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Areas of focus for each webinar in this series...

Webinar #1: Phonological Awareness
 Developing Phonological Awareness provides the foundation for students' reading success in the future. Refine your ability to deliver high quality phonological awareness for both core instruction as well as intervention.

Webinar #2: Developing Automaticity with Early Phonics Skills
 Refine your ability to deliver efficient, high-quality phonics instruction using evidence-based routines. We will investigate the routines and watch examples of effective phonics instruction in rural Alaskan classrooms.

Webinar #3: Developing Automaticity with Advanced Phonics
 Explore how to deliver efficient, high-quality instruction with complex vowel patterns, affixes, and multisyllabic words. Our discussion will be enhanced by examining video of teachers using evidence-based routines in rural Alaskan classrooms.

Webinar #4: Developing Accurate and Fluent Readers in Connected Text
 Strengthen your skills in using decodable text and dictation to support accuracy and fluency in connected text.

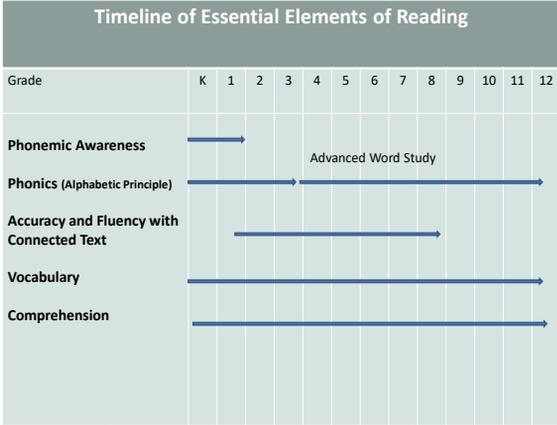
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Learning Intention for today:
 Learn to provide instructional opportunities focused on developing accuracy and fluency in connected text.

- Success Criteria:**
1. I can identify the Fluency expectations in the Alaska ELA Standards.
 2. I can deliver instruction that supports development of fluency in connected text.



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High Frequency Words

Affix Intro and Review

Blending Routines:
Continuous Blending
Sound-By-Sound Blending
Vowel-First Blending
Multisyllabic Blending

Review

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Let's Practice

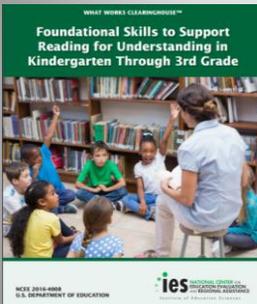
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Steps for Multisyllabic Blending Routine

1. Cover all the syllables except for the first one.
2. Touch finger(s) under the focus spelling (vowel) of the syllable. **Sound?**
3. Touch to the left of the word and blend the first syllable.
4. Uncover the next syllable and repeat steps 2-3. Continue to move the card to the right until every syllable is revealed.
5. Repeat steps 2 and 3 for each syllable in the word.
6. Touch to the left of the word. **Word?** Slide finger under the word.

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Recommendations



Recommendation 1 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 2 - Develop awareness of the segments of sound in speech and how they link to letters.

Recommendation 3 - Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation 4 - Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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Carrying out Recommendation 4

Read

Teach

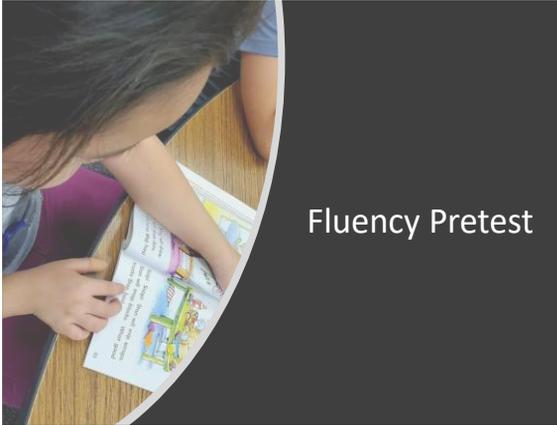
Provide

As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.

Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.

