Teacher's Guide on
Early Grade Reading Instruction

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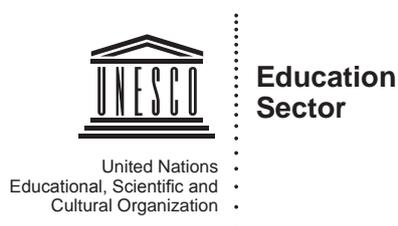
The Global Education 2030 Agenda

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The International Institute for Capacity Building in Africa, established in 1999, is the only UNESCO Category One Institute in Africa and is mandated to strengthen teacher development throughout the continent. The Institute is also the Teacher Cluster Coordinator under the framework of the African Union's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.

IICBA
International Institute
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in Africa

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Teacher's Guide on Early Grade Reading Instruction

Foreword

Reading is a fundamental ability for all other learning activities. Students can learn only when they comprehend, and this requires appropriate reading skills in the first place. Appropriate reading skills support the learning of increasing amounts of instructional content. This is why children who fail to learn to read during their early years of schooling will encounter more difficulties in later grades and a higher risk of drop out. Quality early grade reading instruction is critical in preventing these challenges and risks as well as in protecting children's rights to education and ensuring better chances of success in their life.

Teachers are at the center of reading instruction and they need to be trained with pedagogical knowledge and management skills in order to provide students relevant and quality instruction. It has however been noted that teachers in many countries, especially low-income countries in sub-Saharan Africa, lack the proper training and support on ways of teaching early grade reading to their students. Therefore, a comprehensive and practical guide on early grade reading is highly needed to bridge this gap.

This guide aims to empower teachers in Africa by equipping them with the knowledge and skills of early grade reading, including the simple identification of the main pillars of reading, lesson planning and classroom management, taking into account the context in Africa. Subsequently, these teachers will help their students build basic reading skills in their early years of schooling.

This guide has been developed by the joint efforts of the UNESCO International Institute for Capacity Building in Africa (IICBA) and Addis Ababa University as part of the Norwegian Agency for Development Cooperation (NORAD) funded Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) project "Beyond Access: Improving the Quality of Early Years Reading Instruction in Ethiopia and South Sudan" (2016-2021).

Dr. Yumiko Yokozeki

Director, UNESCO IICBA

Acknowledgements

Table of Content

Chapter 1: Introduction

Chapter Objectives:

Teachers will understand:

- What reading is and what sub skills need to be taught in order for children to read.
- The importance of early grade reading
- How to navigate and use this guide to inform their teaching

Key Words:

Reading: A mental process that involves understanding symbols to arrive at meaning.

Word Recognition: The ability to recognize words quickly and easily.

Reading Sub skills: Specific skills that students need in order to read include phonemic awareness, phonics, word decoding, vocabulary, fluency and reading comprehension.

1.1 What is Reading?

Before we begin discussing the technicalities of providing effective reading instruction, let's talk specifically about what reading is.

Reading is a mental process that involves understanding symbols to arrive at meaning[1].

First, what does it mean to "understand symbols"? The symbols we are discussing are the letters of the language students are learning to read in. For students to be able to understand letters and the words they form, teachers need to provide instruction on**:**

Phonemic Awareness:	Phonics:
The ability to hear and manipulate individual sounds in words without the use of print.	An approach to reading instruction that involves teaching students to correlate letters with sounds so they are able to decode (also known as sound out) words.

Teaching these concepts and imparting these skills on students allows them to be able to easily recognize words – this is called word recognition**.** In Chapter 1 and 2, you'll learn about these concepts and how to teach them to your students in order to help them with their word recognition.

The second part of the definition is to "arrive at meaning". It is important to understand that **the ultimate goal of reading is to comprehend**. If a student does not comprehend what they are reading, then they are not reading. Reading instruction does not stop at word recognition, it is your responsibility as an early grade teacher to support your students in acquiring the necessary skills for comprehension. To do this, reading instruction lessons need to include:

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1   https://study.com/academy/lesson/what-is-reading-definition-process.html

Building vocabulary: Instruction on vocabulary with the purpose of expanding students' knowledge of words and their meanings

Fluency: A students' ability to orally read with speed, accuracy and proper expression

Reading Comprehension: The ability for students to understand the text they are reading

In chapters 3, 4 and 5, you'll learn the details of how to do this effectively in your classroom.

