



Connecting
the
dots

**Third Grade Reading Guarantee Series:
Instructional Strategies: Part I**
Summer 2015

Ohio | Department
of Education

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Two-Part Series

Part I: Foundational Reading Skills

Part II: Literature and Informational Texts

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Today's Presenter

Connecting
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Ohio | Department
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Overview Instructional Strategies



Submit questions to the department at [@thirdgradequarantee](https://twitter.com/education.ohio.gov) @education.ohio.gov



Today's webcast will be available for replay.



For more information, visit <http://education.ohio.gov/Topics/Early-Learning/Third-Grade-Reading-Guarantee>





Learning Targets

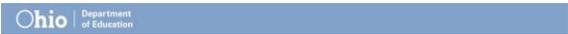
1. Review the Ohio ELA Reading Standards
2. Learn evidence-based strategies for teaching foundational reading skills to students that are not-on-track
3. Understand progress monitoring





Part I: Foundational Reading Skills

Phonemics Awareness, Phonics and Fluency





Part I: Foundational Reading Skills

Five Critical Components of Reading

Materials to Reference:

[Literacy Instructional Toolkit](#)



Teacher Tip:

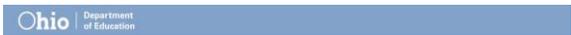
The Ohio ELA standards (which align with the critical components of reading) should be the driving force behind instructional strategies.





Toolkit Crosswalk

- Ohio's English Language Arts Reading Standards
- Critical Components of Reading (NRP, 2000)
- Evidence-based Tier 2 and 3 Intervention Strategies



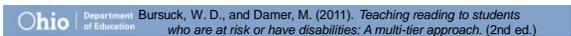


Part I: Foundational Reading Skills

5 evidence-based strategies

for teaching skills and monitoring progress

Phonemic Awareness	1. Segmenting 2. Blending
Phonics	3. Decoding 4. Encoding
Fluency	5. SAFER (Successful, Anxiety-Free, Engaged Reading)



Bursuck, W. D., and Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach*. (2nd ed.)

Strategy 1: Segmenting

- First sound
- Onset-rime
- Individual sounds

Phonemic Awareness

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Strategy 1: Segmenting

Format: I do-we do-you do

1. "Listen. Say the sounds in *man*. /m/-/a/-/n/."
2. "Together. Say the sounds in *man*." (Extend finger) "/m/" (extend finger) "/a/" (extend finger) "/n/. Yes. The sounds in man are /m/-/a/-/n/."
3. "Your Turn. Say the sounds in *man*." (Extend fingers as students say each sound.)

Phonemic Awareness

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Strategy 2: Blending

- Part-to-whole
 - Sounding out
 - Say it slow, say it fast
- **Example:** Teacher says "The sounds are /f/-/i/-/sh/. Say it fast."

Phonemic Awareness

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Strategy 2: Blending



- Onset-Rime
- Individual sounds

Phonemic Awareness

Strategy 2: Blending



Format: I do-we do-you do

1. "Today we are going to play, Say It Fast. I'm going to say a word slowly, and you'll say the word fast. My turn /m/-/a/-/n/. Man"
2. "Together. /m/a/n/. What word?" (signal) "man. Yes, the word is 'man.'"
3. "Your turn. /m/-/a/-/n/. What word?" (signal). "Yes, the word is 'man.'"

Phonemic Awareness

Phonemic Awareness: Data



Screening

- Given 3 times a year to assess what students know and what they need to learn
- Phonemic awareness given in Pre-K, kindergarten and grade 1
 1. Identifying initial sounds in words
 2. Segmenting individual phonemes
 3. Blending

Phonemic Awareness



Phonemic Awareness: Data

Diagnostic

Used to guide instructional decisions when screening scores indicate they need more support

Progress Monitoring

Chart student progress week-to-week and month-to-month

- a. Segmenting
- b. Blending

Phonemic Awareness





Phonemic Awareness: Data

a. Segmenting:

Correct segments per minute (phoneme segmentation fluency or PSF)