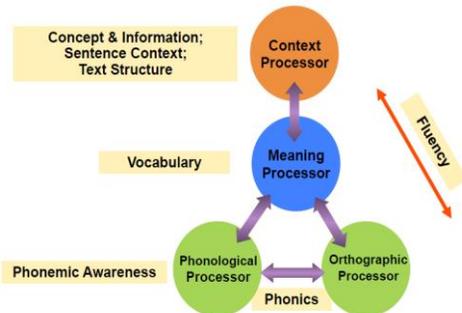
Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

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Four Part Processing System*



*4 part processor based on work of Seidenberg & McClellan (1989)

Slide prepared by LETRS

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Kindergartners:	Grade 1 students:	Grade 2 students:
Fluency 4. Read emergent-reader texts with purpose and understanding.	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Grade 3 students:	Grade 4 students:	Grade 5 students:
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Fluency

Fluency develops gradually over time and through practice. At the earliest stage of reading development, students' oral reading is slow and labored because students are just learning to "break the code" – to attach sounds to letters and to blend letter sounds into recognizable words.

Partnership for Reading

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Fluency

Fluency is a key contributor toward independent and successful reading and is comprised of three components.



Accuracy



Rate



Prosody

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Text Types

Predictable: These books have repetitive phrases with a predictable pattern ("Brown Bear, Brown Bear"). Publishers often level them.

Decodable: Books that are controlled by phonic elements and previously taught high-frequency words.

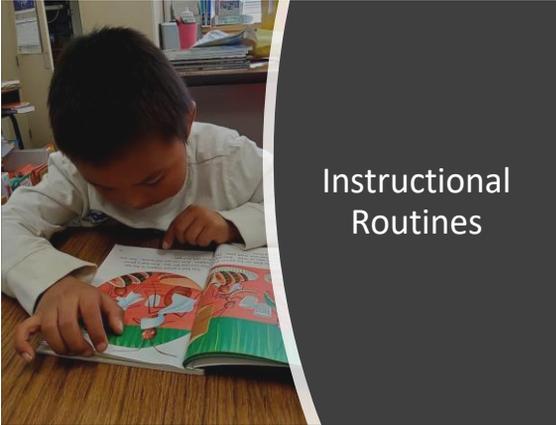
Controlled: These books are controlled for vocabulary, but do not have a particular phonic focus or enough repetition of a phonic element to be considered decodable.

Leveled: Sets of books that may be leveled by many different elements (phonics, vocabulary, interest, etc.). There are usually below, on, and above-level readers.

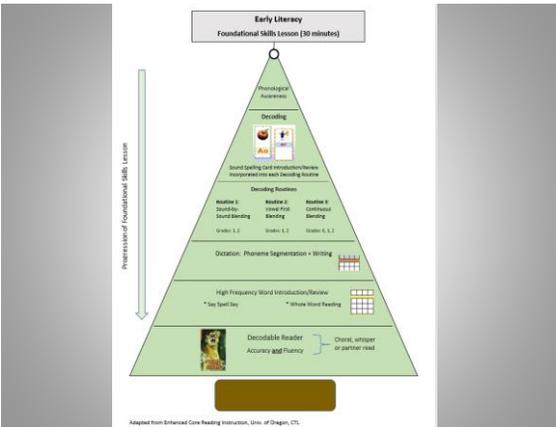
Authentic: Literature that may be leveled to determine grade level. May be sold by publishers as trade books.

Houghton Mifflin Harcourt

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LITERACY ROUTINE MAP

ROUTINE NAME / TIMING	REACH FOR READING	IMAGE	WHAT / WHY	CUES
1. PHONEME BLENDING AND PHONEME SEGMENTATION 1 min.	Phoneme Awareness		• Builds phonological awareness	<ol style="list-style-type: none"> Tap each cube Say sounds Stick finger Student says "Woo!"
2. LETTER NAMES AND LETTER SOUNDS 1 min.	Letter Knowledge		• Builds phonics skills	<ol style="list-style-type: none"> Finger to bottom left of letter "t" or "s" Tap under stopped sounds, hold under continuous sounds
3. SOUND SPELLING CARD 1 min.	Sound Spelling Card		• Develops ability to map sounds onto symbols and create real cues for sounds and letters	<ol style="list-style-type: none"> "The open is..." "The sound is..." "The spelling is..."
4. CONTINUOUS BLENDING 1 min.	Decoding Routine 3		• Builds phonics skills	<ol style="list-style-type: none"> Finger to the left of the word "Blend!" Swipe finger under each sound of the word Finger to the left of the word Stick finger under the word
5. SOUND BY SOUND BLENDING 2-3 min.	Decoding Routine 4		• Builds phonics skills	<ol style="list-style-type: none"> Write first sound... "Sound!" Blend Write next sound... "Sound!" Blend Write final sound... "Sound!" Blend