All of these concepts (phonemic awareness, phonics, vocabulary, fluency and reading comprehension) are considered the **sub skills of reading.**

There is one, last final component to reading: motivating your students to read. **The best way to improve reading skills is to get students to practice inside and outside of the classroom with a variety of reading materials.** Therefore, we need to get students excited about reading and encourage them to read for pleasure. In Chapter 5, you'll be given recommendations on how you can motivate your students to read.

Motivating Students to Read — Phonemic Awareness — Phonics — Effective Reading Instruction — Vocabulary — Fluency — Reading Comprehension
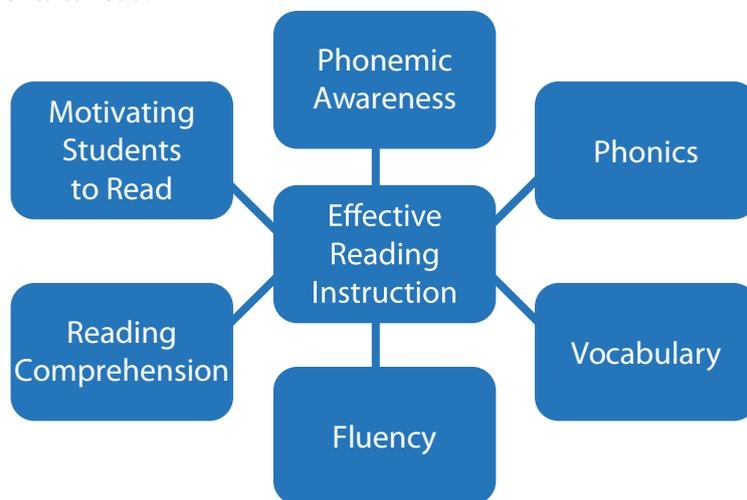
Difference between Literacy Instruction and Reading Instruction

Before you move forward in this guide, it is important to understand that this guide is focusing on reading instruction, not literacy instruction. Do you know what the difference is? Literacy means to be able to read, write, listen and speak. In this guide we will only be discussing how to work on your students' reading skills, not their writing, listening and speaking skills. (https://www.literacyadvance.org/About_Us/Defining_Literacy/)

1.2 The Importance of Early Grade Reading

Why is it particularly important that students learn to read in the early grade years? Well, because **reading sets the foundation for all other learning.** The purpose of early grade education is to provide the basic foundational skills to learn curriculum in later years. Students who do not learn to read in the beginning of their education **are at a significant disadvantage for the rest of their schooling;**

- Students who do not attain basic reading skills within the first few years of primary are less likely to complete primary and move on to secondary school[2].

- Students who have reading difficulties at the end of the first year of formal education have a 9 out of 10 chance of being at risk of dropping out of school by the end of grade 4[3].

- Reading capability at end of the first year of formal education can be an indicator of performance in later years of schooling[4].

The consequences of low reading skills on student achievement are serious and right now in Africa, students are struggling to achieve a basic proficiency in reading. The UNESCO 2013/2014 Education for All Global Monitoring Report found that a quarter of primary school age children in sub-Saharan Africa reach grade 4 without learning the basics of reading and 40% of young people in sub-Saharan Africa could not read a sentence[5]. In some African countries, that number is much higher. In 2012, RTI found that more than 89% of grade 2 students in Malawi and Zambia were unable to read a single word[6]. The 2016 progress in International Reading Literacy Study found that 78% of grade 4 students in South Africa could not understand what they are reading[7].

Students who acquire the necessary reading skills during the beginning years of school perform better in higher grades and are less likely to be discouraged with difficulties later in their education. This leads to higher retention and graduation rates[8]. If we truly want to offer students quality education and opportunities to be successful in school, then it needs to start in the first years of schools and our top priority needs to be ensuring they acquire basic reading skills.

So how do we change the current trends in early grade reading in Africa and prepare students with success? It starts with you, the teacher.

1.3 Your Role as the Teacher

Teachers are an invaluable part of any education system; they are fundamental to the development of children and have been given the responsibility to impart formal knowledge onto students. As a teacher, you play an important role in the classroom and in the education of your students. We believe that when it comes to reading instruction, teachers are the key to helping students acquire the reading skills necessary to have a productive, successful and positive educational experience.

