Putting Reading First In Your Classroom, Grades K-2

Course Description

*Putting Reading First In Your Classroom, Grades K-2* is an interactive, online, and in-person professional development course designed for all teachers of grades K-2. The seven online sessions focus on understanding the role of phonemic awareness, phonics, fluency, vocabulary, and text comprehension in early reading instruction.

- **Session 1**, the Course Introduction, includes a Course Keynote by the lead faculty who talks about the importance of beginning reading. A Self-Assessment follows the keynote.
- **Session 2** focuses on the building blocks of reading—phonemic awareness and alphabet recognition. These two skill areas, cited by research as the two best predictors of early reading success, are essential for laying a strong reading foundation. In addition, the Stages of Reading Development are outlined in order to provide a framework in which all course learning can be placed.
- **Session 3** focuses on the basics of phonics and decoding. Key characteristics of effective phonics instruction—such as using an appropriate scope and sequence, providing frequent blending models, using decodable text, and linking phonics to spelling—are defined and applied to classroom practices.
- **Session 4** focuses on how to assess fluency, build fluency, and incorporate independent and small-group fluency-building activities into classroom routines. Techniques for helping children to master sight words are also included.
- **Session 5** focuses on the role of vocabulary in early reading instruction. Attention is paid to building children's oral vocabularies, fostering word consciousness, and teaching important story words and academic language before and during reading.
- **Session 6** focuses on comprehension, the ultimate goal of all reading instruction. Topics covered include teaching children techniques for previewing text, building and activating background knowledge, self-monitoring while reading, asking questions about text, and constructing oral and written retellings of text.
- **Session 7** addresses the appropriate use of various genres in meeting instruction goals. Big Books, Read Alouds, decodable text, and trade books are all part of the reading instruction. This session discusses how to match children to appropriately-leveled text for independent reading and how to check children's comprehension from their written and oral retellings.

Lesson plans and classroom resources support all online sessions. The plans and resources ensure that the course content can be seamlessly integrated into classroom reading programs or subject-specific curriculum.
Course Objectives

On completing the course, participants will be able to:

- Understand the role of alphabet recognition and phonemic awareness in laying the foundation for early reading growth and learn research-based classroom techniques for teaching both.
- Identify the key characteristics of effective phonics instruction and apply them in your classroom.
- Assess children's oral reading fluency and develop whole-group, small-group, and independent instructional activities for building fluency and mastering sight word vocabulary.
- Use effective vocabulary learning strategies to build children's oral language and foster word consciousness, directly teach vocabulary before and during reading, and encourage wide reading.
- Recognize the role of comprehension instruction in early reading and use techniques to teach children how to preview text, activate background knowledge, identify story elements, self-monitor their reading, ask questions about text, and construct oral and written retellings of reading materials.
- Match children to text and use appropriate literature for specific instructional goals, such as using Big Books to teach concepts of print, Read Alouds to build vocabulary, decodable text to apply phonics skills, and leveled books for independent reading.

Course Outline

1. Course Introduction
   1.1 Your Course Keynote
   Self-Assessment

2. Building Blocks of Reading: Alphabet Recognition and Phonemic Awareness
   2.1 The Foundations of Reading
   2.2 Stages of Reading Development
   2.3 Alphabet Recognition
   2.4 Phonemic Awareness: Oral Blending and Segmentation
   2.5 Phonemic Awareness: Phonemic Manipulation

3. The Basics of Phonics and Decoding
   3.1 Characteristics of Effective Phonics Instruction
   3.2 Scope and Sequence: Making It Work
   3.3 Using Phonics Blending
   3.4 Using Decodable Text
   3.5 Linking Phonics to Spelling: Dictation

4. Building Toward Fluency
   4.1 Characteristics of Fluency at K–2
   4.2 Assessing Reading Fluency
   4.3 Fluency: The Teacher’s Role
   4.4 Increasing High-Frequency Word Knowledge
   4.5 Student Practice Activities and the Fluency Corner
5. Role of Vocabulary-Building
5.1 Reading and Vocabulary: The Link
5.2 Building Children’s Oral Language
5.3 Pre-teaching Words
5.4 Using Context
5.5 Using Word Parts

6. Comprehension is Taught, Not Caught
6.1 The Role of Comprehension in Early Reading
6.2 Previewing Text and Building Background
6.3 Teaching Major Story Elements
6.4 Active Reading and Self-Monitoring: Nonfiction
6.5 Oral and Written Retellings

7. Using Books in the Classroom
7.1 Developing Life Long Readers
7.2 Using Big Books and Read Alouds
7.3 How to Match Children to Books
7.4 Responding to Literature Through Writing
7.5 How to Put Reading First in Your Classroom
All content in *Putting Reading First in Your Classroom*, is grounded in scientifically based research. Primary teachers are provided with the foundational skills and strategies to start children on the path to becoming lifelong readers. The course provides best practice teaching strategies in all five key areas of early reading development: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. As preparation for teaching early phonics skills and sight word automaticity, the course supports teachers in helping young children build oral language, attain alphabetic knowledge, and develop phonemic awareness.