Script helps us keep the work in the right processor (few words)

Approx. amount of time for each routine

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Foundational Skills

Important Aspects of Instructional Routines

- Teacher Explanation
- Choral Response
- Focus
- Cue for what you want students to do
- Wait time
- Signal
 - Tap, swoop or slide
 - Tells students when to respond

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Decodable Text Routines



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Because accuracy is a fundamental component of fluency, teachers who work with beginning readers must focus significant amounts of instructional time on basic word recognition and word analysis skills (Pikulski and Chard, 2005).

To do this effectively, teachers should provide instruction that systematically presents daily opportunities for students to learn to read words accurately (Snow, Burns, and Griffith, 1998)-the important first step in becoming a skillful, proficient, and motivated reader.



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Decodable Text Routine to Build Accuracy

1. **Touch under the first word. Think.** Wait 3-plus seconds for students to think.
2. **Read.** Tap for students to read the word.
3. Continue to tap every 3-plus seconds for each word in the sentence.
4. At the end of the sentence, re-read the sentence in a natural, fluent voice.

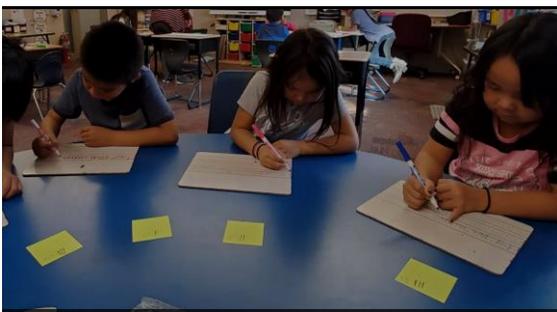
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Decodable Text Sources

Decodable Text Sources (updated February 2019)

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| <p>Best for Young Readers (Grades K-2)</p> <ul style="list-style-type: none"> • BCE Books • Dore on a Log Books • Dr. Magner's Phonics Readers • GPS Phonics Plus Readers • Phonics Emergent Readers • Self-Print Readers • High Noon Decodable Launchers • Initial A Readers from Houghton (HAR) • Junior Learning Decodable Readers • Little Learners Level Literacy (LAL) • Miss Phono's Readers • Primary Phonics Storybook Sets • Pocket Readers (PAR) • Superdubs • Vocabulary Spoken Phonic Readers <p>Best for Older Readers (Grades 3-4)</p> <ul style="list-style-type: none"> • High Noon Fantasy Series • High Noon Mystery Book Series • High Noon Survival Out-Chapter Books • High Noon Survival Out-Nonfiction Series • Simple Words Decodable Chapter Books • Vocabulary Spoken Spoken Readers | <p>For All Ages</p> <ul style="list-style-type: none"> • All About Reading • Patrick Decodable Literature Library • Six Phonics Readers • Phonics (PAR) • Phonics (PAR) • Spelling Readers • S.P.A.T. Decodable Readers • WOL Group Decodable Passages <p>Teens & Adults</p> <ul style="list-style-type: none"> • Saddleback TEFL Phonics Book Sets • Teens & Adult Phonics (TAPL) Library |
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Dictation

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Dictation Routine

1. **Pencils down. The word is _____. What's the word?**
2. Use the word in a sentence.
3. **What's the word?**
4. **Say the sounds in _____.**
5. **Pick up your pencil. Write the word.** Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.

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Fluency Pretest Adjustments/Answers

1. D
2. C
3. D
4. B
5. B
6. D
7. D
8. D
9. C
10. C



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