

# Workshop 3

## Word Study and Fluency

In this session, you will investigate and apply research-based principles of word study and fluency in early literacy.

### Learning Goals

At the end of this session, you will better understand:

- concepts and research-based principles of effective word study
- the difference between phonemic awareness and phonics
- why fluency is important in beginning reading instruction
- issues and controversies in word study instruction

### Factors Related to This Session

- Emergent literacy
- Phonics
- Accuracy and fluency

### Materials Needed for This Session

**Participants:** Several books with good rimes you use with your students, the Word Study Concept Chart you completed for homework (see Session Preparation), and your Handbook for Effective Literacy Practices.

**Facilitator:** Copies for each participant of Word Study Lecture Posters (pages 79-81).

We don't know that there's one right way to teach phonics. We know that you *must* teach phonics. It's non-negotiable. —Jeanne R. Paratore

# Before You Watch

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## Video Summary

The video for this session examines word study and explicit fluency instruction in the primary grades. Dr. Jeanne R. Paratore's lecture reviews the four foundational elements of emergent literacy, the principles of phonics instruction, and the development of accuracy and fluency. The workshop participants then watch a set of classroom excerpts that illustrate Dr. Paratore's lecture. In the final activity, workshop participants analyze a phonics lesson in terms of the research presented in her lecture. The ensuing discussion highlights the controversies around effective phonics instruction.

## Session Preparation

To prepare for the workshop session, you will tap your prior knowledge, read an article on word study and fluency, and review important terms.

### 1. What do you already know?

Copy and complete the Word Study Concept Chart (page 78).

**Assignment:** Save your Word Study Concept Chart to revise at the end of the session.

### 2. Read this article:

Cunningham, P. M., and J. W. Cunningham. "What We Know About How To Teach Phonics." In Farstrup, S. E., and S. J. Samuels, eds. *What Research Has To Say About Reading Instruction*, 87–109. Newark, Del.: International Reading Association, 2000.

This reading is available as a downloadable PDF file on the *Teaching Reading K–2 Workshop* Web site. Go to [www.learner.org/channel/workshops/readingk2/](http://www.learner.org/channel/workshops/readingk2/).

**FACILITATOR'S NOTE:** Be sure that everyone has access to this reading.  
You may want to have a few copies available for those without Internet access.

### 3. Review these important terms:

Review the following definitions found in the Glossary in the Appendix: automaticity, emergent literacy, explicit instruction, fluency, opportunistic instruction, phonemic awareness, phonics, and sight vocabulary.

### 4. Revise your chart:

Return to your Word Study Concept Chart. Add any new thoughts, ideas, or questions based on the reading and review of important terms.

# Watch the Video

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**FACILITATOR'S NOTE:** When the workshop session begins, you may want to spend a few minutes reviewing the reading and the Word Study Concept Chart to prepare for watching the video.

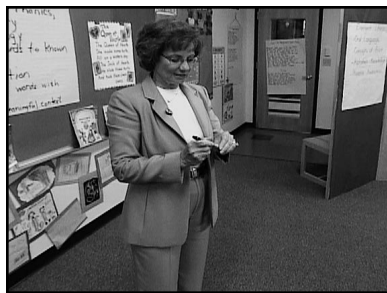
**FACILITATOR'S NOTE:** Hand out the Word Study Lecture Posters.

## Lecture

Throughout this session, questions are posed to guide you through the topic. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

In this section, you will watch Dr. Paratore's lecture on word study and fluency.

As you watch the lecture, use the Word Study Lecture Posters to note important information.



**Video Segment: Dr. Paratore's Lecture** (approximate times: 7:55–18:18): Find this segment approximately 7 minutes and 55 seconds after the beginning of the video. Watch for about 10 1/2 minutes. Use the video image at left to locate where to begin viewing.

In this video segment, Dr. Paratore presents and discusses the research-based principles of effective word study instruction. The lecture focuses on three areas of word study in grades K–2: emergent literacy, phonics, and reading accuracy and fluency. All three areas provide the foundation for learning to read and write.