2   Dembélé, M., &Miaro-II, B. (2003). Pedagogical Renewal and Teacher Development in Sub-Saharan Africa: A Thematic Synthesis (Rep.). Retrieved http://www.adeanet.org/adea/biennial2003/papers/4A_synthesemartial_e_final.pdf

3   Ibid

4   Winthrop, R. (2011, May). Education in Africa—The Story Isn't Over (Rep.). Retrieved https://www.brookings.edu/wp-content/uploads/2016/06/05_current_history_winthrop.pdf

5   *Teaching and Learning: Achieving Quality for All. EFA Global Monitoring Report 2013/2014*(Rep.). (2014). Retrieved http://unesdoc.unesco.org/images/0022/002256/225660e.pdf

6   Chapter 3: The Many Faces of the Learning Crisis. (n.d.). Retrieved from https://elibrary.worldbank.org/doi/abs/10.1596/978-1-4648-1096-1_ch3

7   Howie, S. J., Combrinick, C., Roux, K., Tshele, M., Mokoena, G., &Palane, N. (2017). *PIRLS Literacy 2016: Progress in International Reading Literacy Study (PIRLS) 2016 : South African Children's Reading Literacy Achievement*(Rep.). Retrieved https://repository.up.ac.za/handle/2263/65780

8   Winthrop, R. (2011, May). Education in Africa—The Story Isn't Over (Rep.). Retrieved https://www.brookings.edu/wp-content/uploads/2016/06/05_current_history_winthrop.pdf

While there are many factors that affect learning which are out of your control, **you do have power over how you provide reading instruction**. This guide has been created to support you in the classroom and give you access to information that will be useful to incorporate into your teaching. Ideally, by making some changes to the way reading is taught, you'll see an improvement in reading skills and learning outcomes of your students.
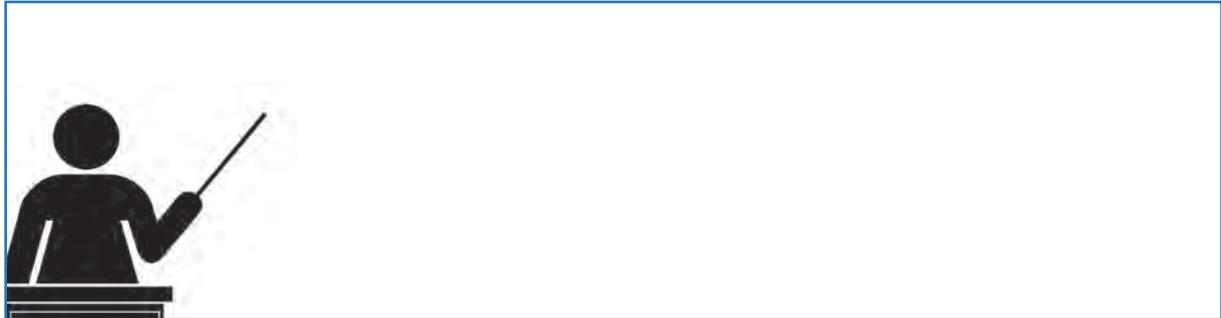
Each chapter of this guide is structured very similarly and has been written with you and the African context in mind to provide applicable teaching advice. At the beginning of each chapter you'll find a list of learning objectives for you and key words, similar to this chapter. Key words can be found in the chapter as well as the end of the guide in the glossary. Chapters are then divided into four main parts:

Description of the concept (phonemic awareness, decoding, fluency, etc.)

Specific suggestions and advice on how you can teach the concepts

Specific suggestions and advice on how you can teach the concepts

Ways to assess your students on the concepts
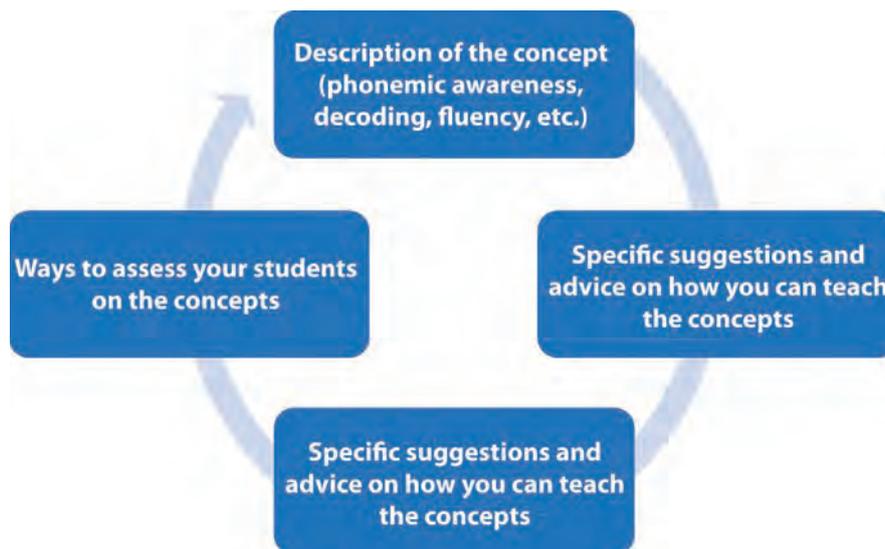
In the guide you will find boxes like this throughout the chapters:

These boxes are there to highlight important extra information that will help you deliver effective reading instruction.