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<tr>
<th>COURSE RESEARCH BASE</th>
<th>COURSE IMPLEMENTATION</th>
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<tr>
<td><strong>Alphabet Recognition</strong></td>
<td>✓ Alphabet recognition techniques are modeled on video lessons and provided in teaching resources</td>
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<td>• Alphabet recognition is one of the two best predictors of early reading success. (Adams, 1990; Stanovich, 1992; Chall, 1996; Beck and Juel, 1995)</td>
<td>✓ Teachers view phonemic manipulation best practices that they can easily replicate with students</td>
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<td>• “Alphabetic knowledge is needed to decode words, to retain sight words in memory, and to call on sight word memory to read words by analogy.” (National Reading Panel)</td>
<td>✓ Focused training in the areas of blending and segmentation is provided through audio activities. Resources focus specifically on how to blend and segment words.</td>
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<td><strong>Phonemic Awareness</strong></td>
<td>✓ Performing phonemic manipulation tasks such as substitution are modeled on audio and presented in lesson plans for classroom use</td>
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<td>• Phonemic awareness instruction helps children learn to read, spell, and comprehend text. (Put Reading First)</td>
<td>✓ Teachers practice distinguishing between systematic and explicit phonics programs, and receive a classroom-ready phonics lesson</td>
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<td>• The most effective method of phonemic awareness instruction focuses on only one or two types of phoneme manipulation—blending and segmenting words in particular. (Put Reading First)</td>
<td>✓ Performing phonemic manipulation tasks such as substitution have yielded strong predictions of correlations with reading achievement.” (Lundberg, Olofosson, and Wall, 1980; Mann, 1984; Rosner and Simon, 1971)</td>
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<td>• Oral blending and segmentation are important parts of developing phonemic awareness, which is critical in learning to read and spell with success. (Adams 1990; Put Reading First)</td>
<td>✓ Teachers practice distinguishing between systematic and explicit phonics programs, and receive a classroom-ready phonics lesson</td>
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<tr>
<td><strong>Phonics</strong></td>
<td>✓ Teachers practice distinguishing between systematic and explicit phonics programs, and receive a classroom-ready phonics lesson</td>
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<td>• “Systematic and explicit phonics instruction significantly improves children’s reading comprehension” and is effective for children from various social and economic levels.” (Put Reading First)</td>
<td>✓ Teachers practice distinguishing between systematic and explicit phonics programs, and receive a classroom-ready phonics lesson</td>
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- Systematic phonics instruction should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships. (Put Reading First)

- Effective programs offer phonics instruction that includes alphabetic knowledge, phonemic awareness, vocabulary development, and the reading of text, as well as systematic phonics instruction. (Put Reading First)

- “Two blending procedures that have the greatest reading payoff are final blending and successive blending.” (Resnick and Beck, 1976)

- “Effective phonics programs provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.” (Put Reading First)

### Fluency

- Guided, repeated oral reading has a significant positive impact on word recognition, fluency, and comprehension. (Teaching Children to Read)
- Repeated and monitored oral reading improves reading fluency and overall reading achievement.

- Students can improve their fluency by: 1) hearing models of fluent reading; 2) repeated reading with guidance; 3) combining reading instruction with reading practice at their independent level of reading ability. (Put Reading First)

### Components of a Successful Student Phonics Lesson

- Warming up with phonemic awareness activities
- Teaching sound/spelling relationships
- Practice with blending
- Applying to decodable text
- Performing dictation and spelling
- Finally building, manipulating, and sorting words

### Effective Programs

- Teachers connect alphabet recognition to phonemic awareness, linking phonemic awareness to phonics, developing vocabulary using direct instruction, and using appropriate grade level text for instruction during student shared and independent reading blocks

- Sound-by-sound and whole-word blending are modeled on video and presented in student-ready materials

- Decodable texts, patterned/predictable texts, and trade texts that are appropriate for phonics instruction are identified and utilized for classroom instruction

- Sample oral recitation teaching videos and scripted teacher lesson plans are presented for classroom use

- Reading experts demonstrate paired fluency lessons along with teacher feedback and ready-to-use lessons

- Audio read alouds modeling fluent reading, including pacing, phrasing, and expression are provided
| “Fluency develops as a result of many opportunities to practice reading with a high degree of success.” (Put Reading First) | ✓ The Fluency Booklist provides Lexiled books that contain grade-appropriate, motivating text that students can read with success |
| “Monitoring and assessing student progress in reading fluency is useful in evaluating instruction and setting instructional goals. It can also be motivating to students.” (Put Reading First) | ✓ Performing an Oral Fluency Assessment (OFA) is presented along with lessons, grade-level passages, and online simulations for administering an OFA to students can be practiced |
### Vocabulary

- Direct instruction of vocabulary related to a text leads to better comprehension. Effective direct instruction includes both specific word instruction and instruction in word-learning strategies. (Put Reading First).

