

Enhancement Newsletter

October 2007

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Oregon Reading First



Connecting Sounds to Letters

“Very early in the course of instruction, one wants the students to understand that all twenty-six of those strange little symbols that comprise the alphabet are worth learning and discriminating one from the other because each stands for one of the sounds that occur in spoken words.”

Adams, 1990

October Activities Checklist

Kindergarten

- Decodable Text Card 11 –fill out chart showing differences (attached).
- Video and Template Practice:
 - Card # 3
 - Card # 4
 - Card # 11 (Do not use the current video when practicing this card. We are redoing this video clip)
- Observations to be completed by Coach (generic observation attached)
 - Card # 5

Grade 1

- Discuss and practice new dictation routine (attached).
- Decodable Text Cards 11 & 12 – fill out chart showing differences (attached).
- Video and Template Practice:
 - Card # 6
 - Card # 8
 - Decodable Text Cards 11 & 12 (Do not use the current videos when practicing these cards. We are redoing these video clips).
- Observations to be completed by Coach (generic observation attached)
 - Card # 3
 - Card # 5
 - Card # 8
 - Card # 9

In This Issue

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Support Pages (sent in a separate email):

- **Template Practice Pages**
- **Dictation Routines**
- **Decodable Text Template Comparison**
- **Syllable Review**
- **Syllable Sort**
- **Generic Observation Form**

At any time, please let Trish or Carol know of any concerns, problems, or suggestions so that we can incorporate those ideas into future newsletters!

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Grade 2

- ❑ Discuss and practice new dictation routine (attached).
- ❑ Review syllabication (attached).
- ❑ Decodable Text Cards 11-14 – fill out charts showing differences (attached).
- ❑ Begin Phonics/Decoding Strategy Refresher Module (*advanced expert coaches only*)
- ❑ Video and Template Practice
 - Card # 6
 - Card # 10
 - Decodable Text Cards 11-14 (Do not use the current videos when practicing these cards. We are redoing these video clips).
- ❑ Observations to be completed by Coach (generic observation attached)
 - Card # 3
 - Card # 5
 - Card # 7
 - Card # 8

Grade 3

- ❑ Discuss and practice new dictation routine (attached).
- ❑ Review syllabication (attached).
- ❑ Decodable Text Cards 11-14 – fill out chart showing differences (attached).
- ❑ Begin Phonics/Decoding Strategy Refresher Module (*advanced expert coaches only*)
- ❑ Video and Template Practice:
 - Card # 10
 - Decodable Text Cards 11-14 (Do not use the current videos when practicing these cards. We are redoing these video clips).
- ❑ Observations to be completed by Coach: (generic observation attached)
 - Card # 3
 - Card # 7
 - Card #10



Dictation Routine

Definition: Teacher regularly dictates words containing

previously taught sound/ spellings and students use their sound/spelling knowledge and the sound/spelling cards to spell the words. Instruction progresses to sentences including previously taught irregular high-frequency words.

Purpose: Dictation connects the decoding (reading) process to the encoding (writing or spelling) process by demonstrating that the sound/spelling students use to read can also be used to communicate through writing.

Decodable Text

Definition: Text in which most words (i.e., 80%) are wholly decodable and the majority of the remaining words are previously taught sight words, including both high-frequency words and story words.

Purpose: Instruction should always provide students opportunities to apply what they are learning in the context of a story. Decodable text builds automaticity and fluency in beginning readers. It is used as an intervening step between explicit skill acquisition and students' ability to read authentic literature.



Reading Decodable Text

1. Student engagement with the text is critical!
2. Students must be prompted to track the text by pointing under (not over or on) the text with their finger to ensure they are actually looking at the words
3. Teacher **MUST** monitor student response to make sure students are not just parroting students next to them.
4. Students need to have sufficient practice with word reading (blending) tasks prior to reading the decodable text to ensure they are successful. Students who struggle with reading decodable text need to have opportunities in small groups to read and be monitored more closely by the teacher. This time will increase success with the time spent reading during whole-group instruction.

Syllabication Instruction

Definition: Dividing words into syllable patterns and types (closed, open, vowel team, silent-e, R-controlled, consonant-le). **Emphasized in Grades 2 and 3**



ELL Corner*

❑ If you have a class with a large number of English language learners (ELLs), make sure you over-emphasize (pronounce loud and clearly) the letter combinations you are practicing on that day. Many ELLs may not recognize the differences in English sounds, particularly when those sounds don't exist in their native language. For example, in Spanish vowels have only 1 sound. When teaching the different sounds in the letter a (as in: cap, cape, call, clay, clean, and coat), provide students plenty of opportunities to practice the "a" sounds, and provide immediate corrective feedback as outlined in the enhancement cards.

❑ When students are ready to read decodable text, remind them of the letter combinations they practiced on that day, and pay particular attention to the way ELLs pronounce the words in the text that contain that letter combination. The lines of practice may be a good preteaching activity for ELLs prior to reading the decodable text.

*The ELL Corner is intended to provide teachers with tips and suggestions when using the lesson maps and cards in classes with a large number of English language learners. Please let Doris Baker (dbaker@uoregon.edu) know if you have any questions or specific topics related to ELLs you would like her to address in the monthly newsletter.