An accompanying lecture transcript is also available as a downloadable PDF file on the *Teaching Reading K–2 Workshop* Web site. Go to [www.learner.org/channel/workshops/readingk2/](http://www.learner.org/channel/workshops/readingk2/).

At the end of the lecture, review your notes and consider these questions:

- What are the major concepts of beginning word study?
- What are the elements of phonemic awareness?
- What are the components of phonics?
- What questions do you have in applying these concepts to your instruction?



**Optional Viewing** (approximate times: 3:45–7:50): Find this segment approximately 3 minutes and 45 seconds after the beginning of the video. Watch for about 4 minutes. Use the video image at left to locate where to begin viewing.

You may want to watch the video introduction and preliminary discussion.

# Watch the Video, cont'd.

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## Classroom Excerpts

In this section, you will relate Dr. Paratore's lecture and the reading to teaching practices in classroom excerpts.

Now you will observe word study instruction and practice in five classrooms—two kindergarten, two first-grade, and one combined first- and second-grade. You will see teachers working with the whole class and with small groups, using classroom charts and texts to promote word study.

Watch the classroom excerpts in two parts—first, the two kindergarten classrooms, then the first-grade and first- and second-grade classrooms.



**Video Segment: Kindergarten Classroom Excerpts** (approximate times: 18:20–22:54): Find this segment approximately 18 minutes and 20 seconds after the beginning of the video. Watch for about 5 1/2 minutes. Use the video image at left to locate where to begin viewing.

Watch examples of word study instruction and practice.

After viewing the kindergarten classes, consider these questions:

- How did the kindergarten teachers, Sheila Owens and John Sinnett, incorporate elements of emergent literacy in their lessons? Which elements were the primary focus of the lessons?
- What part did oral language play in both classrooms?
- How did each teacher use the word wall to support word study?
- What were examples of planned, explicit instruction in these excerpts? What were examples of opportunistic instruction?
- Both kindergarten teachers used whole-class instruction for their word study lessons. How did it meet the needs of all students?

# Watch the Video, cont'd.

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**Video Segment: Grades 1 & 2 Classroom Excerpts** (approximate times: 22:54–29:37): Find this segment approximately 22 minutes and 54 seconds after the beginning of the video. Watch for about 7 minutes. Use the video image at left to locate where to begin viewing.

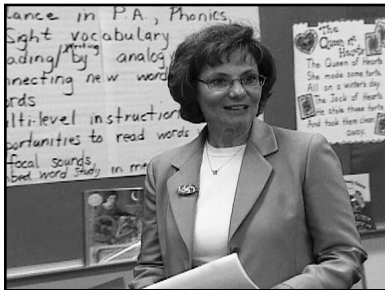
Watch examples of word study instruction and practice.

After viewing the first-grade and first- and second-grade classes, consider these questions:

- How did Charmon Evans and Shari Frost differ in their phonics instruction? Why do you think they used different approaches?
- Which principles of phonics instruction were illustrated in these classroom lessons?
- Which lessons seemed to promote more student engagement and motivation?
- Shari Frost used her “Poem of the Week” and Becky Pursley used her “Readers Theater activities” to practice reading accuracy and fluency. How did student performance in the two activities differ? How would you assess the reading fluency of students performing Readers Theater based on the three stages of fluency?
- What other activities have you planned to promote reading fluency?

## Discussion

In this section, you will watch the workshop participants discuss the classroom excerpts.



**Video Segment: Discussion** (approximate times: 29:40–41:07): Find this segment approximately 29 minutes and 40 seconds after the beginning of the video. Watch for about 11 1/2 minutes. Use the video image at left to locate where to begin viewing.

Following the classroom excerpts, the workshop participants discuss the lessons. Compare your ideas with theirs.

