thauts.

katee, cevintene, sez, "mi frends muthir duznt like mee. i noe she duznt."  
 i askt katee whi she thaut this. "well, for wun thing, she duznt luuk at  
 mee when I tawk too hir," katee ecksplaned. "she luuks uwae tord thu  
 dor or ukross thu rume, as thoe she wonts too esscaip. and sumtimes  
 she luuks at mee as if too sae, "yu luuk phunnie in those klothes." I ges  
 its thu wae hir ize luuk cold and hir lips ar presst togethir. she duznt  
 need too sae wun negutiv werd too mee." thu muthirs boddi langwij had  
 sent u messij lowd and klere.



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### Say It Like You Mean It! (activity)

- Choose a sentence.
- Student reads the sentence, emphasizing first word.
- Discuss the meaning.
- Student reads sentence, emphasizing 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> word, etc.
- Discuss the meaning each time.

I never said you hit my car!  
 I **never** said you hit my car!  
 I never **said** you hit my car!  
 I never said **you** hit my car!  
 I never said you **hit** my car!  
 I never said you hit **my** car!  
 I never said you hit my **car**!



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### Guidelines for fluency instruction

- Practice fluency *after* students have been checked for basic comprehension.
- Don't practice other skills at the same time.



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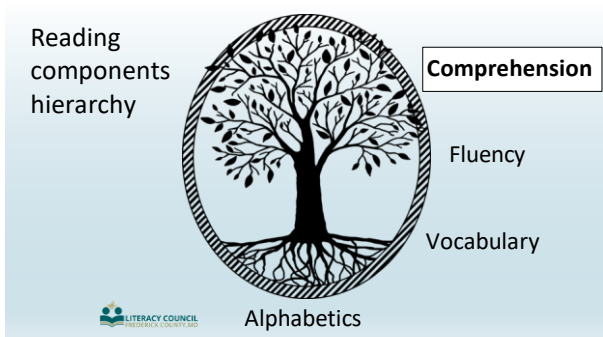
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### Principles of reading comprehension

- The purpose of reading is to understand.
- Reading requires solid skills.
- Students must be engaged.
- Comprehension requires background knowledge and life experience.
- Comprehension requires explicit teaching of strategies and skills.

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### Comprehension strategies

**Strategies**

- Set a purpose for reading.
- Use prior knowledge and experience.
- Ask questions.
- Make predictions.
- Skim.
- Summarize, reread, and reorganize.

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## Comprehension skills

### Skills

- Recognize main idea and supporting details.
- Sequence events.
- Recognize cause and effect.
- Compare and contrast.
- Distinguish fact from opinion.
- Make inferences and draw conclusions.



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## Directed silent reading

Ann gives a bird to Bob.  
She gives a cup to Cal.  
She gives a dish to Dan.  
She gives an egg to Ed.  
She gives a fish to Fran.



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## Think-aloud technique

- Select reading strategies to use.
- Set a purpose for reading.
- Model reading strategies.
- Discuss whether the purpose for reading was accomplished.



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## Think-aloud technique

## Bob is Late



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## Bob is Late ...

Bob woke up at nine o'clock. He was late for his first job. He hoped Mr. Jones would not fire him.

Bob got a ride with a friend named Eddie. His friend Eddie did not have a job yet.

Eddie said to Bob, "Is Mr. Jones going to fire you?"



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## ... Bob is Late

"I hope not," said Bob. "I hate the job, but I need the money. If I had a lot of money, I would quit."

"If you get fired, let me know," said Eddie. "Mike is going to the park with me at ten o'clock. You can go with us if you do get fired."



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### ... Bob is Late

Mr. Jones did fire Bob, so Bob rode to the park with Eddie and Mike.

The End



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### Think-aloud debrief

- What is an example of an inference or conclusion that the tutor could draw from the story?
- How did this text lend itself to summarizing for a beginning reader?
- What other skills or strategies were used by the tutor?



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### Creating independent readers

#### Before I read

1. What is this going to be about?
2. What do I already know about the topic?
3. What's my purpose for reading this?

#### While I read

1. What do I think the next part is going to be about?
2. Was I right or wrong?
3. What else do I want to know about this topic?

#### After I read

1. What did the article tell me?
2. What did I have to figure out?
3. What else do I want to know about this topic?



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