WE WILL GET STARTED IN 5 MINUTES.

STR Test Prep Seminar

**Welcome to Session 1
Definitions & Classroom Examples**

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Phonemic Awareness vs. Phonological Awareness

Both are auditory tasks!

✓ Phonemic awareness is the ability to focus on <u>individual</u> sounds in spoken languages.

✓ Phonological awareness is the ability to pay attention to the various sound <u>units</u> when recognizing a word.

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Phonemic Awareness

✓ A <u>phoneme</u> is the smallest unit of sound in a language that holds meaning. Almost all words are made up of a number of phonemes blended together.

✓ <u>Phonemic Awareness</u> involves an understanding of the ways that sounds function in words, it deals with only one aspect of sound: the phoneme.

✓ Consider the word "fall." It is made up of three phonemes: /f/ /aw/ /l/. Each of its sounds affects the meaning. Take away the /f/ sound and replace it with /b/ and you have an entirely different word: ball. Change the /aw/ for an /i/ sound and, again, the meaning changes. The new word is: bill.

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Assessing Phonemic Awareness

- <u>Phoneme Matching</u>: the ability to identify words that begin with the same sound.

  ex. bed, bat, beg

- <u>Phoneme Isolation:</u> the ability to isolate a single sound from within a word. (initial, medial, final) Each of these will be assessed separately.

  ex. bat

- <u>Phoneme Blending:</u> the ability to blend individual sounds into a word.

  ex. /s/ /a/ /t/ is the word sat

- <u>Phoneme Segmentation:</u> the ability to break a word into individual sounds.

  ex. sat = /s/ /a/ /t/

- <u>Phoneme Manipulation:</u> the ability to modify, change, or move the individual sounds in a word.

  ex: fall, ball, bill

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Phoneme Blending

- Combining the phonemes to form a word is known as blending. You blend the individual sounds together to form a word. /s/ /a/ /t/ is sat. This is the process of decoding words. This is crucial to reading.

Phoneme Segmentation

- When you break a spoken word into its separate sounds, phonemes, you spell the word. This is known as encoding. This process is used when you spell a word phonetically. For example, there are five sounds in the word split: /s/ /p/ /l/ /i/ /t/. This is crucial to spelling.

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Decoding and Encoding

✓ So, pulling these two steps together, you are able to both sound out words, decode them, and spell them, encode them.

✓ Learning how we put letters together to make words improves your ability to read. The relationship between phonemic awareness, reading, and spelling is complimentary.

✓ As you improve your spelling skills, you improve your reading skills. As you improve your reading skills by working with sound/symbol relationships, you improve your spelling skills.

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Phonological Awareness

✓ Remember the definition from earlier… Phonological awareness is the ability to pay attention to the various sound <u>units</u> when recognizing a word.

✓ This encompasses a child's ability to recognize the many ways sounds function in words such as: rhyming, alliteration, the number of words in a sentence, and the syllables within words, as well as more advanced levels of awareness such as onset-rime.

Assessing Phonological Awareness

✓ Recognizing a word in a sentence shows the ability to segment a sentence.

✓ Recognizing a <u>rhyme</u> shows the ability to identify words that have the same ending sounds.
Word families: cat, sat, bat, rat

✓ Recognizing a <u>syllable</u> shows the ability to separate or blend words the way that they are pronounced. ham...burg...er (Session 3)

✓ Understanding <u>onset–rime</u> shows the ability to blend the first sound in the word (onset) and the rest of the word (rime). s...and

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Alphabetic Principle

✓ This is the idea that letters and letter patterns represent the sounds of spoken language.

✓ Children's knowledge of letter names and shapes is a strong predictor of their success in learning to read. Knowing letter names is strongly related to children's ability to remember the forms of written words and their ability to treat words as sequences of letters.

Instruction should include:

✓ Teach letter-sound relationships explicitly and in isolation. (Linking Chart)

✓ Provide opportunities for children to practice letter-sound relationships in daily lessons. (Shared Writing)

✓ Provide practice opportunities that include new sound-letter relationships, as well as cumulatively reviewing previously taught relationships. (Morning Message)

✓ Give children opportunities early and often to apply their expanding knowledge of sound-letter relationships to the reading of phonetically spelled words that are familiar in meaning. (Shared Reading)

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Phonics

All of this plays a role in how phonics will be taught in the classroom!

