

Big Ideas: Focus Questions

1. What is it?
2. Why is it important?
3. When should it be taught?
4. What skills should students be able to demonstrate at specific grade levels?
5. How should skills be sequenced?
6. What should I look for in materials and programs?
7. How do I know what students know and whether they are learning enough?
8. How do I teach?
9. What effective, research-based programs can I use?

Phonemic Awareness Objectives

(modified from Moats, 1999)

What You Should Know:

- Definition of phonemic awareness.
- The relation of phonemic awareness to early reading success.
- The developmental continuum of PA skills.
- Which PA skills are more important and when they should be taught.
- Features of phonemes and tasks that influence task difficulty.
- Terminology (phoneme, PA, continuous sound, onset-rime, segmentation).

Phonemic Awareness Objectives

(modified from Moats, 1999)

What You Should Be Able to Do:

- Assess PA and diagnose difficulties.
- Produce speech sounds accurately.
- Use a developmental continuum to select/design PA.
- Select examples according to complexity of skills, phonemes, & word types.
- Model and deliver PA lessons.
- Link PA to reading and spelling.
- Evaluate the design of instructional materials.

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^b									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35 ^a

* High priority skill

a. Sounds per minute

b. Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation^a									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	35 ^b								

* High priority skill

a. Skills in this category should be established by mid-year.

b. Number of phoneme segments per minute

What Should I Look for in Materials?

Materials should:

1. Progress from easier phonemic awareness activities to more difficult (rhyming, sound matching to blending, segmentation, and manipulation).
2. Focus on segmentation or the combination of blending and segmenting.
3. Start with larger linguistic units (i.e., words and syllables) and proceed to smaller linguistic units (i.e., phonemes).
4. Begin instruction that focuses on the phonemic level of phonological units with short words (2-3 phonemes: at, mud, run).

(Smith, Simmons, & Kame'enui, 1999)

What Should I Look for in Materials?

Materials should (continued):

5. Focus first on initial (sat), then final (sats), and lastly the medial sound (sat) in words.
6. Introduce continuous sounds (e.g., m, r, s) before stop sounds (t, b, k), as stop sounds are more difficult to elongate and isolate.
7. Add letter-sound correspondence instruction to phonological awareness interventions after children demonstrate early phonemic awareness.
8. Provide brief instructional sessions. Significant gains in phonemic awareness are often made in 15-20 minutes of daily instruction and practice over a period of 9-12 weeks.

(Smith, Simmons, & Kame'enui, 1999)

Alphabetic Principle Objectives

(modified from Moats, 1999)

What You Should Know:

- Components and definition of the alphabetic principle.
- The relation of phonemic awareness & decoding.
- The critical stages in learning to decode words.
- Features that influence the difficulty of word recognition.
- Critical differences between regular and irregular words.
- Terminology (alphabetic principle, orthography, grapheme, phonological recoding)

Alphabetic Principle Objectives

What You Should Be Able To Do:

- Sequence letter-sound correspondences to enhance word recognition.
- Assess & diagnose decoding skills.
- Select examples according to complexity of word type and letter sounds.
- Explicitly teach letter sound, blending, sight word, and connected text reading.
- Give corrective feedback.
- Evaluate design of materials.

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	X	X	X	X	X
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words									20 ^a
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

* High priority skill

a. Sounds per minute

Mapping of Instruction to Achieve Instructional Priorities: First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combination									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently			X	X	X	X	X	X	
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities: Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
*3a: Reads 120 wpm	90	94	98	102	106	110	112	116	120
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill

What to Look for in Materials: Regular Word Reading

Instructional materials must be carefully designed based on:

- letters in words
- complexity of words

Letters in words for initial blending (sounding-out) instruction should:

- consist of continuous sounds (e.g, m, s)
- be familiar
- be visually and auditorily dissimilar (i.e., do not teach /b/ and /d/ together
- occur in a large number of words so they will be of high quality
- be lower case unless upper and lower case are highly similar shapes (e.g., S s; V v).

(Carnine, Silbert, & Kame'enui, 1997)

Automaticity Objectives

(modified from Moats, 1999)

What You Should Know:

- Definition and purpose of fluency.
- When fluency is an appropriate objective.
- The role of fluency in a comprehensive reading program.
- The features of text that influence fluency.
- How fluent readers should be at grades 1, 2, and 3.
- How much growth average readers gain per week.
- Terminology (automaticity, fluency, slope, CWPM)

Automaticity with the Code Objectives

What You Should Be Able To Do:

- Assess learner performance to determine whether fluency building is an appropriate objective.
- Set appropriate fluency goals
- Select and sequence text to enhance oral reading fluency.
- Assess fluency growth over time.
- Select and deliver instructional strategies to promote automaticity and fluency in letter sounds, irregular words, and passage reading..

Mapping of Instruction to Achieve Instructional Priorities: First Grade

Focus 4: Reading Connected Text	1	2	3	4	5	6	7	8	9
* 4a: Read accurately (1 error in 20 words)			X	X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2/3 sec mid year; 1 word per sec end of year)	8	16	24	30	36	42	48	54	60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities: Second Grade

Focus 4: Reading Connected Text	1	2	3	4	5	6	7	8	9
* 4a: Reads 90-100 wpm	60	65	70	75	80	85	90	95	100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

- *. high-priority skill
- a. minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities: Third Grade

Focus 3: Reading Connected Text									
* 3a: Reads 120 wpm	90	94	98	102	106	110	112	116	120
3b: Reads with phrasing, expression, inflection	X	X	X						
* 3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day