After watching the workshop participants’ discussion, consider these questions:

- Workshop participants’ comments focused on the engagement and motivation of students in these lessons, as well as the multi-level nature of instruction. Do you agree? In which lessons did the students appear most engaged and motivated? Which lessons were multi-level, designed to meet the needs of all learners in the class?
- In discussing the importance of explicit instruction, Dr. Paratore stated, “In some of these clips you saw some very good examples of not just *what* to do, but the *how* and the *why*.” Which lessons clearly demonstrated explicit instruction? How would you make the other lessons more explicit?

# Examine the Topic

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## Consider Other Points of View

In this section, you will expand your understanding of word study by comparing the ideas from the workshop video with passages from various publications. Read and respond to the ideas presented as they relate to your own teaching practices.

### Phonics

Phonics skills are an essential component of early literacy instruction. The controversies surrounding phonics instruction are not *whether* we should teach phonics but *how* to teach phonics. Read the following quote from Dr. Paratore and part of the International Reading Association's position statement on phonics.

For me it's ... a given that teachers need to have a shared scope and sequence of some sort. I want some sense that there is, indeed, a shared curriculum.... Now, having said that, there are differences in children. It doesn't mean that I offer the same lesson to every child. But it does mean that I have some way of knowing who needs what and I offer that. —Jeanne R. Paratore, Boston University

Teaching phonics, like all teaching, involves making decisions about what is best for children. Rather than engage in debates about whether phonics should or should not be taught, effective teachers of reading and writing ask when, how, how much, and under what circumstances phonics should be taught. Programs that constrain teachers from using their professional judgment in making instructional decisions about what is best in phonics instruction for students simply get in the way of good teaching practices.... When phonics instruction is linked to children's reading and writing, they are more likely to become strategic and independent in their use of phonics than when phonics instruction is drilled and practiced in isolation. —*The Role of Phonics in Reading Instruction: A Position Statement of the International Reading Association* (1998)

How do the above quote and passage reflect the role of the teacher, student, text, and word study curriculum in phonics instruction? Now, think about these same factors when reading the next passage from *Put Reading First*. Does a prescribed scope and sequence change these roles? How?

Systematic and explicit phonics instruction makes a bigger contribution to children's growth in reading than instruction that provides non-systematic or no phonics instruction. How do systematic programs of phonics instruction differ from non-systematic programs? The hallmark of programs of systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence. The set includes the major sound-symbol relationships of both consonants and vowels.... 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 by using the letter-sound relationships they have learned and are learning. —Center for the Improvement of Early Reading Achievement (CIERA). *Put Reading First: The Research Building Blocks for Teaching Children To Read*, 29. Jessup, Md.: National Institute for Literacy at ED Pubs, 2001.

Think about Dr. Paratore's statement and the passages from publications on planning and implementing phonics instruction. Consider these questions:

- What are the common ideas expressed in Dr. Paratore's statement and the two reading selections from the written publications?
- How do the ideas presented in each differ?
- How do the classroom excerpts reflect these statements?
- What do you think? Which statement most closely reflects your understanding and/or teaching of phonics?

### Fluency

Fluency is an important factor in learning to read. Students practice what they have learned in different literacy activities to become more fluent readers. Read the following passages on fluency instruction. Compare and contrast the ideas presented.

# Examine the Topic, cont'd.

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One way to develop automatic decoding skills is to spend a lot of time reading. There is ample evidence that one of the major differences between poor and good readers is the difference in the quantity of total time they have spent reading.... Clearly, the research literature strongly suggests that the total amount of reading done in the beginning stages has a powerful effect on the development of reading skills.... Increasing the amount of reading students do is important, because as words are encountered repeatedly, there are a number of beneficial outcomes, such as improvements in word recognition, speed, ease of reading, and comprehension. —Samuels, S. J. "Reading Fluency: Its Development and Assessment." In Farstrup, A. E., and S. J. Samuels, eds. *What Research Has To Say About Reading Instruction*, 172–174. Newark, Del.: International Reading Association, 2002.

What are the activities that support reading fluency in learning to read? Is independent reading time enough? Read the next passage and think about factors that promote reading fluency in beginning readers.