1. Phonics is the understanding that sounds and print letters are connected and is necessary for teaching children how to read and write. (Alphabetic Principle)

2. Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language.

3. Phonemic awareness assessments as well as phonological awareness assessments will guide the instructional lessons.

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What This Looks Like in the Classroom

✓ During the word work portion of a guided reading group, you make work on building rhyming word for students to make the connection from the auditory task to the visual. "Oh look, we are only having to change the first letter."

✓ For students struggling with medial or ending sounds, you may use soundboxes to segment the phonemes.

✓ Play Pound and Sound, a kinesthetic activity, to help students with segmenting or blending.

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Definitions Competency 001

- **Morpheme:** the smallest meaningful unit of language. A morpheme can be one syllable (*book*) or more than one syllable (*seventeen*). It can be a whole word or a part of a word such as a prefix or suffix. For example, the word *ungrateful* contains three morphemes: *un*, *grate*, and *ful*.

- **Grapheme:** a letter or groups of letters that represent a specific sound and spells a single phoneme. For example, the word cheek contains 3 graphemes: /ch/ /ee/ and /k/. Examples of individual graphemes are: e, ei, igh

- **Inflectional Suffix:** (grammatical): for example, changing singular to plural (dog → dogs), or changing present tense to past tense (walk → walked). In this case, the basic meaning of the word does not change.

- **Derivational Affix:** A prefix or suffix added to a root or base to form another word (e.g., -un in unhappy, -ness in likeness).

- **Morphology:** Units of meaning within words. The study of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

- **Syntax:** Phrase and sentence structure (grammar).

- **Semantics:** The way language conveys meaning.

- **Pragmatics:** Appropriate word choice and use in context to communicate effectively.

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Reading Fluency

✓ <u>Fluency:</u> the ability to read a text accurately, quickly, and with expression.

✓ <u>Prosody:</u> "expression." This means the child is reading with the appropriate intonation and phrasing, giving listeners the clues they need for understanding. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity. (Automaticity is the fast, effortless word recognition that comes with a great deal of reading practice.)

✓ Reading fluency is important because it provides a bridge between word recognition and comprehension.

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Comprehension: The Purpose of Reading!

Comprehension is the understanding and interpretation of what is read.

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Factors Affecting Reading Comprehension:

✓ Oral language development, including listening comprehension skills

✓ Academic language development, including vocabulary

✓ Decoding skills

✓ Reading fluency

✓ Ability to monitor for understanding (next slide)

✓ Background knowledge relevant to a text's topic or setting (important for ESL)

✓ Level of English language proficiency

✓ Prior literacy experiences with other texts of the same genre or text type

✓ Specific text characteristics

These are factors that you should be addressing throughout the entire day.

For example: During reading groups and phonics lessons you are working on decoding skills. During shared reading you are working on oral language development, reading fluency and monitoring for understating. In science, you are identifying specific text characteristics of non-fiction books.

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Students who are good at monitoring their comprehension know when they understand what they read and when they do not.

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. These strategies include:

• Identifying where the difficulty occurs

• Identifying what the difficulty is

• Restating the difficult sentence or passage in their own words

• Illustrating concepts and relationships between concepts in a text or using diagrams   (Graphic organizers implement this strategy)

• Answering questions / Generating questions

• Summarizing requires students to determine what is important in what they are reading and to put it into their own words.

You, as the teacher, model these strategies.

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Vocabulary Competence 009

✓ Tier 3 – Highly specialized, subject-specific; low occurrences in texts; lacking generalization. (e.g., lava, aorta, legislature, circumference)

✓ Tier 2 –Abstract, general academic (across content areas); encountered in written language; high utility across instructional areas (e.g., vary, relative, innovation, accumulate, surface, layer)

✓ Tier 1 – Basic, concrete, encountered in conversation/ oral vocabulary; words most student will know at a particular grade level (e.g., clock, baby)

