



Informed by Scientifically-Based Research

Aligned to Reading First

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



Phonemic Awareness

- Children show us that they have phonemic awareness in many ways including: Phoneme isolation, Phoneme identity, Phoneme categorization, Phoneme blending, Phoneme segmentation, Phoneme deletion, Phoneme addition, Phoneme substitution
- Teaching one or two types of phoneme manipulation — specifically blending and segmenting phonemes in words — is likely to produce greater benefits to your students' reading than teaching several types of manipulation.
- Phonemic awareness instruction makes a stronger contribution to the improvement of reading and spelling when children are taught to use letters as they manipulate phonemes than when instruction is limited to phonemes alone.
- To be effective with young learners, systematic instruction must be designed appropriately and taught carefully. It should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships. It should ensure that all children learn these skills. As instruction proceeds, children should be taught to use this knowledge to read and write words.
- In general, small-group instruction is more effective in helping your students acquire phonemic awareness.

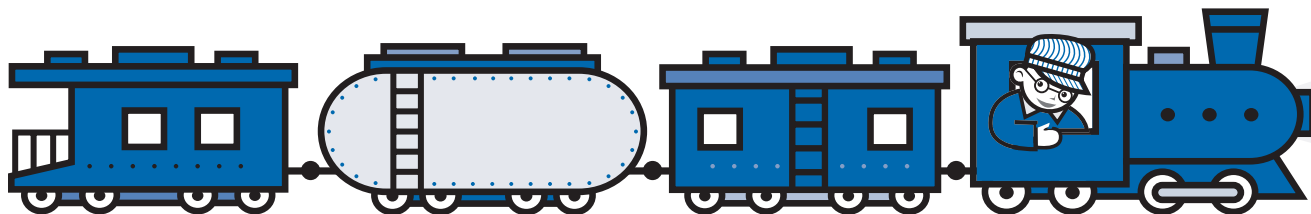
All of the ReadingLine Kits feature explicit phonemic awareness instruction. Each lesson plan includes two to four targeted phonemic awareness activities.

ReadingLine Phonemic Awareness skills include all of those recommended in *Put Reading First*: Oral Segmentation, Oral Blending, Oddity Task (phoneme identity and categorization), and Phonemic Manipulation (phoneme deletion, addition, substitution).

Blending and segmenting the phonemes in words are the two skills most frequently targeted, particularly when children prepare to read decodable words. Skills are taught directly with teacher modeling and exemplars.

Sound/Letter relationships are taught together in ReadingLine. After sounds are introduced, children then learn about the spelling that represents the sound. This is followed by instruction in letter formation (Sound and Letter Kit) and by blending sound-spellings together to read decodable words (Phonics Kit).

All of the ReadingLine Phonemic Awareness lessons are designed to be used in a small group, as recommended.



Phonics

- Systematic and explicit phonics instruction is more effective than nonsystematic or no phonics instruction.
- Phonics instruction is most effective when it begins in kindergarten or first grade. It should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships. It should ensure that all children learn these skills. As instruction proceeds, children should be taught to use this knowledge to read and write words.
- The hallmark of systematic phonics instruction is the direct teaching of a set of sound/letter relationships in a clearly defined sequence. The programs also provide materials that give children substantial practice in applying knowledge of these relationships as they read and write. These materials include books or stories that contain a large number of words that children can decode.
- 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.
- Most programs of systematic phonics instruction also include materials for use in practice writing.

ReadingLine phonics offers systematic and explicit instruction in sound-letter relationships and early decoding.

As recommended, children learn all major consonant and vowel sound-spellings. They also learn how to blend them together to read simple words. As they work with the sound-spellings, children also focus on letter formation and on recognizing the sound-spellings as they read the little books.

The ReadingLine alphabet scope and sequence (in the Sound and Letter Kit) is flexible so that it can be used to reinforce the scope and sequence already being used by the teacher. The Phonics Kit uses a scope and sequence that reflects recommended criteria (such as utility or continuous sounds) and that allows children to read words as soon as possible.

The instruction explicitly introduces the sound-spellings with exemplars and teacher modeling. Blending is also taught in a formal and explicit routine that children can use as they read on their own.

ReadingLine is based on little books that are at least 75% decodable (the Phonics Kit). This offers significant opportunity for practice with connected text.

ReadingLine offers both writing instruction and practice. In addition to learning letter formation in the Sound and Letter Kit, children learn to write decodable words in the Phonics Kit. There is a dictation activity in each lesson. The Activity Books include many pages in which children practice writing letters, words, and sentences.

Vocabulary

- Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. In general vocabulary can be described as oral vocabulary and reading vocabulary.
- The more Oral Language experiences children have, the more word meanings they learn.
- Extended instruction that promotes active engagement with vocabulary improves word learning.
- Teaching specific words before reading helps both vocabulary learning and reading comprehension.
- Repeated exposure to vocabulary in many contexts aids word learning. Children learn words best when they are provided with instruction over an extended period of time and when that instruction has them work actively with the words.

ReadingLine oral vocabulary (Oral Language) covers most key early concepts and topics. ReadingLine reading vocabulary includes the top 25 sight words for kindergartners.

There are many active and engaging Oral Language experiences available. Children begin each lesson by working with rhymes and fingerplays. In the Oral Language lessons, children work with picture cards, word webs, games, and discussions as they build new vocabulary and contexts.

As recommended, vocabulary development begins before reading. Sight words, decodable words, and story-related (content) vocabulary are all introduced prior to reading the little books.

Children have repeated exposure to the targeted vocabulary. They encounter the same reading vocabulary (sight words and decodable words) over and over as they read the little books.

Fluency

- It is important to provide students with instruction and practice in fluency as they read connected text.
- There are several ways that your students can practice orally rereading text, including student-adult reading, choral reading, tape-assisted reading, partner reading.
- Model fluent reading, then have students reread the text on their own. By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense.

Fluency instruction and practice are built into every ReadingLine lesson. The little books represent the kind of instructional-level text that is particularly well suited to fluency building.

Children reread each little book at least two times. The fluency practice activities that go with each book include those recommended in *Put Reading First* (choral reading, echo reading, reader's theater and partner reading). There is also a recording of the little books that children can listen to as they read along.

As recommended, the fluency lessons generally begin with teacher modeling. The modeling is accompanied by instruction focusing on how punctuation, character, and other text features inform expression.

Comprehension

- Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.
- Good readers have a purpose for reading.
- Good readers think actively as they read.
- Research shows that teachers' questioning strongly supports and advances students' learning from reading.
- Teaching students to ask their own questions improves their active processing of text and their comprehension.
- Good readers draw on prior knowledge and experience to help them understand what they are reading.
- Conversations about books help children to learn new words and concepts and to relate them to their prior knowledge and experience.
- Graphic organizers can help readers focus on concepts and how they are related to other concepts.

ReadingLine comprehension focuses on both understanding the text and understanding concepts and content introduced in the text.

Comprehension instruction begins on Day 1, when children are introduced to a topic through fingerplays and rhymes. Then, while being introduced to content-related vocabulary, children generate ideas that relate to the book's topic helping to organize and expand their knowledge base.

Prior to reading the book, children build background. They ask and answer questions about the topic and often set a purpose. As the group reads together, the teacher asks targeted questions in key comprehension areas. Children also discuss the book after reading.

Another ReadingLine feature that promotes comprehension is the many Oral Language lessons. In these lessons, children work with both concepts and the book's content. These lessons often contain comprehension-building strategies such as using graphic organizers, categorization, and listening/thinking games.

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