Reading fluency growth is greatest when students are working directly with you. Therefore, you should use most of your allocated reading instruction time for direct teaching of reading skills and strategies. Although silent, independent reading may be a way to increase fluency and reading achievement, it should not be used in place of direct instruction in reading. Direct instruction is especially important for readers who are struggling. Readers who have not yet attained fluency are not likely to make effective and efficient use of silent, independent reading time. For these students, independent reading takes time away from needed reading instruction. —Center for the Improvement of Early Reading Achievement (CIERA). *Put Reading First: The Research Building Blocks for Teaching Children To Read*, 29. Jessup, Md.: National Institute for Literacy at ED Pubs, 2001.

Consider these questions:

- What is the major idea of each reading selection?
- How do these ideas differ? How are they the same?
- What do you think? Which statement most closely reflects your understanding of fluency development? Why?
- What classroom practices do you implement to develop reading fluency? How do they relate to the research?

**Assignment:** Submit your written responses.

## Analyze Your Teaching

In this section, you will analyze your own teaching practices and share your knowledge with teachers of other grade levels.

If you are working alone or with teachers from the same grade level, join Channel-Talk, the email discussion group, to share your ideas with teachers from other grades.

Review what you have learned about emergent literacy, phonics, and fluency in Dr. Paratore's lecture and in the readings. Spend five to 10 minutes writing about a word study lesson you have taught. Consider these questions as you analyze this lesson:

- What skill or strategy was the focus of the lesson?
- What texts/materials were used?
- How did you develop oral language and print knowledge in the lesson?
- How did you address individual student needs? How did students practice the skill following the lesson?
- How did instruction reflect the research principles presented in the lecture?

# Examine the Topic, cont'd.

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Share your analysis with teachers of other grade levels. This will allow you to examine the developmental nature and logical continuum of word study instruction in grades K–2. Then consider these questions:

- How did the lessons advance students' learning of letters, sounds, and words?
- How were the lessons appropriate to the age/grade level of the students?
- How did the lessons differ based on the age/grade level of the students?
- What skills or knowledge did students need before engaging in this lesson?

**Assignment:** Submit your word study lesson analysis.

## View Debate

In this section, you will view the workshop participants' debate over explicit instruction. The questions that follow will help frame your own response and discussion of the issue.



**Video Segment: Workshop Participants' Debate** (approximate times: 45:50–57:05): Find this segment approximately 45 minutes 50 seconds after the beginning of the video. Watch for about 11 1/2 minutes. Use the video image at left to locate where to begin viewing.

The workshop participants analyzed a word study lesson and responded to it based on their own teaching experiences and the principles from the research. In the ensuing discussion, the controversies surrounding phonics instruction emerge, especially with respect to planned, explicit instruction versus “opportunistic” instruction.

In response to the formal lesson plan, second-grade teacher Meynardo Gutierrez initiates this discussion by stating, “Actually, the beauty of Language Experience ... is that you don’t have to set up anything particular for them to learn at a particular time. You just do it, right then and there.”

Dr. Paratore replies, “An opportunistic approach to phonics instruction privileges some children and leaves others behind. And the ones it leaves behind are the ones who depend on teachers to learn.”

- What do you think? With whom do you agree?
- Should phonics instruction be planned or should it occur as needed when children are reading?
- In what situations would you agree with Meynardo?
- In what situations would you agree with Dr. Paratore?
- What do you conclude based on this discussion?



# Wrap Up

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## Reflect on Your Learning

In this section, you will review and complete your notes on word study and fluency.

Review the notes you have taken during this session. Return to the Word Study Concept Chart you completed in the beginning of this session. Add any new ideas and insights about teaching word study in K–2 to the chart: What You Know, What You Do, and Challenges. In a paragraph respond to the following questions:

- What did you learn about effective word study by participating in this session? (Add this to the “What You Know” section of the chart.)
- How will this workshop session influence your teaching practices? Is there a specific practice you intend to implement in your word study instruction? (Add this to the “What You Do” section of the chart.)
- What questions do you still have? What do you want to know more about? (Add this to the “Challenge” section of the chart.)