Frayer Model

1. Define the target vocabulary words or concepts.

2. List facts about the target word.

3. Generate examples and non-examples.

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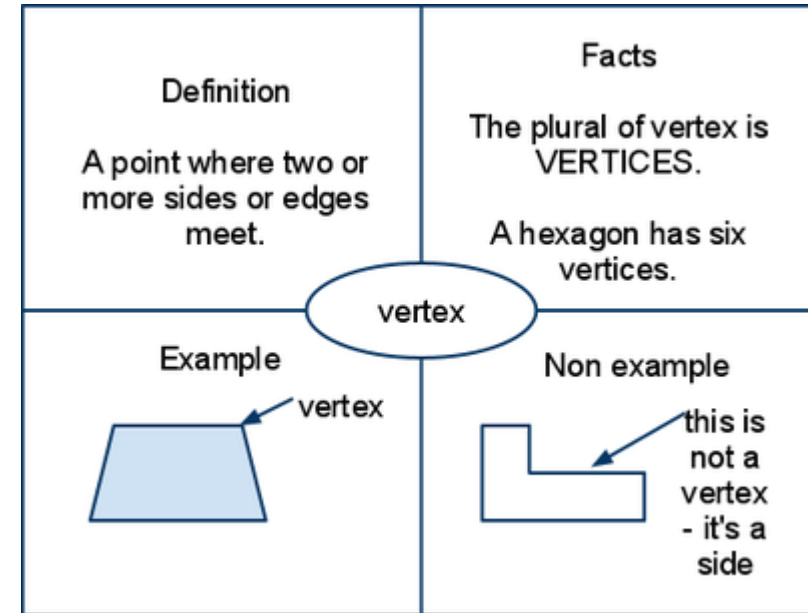
Marzano's 6 Steps

1. Description. 2. Restate   3. Drawing   4. Activities   5. Discussion   6. Games

1. YOU provide a description, explanation or example. (ex. story, sketch, PowerPoint)

2. Ask students to re-state or re-explain meaning in their own words. (ex. journal, community circle, turn to your neighbor)

3. Ask students to construct a picture, graphic, or symbol for each word.

4. Engage students in activities to expand their word knowledge. (ex. add to their notes, use graphic organizer format)

5. Ask students to discuss vocabulary words with one another. (ex. collaborate)

6. Have student play games with the words. (ex. Bingo with definitions, Pictionary, Charades)

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Other Strategies

✓ Structural Analysis: Use knowledge of word parts (root words, suffixes, and prefixes) to help determine the meaning. This draws the student's attention to the individual units of meaning in the word, also known as morphemes. This is especially true when reading content textbooks because these texts often contain many words that are derived from the same word parts.

✓ Context Clues: Use the other words in a sentence or passage to understand an unknown word.

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Putting It All Together

Listening, speaking, reading and writing are each a piece of the puzzle and are all interconnected.

Each of these skills should be integrated into all content areas. This includes Art, PE and Music!

In a classroom, it may look like discussing what you have read, writing about what you have read, or listening to a book on tape.

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Graphic Organizers

Use in any content area for a variety of topics

- Science– magnets
- Social Studies– maps
- Math– 2D/3D shapes
- PE, Art, Music– vocabulary words, units of study

Incorporate shared writing
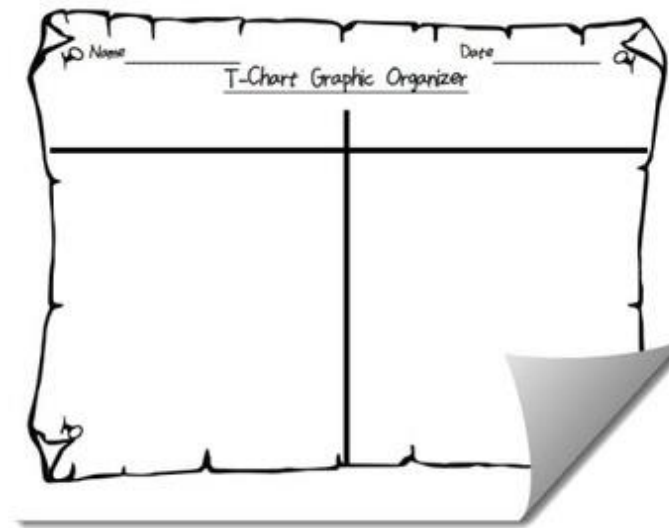
Stations

- Literacy Stations

- Math Stations

- Using stations in other content areas

Useful Links

Download this Presentation in the Handouts Tab!

- https://www.readingrockets.org/

- https://www.pre-kpages.com/phonemic_awareness/

- https://scholarwithin.com/reading-spelling-decoding-encoding

- https://templatelab.com/frayer-model/

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Q & A

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Thank you.

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