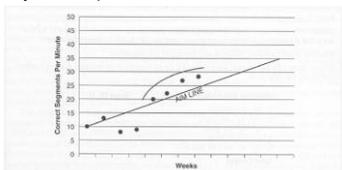
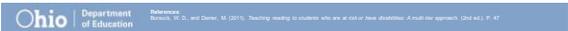


FIGURE 2.5 Progress Monitoring PSF

Phonemic Awareness





Phonemic Awareness: Data

b. Blending

Select 5 words similar to words practiced every day during blending instruction

1. Say the individual phonemes of the word
2. Ask the student to say the whole word
3. Record whether the student said the correct word

Phonemic Awareness





Foundational Skill: Phonics

Phonics word types for beginning readers:

1. Consonant-Vowel-Consonant (CVC) words beginning with a continuous sound
2. CVC words beginning with a stop sound
3. CVCC words ending with a consonant blend or double consonant
4. CCVC words ending with a consonant blend
5. CCVCC, CCCVC, and CCCVCC words beginning and/or ending with a consonant blend
6. Compound words composed of CVC words or CVC variants

Phonics



Foundational Skill: Phonics

Sequence for teaching beginning reading:

1. Identify most common sounds of individual letters in isolation
2. Read CVC words
3. Read CVC-variant words
4. Read small number of high-frequency exception words needed to read passages
5. Sound out previously taught one-syllable words in sentences and passages
6. Read one-syllable words and passages by sight
7. Spell and write what is read

Phonics



Foundational Skill: Phonics

Phonics word types for advanced readers:

1. Digraphs
2. Vce (silent e) pattern words in which the vowel is long
3. Letter combinations
4. CVCe derivative words
5. Y-derivative words
6. Suffixes
7. Prefixes

Phonics

Phonics: Data

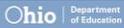


Diagnostic: Used to guide instructional decisions when screening scores indicate they need more support

Includes:

- 1. Individual letter-sound correspondence
- 2. Sounding out words
- 3. Spelling

Phonics



Phonics: Data

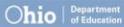


Progress Monitoring

Chart student progress week-to-week and month-to-month

- a. Decoding
 - i. Letter-sound correspondence
 - ii. Reading pseudowords (non-sense word fluency)
 - iii. Reading high-frequency regular and exception words
- b. Encoding

Phonics

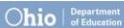


Foundational Skill: Fluency



Reading with appropriate "rate, accuracy and expression" (National Reading Panel, 2000)

Fluency

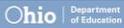




Successful, Anxiety-Free, Engaged Reading (SAFER)

- Students called randomly
- Listeners must follow along
- Maximizes student practice
- Group effort

Fluency

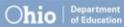




Fluency: Data

- Track class fluency for each reading
 - Total words read
 - Errors (mark which words)
 - Words correct
 - Percent words correct

Fluency





Conclusion of Part I: Foundational Skills

Monitoring Progress and Adapting Instruction

Teacher Tips:

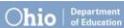


Download "Assisting Students Struggling with Reading" file on the Ohio Department of Education website.



See "Collecting and Document Evidence" article by Joseph et al. (2014).

Additional resource:
Joseph, L. M., Kastlein, L. A., Konrad, M., Chan, P. E., Peters, M. T., and Reesa, V. A. (2014). Collecting and Documenting Evidence: Methods for Helping Teachers Improve Instruction and Promote Academic Success. *Intervention in School and Clinic*





Conclusion of Part I: Foundational Skills

Teacher Tip

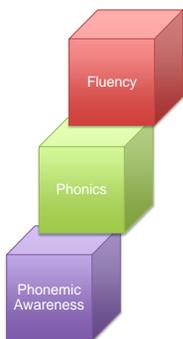


Incorporate each strategy into your existing curriculum and the daily/weekly routine by having clear learning targets (see *FIP*) and understanding the scope and sequence of phonemic awareness and phonics and the benchmarks for fluency.





Additional Resources



- [Literacy Instruction Toolkit](#)
- [Toolkit Instruction and Intervention Sampler](#)
- Fox and Hull (2005)
- Archer and Hughes (2010)
- Joseph et al. (2014)





Please join us for

Part II: Literature and Informational Texts

Vocabulary and Comprehension





Thank You!

Access materials on the Ohio Department of Education website

Contact the department with any questions at:
thirdgradeguarantee@education.ohio.gov