**Assignment:** Submit your responses as a written reflection.

# Put It Into Practice

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## Choose Activities

In this section, you will apply what you have learned to your own teaching. The three activities are designed to assist you in developing resources for your word study instruction. Choose one or more from the list below to practice in your classroom.

### **Activity 1: Match Rimes With Books**

Identify common rimes in children's books to introduce and practice spelling patterns.

### **Activity 2: Develop a Lesson Plan**

Design an explicit word study lesson plan using the principles explored in this session.

### **Activity 3: Create a Handbook**

Collect literary resources for each workshop session topic in a Handbook for Effective Literacy Practices.

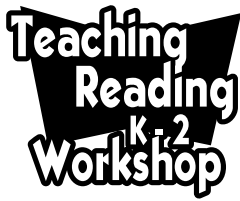
## 1. Match Rimes With Books

In this activity, you will practice reviewing children's books to identify common rimes (spelling patterns) for developing word study lessons.

The purpose of phonics instruction is to help students read words encountered in texts. While teachers at a given grade level have a basic idea of the scope and sequence of skills to teach, some texts lend themselves to specific word study skills. Teachers must decide which phonic elements will enable students to read texts more efficiently. Identifying common rimes is critical to learning how to read and write new words.

This activity provides practice in reviewing texts and identifying one or more common rimes that are found in multiple words in the text and can be practiced by students during reading.

**Try It Online!** Match Rimes With Books can be explored as an Interactive Activity. Go to the *Teaching Reading K–2 Workshop* Web site at [www.learner.org/channel/workshops/readingk2/](http://www.learner.org/channel/workshops/readingk2/).



## Match Rimes With Books

In this passage, circle all the words with either the -ow rime, the all-rime, or the ound-rime.

*Goodnight, Goodnight* by Eve Rice

Goodnight came over the rooftops slowly.

"Goodnight," said the man in the window in the tower.

"Goodnight," said the chestnut vendor down below,  
and a lady coming home, and a mama to her baby,  
while one little cat on the roof all alone said,

"Won't someone come and play with me?"

But all over town, Goodnight was creeping slowly with the dark.

"Goodnight," said a man to his parrot on a perch,  
and a lady on TV to anyone at all,  
and the fireman nodded when the big policeman called,  
"Goodnight, Harry."

"Goodnight."

"Goodnight," said the woman sitting sipping tea  
to the sleepy dog curled up in a ball,  
while up on the roof, the little cat meowed so softly,  
"Won't someone come and play with me?"

But Goodnight came here and Goodnight went there, all over town.

"Goodnight," said the girl when her mother finished reading.

"Goodnight," said her mother and her father and her brother.

Goodnight settled softly on the buildings all around,  
While up on the roof, one little cat purred to his mother who had found him,  
"Goodnight, Mother Cat."  
"Goodnight."

*Goodnight, Goodnight* by Eve Rice

Goodnight came over the rooftops slowly,  
"Goodnight," said the man in the window in the tower.  
"Goodnight," said the chestnut vendor down below,  
and a lady coming home, and a mama to her baby,  
while one little cat on the roof all alone said,  
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and a lady on TV to anyone at all,  
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"Goodnight."  
"Goodnight," said the woman sitting sipping tea  
to the sleepy dog curled up in a ball,  
while up on the roof, the little cat meowed so softly,  
"Won't someone come and play with me?"  
But Goodnight came here and Goodnight went there, all over town.  
"Goodnight," said the girl when her mother finished reading.  
"Goodnight," said her mother and her father and her brother.  
Goodnight settled softly on the buildings all around,  
While up on the roof, one little cat purred to his mother who had found him,  
"Goodnight, Mother Cat."

**-ow words**

with the sound like slow: slowly, window, below

(other words: show, shown, known, billow, swallow)

with the sound like town: tower, down, town, meowed

(other words: how, clown, crown, frown, gown)

**-ound words**

around, found

(other words: sound, bound, hound, mound, pound)

**-all words**

all, called, ball

(other words: hall, mall, tall, wall, recall, fallen)

Rice, E. *Goodnight, Goodnight*. New York, N.Y.: HarperCollins Children's Books, 1980.