- Students learn most words through everyday experiences with oral and written language, and one of the most important ways of gaining vocabulary is through listening to other read aloud. “Reading aloud to students is particularly helpful when the reader pauses during reading to define an unfamiliar word and, after reading, engages the child in a conversation about the book.” (Put Reading First)

### Comprehension

- Over twenty years of research supports the recommendation that comprehension skills and strategies require direct instruction. (Pearson, 1986)

- Students can be taught to use comprehension strategies through direct explanation, modeling, guided practice, and application. Comprehension strategies can also be taught through cooperative learning. (Put Reading First)

- “Text comprehension can be improved by instruction that helps reader use specific comprehension strategies.” (Put Reading First)

- Six strategies have been shown to improve comprehension: monitoring comprehension, using graphic organizers, answering questions, generating questions, recognizing story structure, and summarizing. (Put Reading First)

### Direct Teaching

- Direct pre-teaching vocabulary words for a story, using context and word part strategies to figure out word meanings in text are highlighted for classroom use.

- Building student oral and written language framework is modeled on video and in classroom lessons.

- Instruction of comprehension skills including think-alouds that model active reading and self-monitoring comprehension strategies are illustrated for whole group instruction.

- Direct teaching of specific strategies: previewing text and building background knowledge; identifying basic story elements such as setting, characters, and plot; asking questions; stopping and summarizing; clarifying; and predicting are presented to enhance student comprehension skills.

- Lessons for self-monitoring comprehension strategies, story elements graphic organizers, and checking comprehension through oral and written retellings provide teachers with a complete comprehension planning tool package.
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<th>Spelling</th>
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<td>• “When young children try to write words they have not yet memorized or studied, they may discover the speech sounds in those words and become more aware of the letters in the letters in the words when they see them in print.” (Hall and Moats, 1999)</td>
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<td>✓ Dictation activities encourage the connection between writing/encoding and reading/decoding help students apply their sound/spelling knowledge to reading and writing new words</td>
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<th>Writing and Grammar</th>
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<td>• “Even as students develop the building blocks for writing, shared and modeled writing helps them transcend the daunting challenges of generating and organizing their thoughts.” (Moats, 2001)</td>
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<td>• Over twenty years of research supports the use of providing good models of writing for analysis, particularly when used along with other validated instructional techniques. (Cotton for NWREL, 1988).</td>
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<td>✓ Shared writing is modeled on video, and a lesson guides teachers to use writing graphic organizers effectively during whole group instruction</td>
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<td>✓ Sample writing rubric and analysis of a student writing samples highlight elements that teachers should look for when checking for individual comprehension</td>
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<th>Age-Appropriate Materials</th>
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<td>• Meaningful, higher interest, appropriately leveled texts that engage students provide the required balance to the necessary skill instruction for struggling reader. (Braunger and Lewis, 1998).</td>
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<td>• Matching students to text with the appropriate level of challenge—not too easy or not too hard—is one mechanism for successful reading experiences. (Gambrell, Palmer, and Codling, 1993; Gambrell, Almasi, Xie, and Heland, 1995; Morrow, 1996).</td>
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<td>✓ Putting Reading First in Your Classroom student booklists use the Lexile framework, suggested grade levels, and possess a high student motivation factor including: Books for Fluency (high interest, low reading level), Decodable Books, Patterned/Predictable Books, Fiction and Nonfiction Big Books, and Best Loved Trade Books</td>
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<th>Motivation and Self-Esteem</th>
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*Putting Reading First in Your Classroom, K-2*  
*Course Overview*
| “Using whole-language activities to supplement phonics instruction certainly helps to make reading fun and meaningful for children.” (Rayner, Foorman, Perfetti, Pesetsky, and Seidenberg, 2002) | ✓ Authentic literature and Big Books are used for instruction of phonics, fluency, vocabulary, and comprehension and promote reading excitement for students |

*Putting Reading First in Your Classroom, K-2*
References


National Reading Panel. (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for
*Reading Instruction.* Washington, DC: National Institute of Child Health and Human Development.


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<tr>
<th>Description</th>
<th>Estimated Time</th>
<th>Participation Hours</th>
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<td>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</td>
<td>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</td>
<td>7</td>
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<td>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</td>
<td>2 hours x 4 workshops; 3 hours in-class coaching</td>
<td>11</td>
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<td>Personal journal writing in response to session-specific topics and prompts.</td>
<td>10 minutes per session (Excluding Course Introduction – Session 1)</td>
<td>1</td>
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<td>Collaborative discussions with colleagues and advice/feedback from reading specialist.</td>
<td>10 minutes per session (Excluding Course Introduction – Session 1)</td>
<td>1</td>
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<td>Relevant articles to read study and connect to learning and classroom application.</td>
<td>1 hour per session</td>
<td>7</td>
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<tr>
<td>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</td>
<td>1 hour per session</td>
<td>7</td>
</tr>
<tr>
<td>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</td>
<td>1 hour per strategy; 1 strategy per week</td>
<td>7</td>
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<td>Preparation and presentation of course learning.</td>
<td>1 hour</td>
<td>1</td>
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<td>Setting goals and incorporating into Professional Improvement Plan.</td>
<td>1 hours</td>
<td>1</td>
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<tr>
<td>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</td>
<td>2 hours</td>
<td>2</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<td><strong>45</strong></td>
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