# Put It Into Practice, cont'd.

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After completing the activity, consider these questions:

- How would you introduce rime to your students?
- How would you challenge your more capable readers in word study?

**Tip:** Notice that there are two sounds for the -ow rime (e.g., slow and town). To challenge your more capable readers you might contrast the two sounds of -ow or review the two spellings of -ow — ow and ou.

Now gather several books you use with your students.

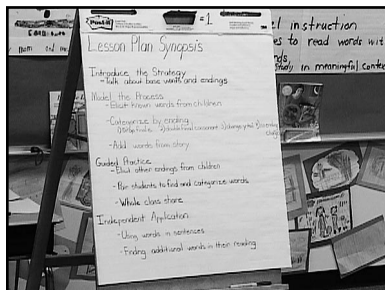
- Refer to the list of the 37 Most Common Rimes (page 82), as identified by Wylie and Durrell.
- Analyze a book you use with your students for multiple occurrences of any of the common rimes.
- Identify the rime that appears most frequently. Generate a list of the words that include the rime to introduce to your students.
- Now develop a phonics lesson plan to introduce and practice rimes. Make sure to include the components of explicit instruction as outlined in Activity 2: Develop a Lesson Plan.

**Assignment:** Copy a sample page from your book. Highlight the common rime and generate a word list to submit. **Idea:** Try this activity with other teachers at a faculty meeting or Literacy Team meeting. Share your ideas and make a list of rimes to use with specific books.

## 2. Develop a Lesson Plan

In this activity, you will design a word study lesson plan that is drawn from the components of explicit instruction and research-based principles presented in the lecture and the readings.

- Copy the Lesson Plan Template (page 83) as an outline for your lesson plan.
- Review the principles of emergent literacy, phonics instruction, and reading fluency using Dr. Paratore's lecture posters and your notes from the readings.
- Watch the following video segment on the framework of a lesson plan.



**Video Segment: Lesson Plan Design** (approximate times: 41:50–42:42): Find this segment approximately 41 minutes and 50 seconds after the beginning of the video. Watch for about 1 minute. Use the video image at left to locate where to begin viewing.

This video segment addresses the three components of an explicit lesson: Modeling and Demonstration, Guided Practice, and Independent Application. Incorporate these elements into your lesson plan.

**FACILITATOR'S NOTE:** Show this clip before the end of the session, or loan the tape for participants to watch.

# Put It Into Practice, cont'd.

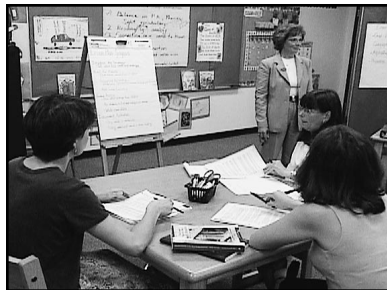
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Structure your lesson around a book you have taught or plan to teach to your student. When developing your lesson plan:

- Identify one or more elements of phonemic awareness or phonics that can be taught using this book. (A good starting point would be to focus on spelling patterns using the rimes identified in Activity 1: Match Rimes With Books. You could also focus on consonant sounds and patterns, or word parts.)
- Decide how you will introduce and model the reading strategy.
- Provide for students' guided practice and independent application.

Consider how this lesson is multi-level to meet the needs of all students.

**Assignment:** Submit your lesson plan.



**Optional Viewing** (approximate times: 42:45–45:50): Find this segment approximately 42 minutes and 45 seconds after the beginning of the video. Watch for about 3 minutes. Use the video image at left to locate where to begin viewing.

You may want to watch the workshop participants' critique of the lesson plan.

## 3. Create a Handbook

In this ongoing activity, you will collect literacy resources in a Handbook for Effective Literacy Practices (see page 6) to use in your classroom.

Today, you will create a section for word study instruction that covers emergent literacy, phonics/decoding, and reading fluency. Include resources you already use and plan to use in the future. Place them in the section for **Word Study and Fluency**. You may want to include:

- texts and materials to develop phonemic awareness skills
- lists of phonemic awareness skills
- lesson plans for phonics skills related to grade-level books
- lists of phonic elements with suggested grade levels for instruction
- word study activities to incorporate into daily routines (use readings)
- activities to use with a word wall
- books to teach specific phonic elements
- teacher resources for word study
- activities to promote reading fluency (with accompanying materials)

Review the contents of the handbook for how well they correlate to the principles of Dr. Paratore's lecture and the readings.

**Assignment:** Submit a copy of your completed Handbook at the end of the workshop. **Idea:** Do this activity with your colleagues to create the most comprehensive collection of resources.

# Assignments

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If you are taking this workshop for credit or professional development, submit the following assignments for session 3: Word Study and Fluency.

## **1. Session Preparation**

Complete the Word Study Concept Chart.

## **2. Consider Other Points of View**

Read the selected excerpts and respond to the questions that follow.

## **3. Analyze Your Teaching**

Analyze a word study lesson you have taught.

## **4. Reflect on Your Learning**

Review and complete your notes. Write a final reflection on the session.

## **5. Match Rimes With Books**

Copy a sample page from your selected book. Highlight the most frequently occurring common rime. Generate a list of other words containing the same rime.

## **6. Develop a Lesson Plan**

Design a word study lesson centered on a book you have taught or plan to teach.

## **7. Create a Handbook**

Submit a copy of your completed Handbook at the end of the workshop series.

## **For Next Week**

Go to session 4: Before You Watch. Review the Video Summary and complete the Session Preparation activities.

# Related Resources

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## Books for Developing Phonemic Awareness

- A My Name Is Alice* by Jean Bayer (Puffin Books, 1984)
- Alligators All Around: An Alphabet* by Maurice Sendak (Harper Collins, 1962)
- Cock-A-Doodle-Moo* by Bernard Most (Harcourt Brace, 1996)
- Edward the Emu* by Sheena Knowles (Harper Collins, 1988)
- Howdi Do* by Woody Guthrie (Candlewick Press, 2000)
- The Hungry Thing* by Jan Slepian and Ann Seidler (Scholastic, 1990)
- I Knew Two Who Said Moo* by Judi Barrett (Atheneum, 2000)
- Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks (Harper Collins, 1998)
- One Duck Stuck* by Phyllis Root (Candlewick Press, 1998)
- Ook the Book and Other Silly Rhymes* by Lissa Rovetch (Raincoast Books, 2001)
- Sheep in a Jeep* by Nancy Shaw (Houghton Mifflin, 1986)
- There's a Wocket in My Pocket* by Dr. Seuss (Random House, 1974)
- We're Going on a Bear Hunt* by Michael Rosen (McElderry Books, 1989)

## Teacher Resources

- Adams, M. J., et al. *Phonemic Awareness in Young Children: A Classroom Curriculum*. Baltimore, Md.: Paul H. Brookes Publishing Co., 1998.
- Cunningham, Patricia M., and Dorothy P. Hall. *Month by Month Phonics: Systematic, Multilevel Instruction*. Greensboro, N.C.: Carson-Dellosa, 1997.
- Payne, C. D., and M. B. Schulman. *Getting the Most Out of Morning Message and Other Shared Writing Lessons*. Jefferson City, Mo.: Scholastic, 1998.

## Professional Resources

- Adams, M. J. *Beginning To Read: Thinking and Learning About Print*. Newark, Del.: International Reading Association, 1990.
- Cunningham, P. *Phonics They Use*. New York: Longman, 2000.
- Kuhn, M. R., and S. A. Stahl. *Fluency: A Review of Developmental and Remedial Practices*. Ann Arbor, Mich.: Center for Improvement of Early Reading Achievement.
- "Learning To Read and Write: Developmentally Appropriate Practices for Young Children." A joint position paper of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *The Reading Teacher* 52, no. 2 (1998): 193–216.
- Report of the National Reading Panel: Teaching Children To Read*. Bethesda, Md.: National Institute of Child Health and Human Development, 2000.
- Samuels, S. J. "Reading Fluency: Its Development and Assessment." In Farstrup, A. E., and S. J. Samuels, eds. *What Research Has To Say About Reading Instruction*. Newark, Del.: International Reading Association, 2002.
- Snow, C. E., S. M. Burns, and P. Griffin. *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press, 1998.



# Related Resources, cont'd.

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Stahl, S. A., A. M. Duffy-Hester, and K. A. D. Stahl. "Everything You Wanted To Know About Phonics (but Were Afraid To Ask)." *Reading Research Quarterly* 33 (1998): 338–355.

Yopp, H. K., and R. H. Yopp. "Supporting Phonemic Awareness Development in the Classroom." *The Reading Teacher* 54, no. 2 (2000): 130–143.

## Related Research

Durrell, Donald D. "Commentary: Letter-Name Values in Reading and Spelling." *Reading Research Quarterly*, 16, no. 1 (1980): 159–163.

Gaskins, I. W., and L. Ehri. "Analyzing Words and Making Discoveries About the Alphabetic System: Activities for Beginning Readers." *Language Arts*, 74, no. 3 (1997): 172–84.

Pearson, P. D., and M. C. Gallagher. "The Instruction of Reading Comprehension." *Contemporary Educational Psychology*, 8 (1983): 317–344.

## Classroom Excerpts Used in the Video

Classrooms shown in the video session are from *Teaching Reading K–2: A Library of Classroom Practices*.

*100 Days of Reading* with Shari Frost

*Becoming Readers and Writers* with Sheila Owen

*Connecting Skills to Text* with Charmon Evans

*Students Making Choices* with Becky Pursley

*Writer's Journal* with John Sinnett



**Instructions:**

Complete this chart by listing:

1. What you know about each of the three areas.
2. What you do to teach the specific skills or strategies in each area.
3. Questions you have about effectively teaching and/or assessing these areas of word study.

Use this chart as you move through the workshop to add any new information, instructional practices, and/or questions.

**Word Study Concept Chart K-2**

	What You Know	What You Do	Challenges/Questions
<b>Emergent Literacy</b>			
<b>Phonics</b>			
<b>Fluency</b>			



**Instructions:**

As you watch Dr. Paratore's lecture, use the posters to note important information.

**Session 3: Word Study Lecture Poster 1**

Emergent Literacy
Oral Language
Concepts of Print
Alphabet Knowledge
Phonemic Awareness

**Instructions:**

As you watch Dr. Paratore's lecture, use the posters to note important information.

## Session 3: Word Study Lecture Poster 2

Phonics Instruction: What We Know
Children need to learn sequential decoding
Children need to apply phonics when reading multiple types of texts
As children learn to read more words, they use patterns and analogy to decode
Children decode multi-syllabic words using patterns that are often morphemes
Children need multilevel activities that emphasize transfer

**Instructions:**

As you watch Dr. Paratore's lecture, use the posters to note important information.

## Session 3: Word Study Lecture Poster 3

Developing Reading Fluency-Stages in Word Recognition Skill	
Non-accurate Stage	
Accurate but not automatic	
Accurate and automatic	

### Most Common Rimes in Primary-Grade Words

-ack	-all	-ain	-ake	-ale	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock	-oke
-op	-or	-ore	-uck	-ug	-ump
-unk					

Source: Wylie, R.E. & D. D. Durrell. *Elementary English* 47, (1970): 787-79.



## Lesson Plan Template

Reading Selection: \_\_\_\_\_

Focal Strategy: \_\_\_\_\_

### Effective Instruction is:

Strategic - Explains to Students

- What to do
- How to do it
- When and why it is useful to them

Explicit

- Shows students what to do
- Helps them to do it
- Provides opportunity for independent practice

1. Introduction of the Strategy
2. Modeling the Process
3. Guiding Practice
4. Independent Practice

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

# Notes

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