It is important to acknowledge that while teachers have an essential role in classroom, the success or failure of your students is not solely your responsibility. Often troubled education systems and other contextual factors make providing effective reading instruction difficult. At the end of the guide you will find ideas on how to handle obstacles (like large class sizes, lack of resources etc.) when trying to carry out reading lessons.

1.4 Recap of Main Points from Chapter 1

- Reading is a mental process that involves understanding symbols to arrive at meaning.

- In order to teach students to read, teachers need to provide instruction on the subskills: phonemic awareness, phonics, word decoding, sight vocabulary, vocabulary, fluency and comprehension skills.

- Motivating students to read is an important component of teaching students to read.

- Reading sets the foundation for all other learning.

- Students who do not read in the early grade years are at a significant disadvantage for the rest of their schooling.

- Students who acquire the necessary reading skills during the beginning of their school perform better in higher grades, are more likely to stay in enrolled in school and are more likely to graduate.

- Teachers are an invaluable part of any education system.

- Teachers have the capability to change the way they teach reading instruction to improve students reading skills.

- This guide is here to support you and provide you with relevant information and guidance on how to provide effective reading instruction in your classrooms.

Chapter 2: Phonemic Awareness

Chapter Objectives:

Teachers will understand:

- What phonemic awareness is and how it contributes to reading skills
- The skills students need in order to have strong phonemic awareness skills

Key Words:

Phonemic Awareness: The ability to hear and manipulate individual sounds in words without the use of print.

Phonemes: The word phoneme is another word for sound. Words are made of individual speech sounds called phonemes.

Phoneme Isolation: Phoneme isolation is the ability to isolate a single sound from a word.

Phoneme Identification: Phoneme identification is the ability to recognize the same sounds in different words.

Phoneme Categorization: Phoneme Categorization is the ability to recognize words that sound the same and words that sound different.

Phoneme Segmentation: Phoneme segmentation is the skill to break down words into individual sounds.

Phoneme Blending: Phoneme Blending is the ability to hear the individual sounds in a word and then combine the sounds to say the word that is made.

2.1 What is Phonemic Awareness?

Phonemic awareness is the ability to hear and manipulate individual sounds in words without the use of print[9]. The purpose of teaching **phonemic awareness** is for students to:

Understand
- that words are made of individual speech sounds called phonemes.

Be able to listen for and identify
- the different individual speech sounds in words.

Know the difference
- speech sounds can be blended together, changed around and worked with to create words and make meaning.

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9   http://reading.uoregon.edu/big_ideas/pa/pa_what.php

Example of phonemic awareness:

Let's imagine we are teaching students the word *fish* in English. The word *fish* would be divided into its individual speech sounds which would be *f/i/sh*. Another example is *cat*, when we break *cat* into its individual speech sounds, it is *c/a/t*. Do you see the difference between cat and fish?

Cat is a 3 letter word with 3 separate sounds. Fish is a 4 letter word with 3 separate sounds. It is important to always remember that when we are talking about phonemes, we are talking about sounds and sometimes multiple letters are used to make a single sound, like the *sh* in *f/i/sh, and* other times 1 letter can represent 1 sound, like all the sounds in *c/a/t*.

Some other examples are:

- Chef: ch/e/f
- Leaf: l/ea/f
- Through: th/r/ough
- Mat: m/a/t

Using Phonemic Awareness in your Classroom

Is English not the language of instruction in your classroom? Not to worry, phonemic awareness can be applied across languages! Different languages have different kinds of phonemes and a different number of phonemes, but all languages can be broken down into the speech sounds necessary to teach phonemic awareness.

Writing Systems

Note that there are different types of writing systems being used across languages: alphabetic, syllabic and logographic. In the African context, although the alphabetic writing system, in which a phoneme or a sound is represented (as in English, for instance), is the most commonly used, some languages such as Amharic use a syllabic or alpha syllabic writing system where a syllable rather than a phoneme is represented. In such cases, it would be appropriate to talk about syllable awareness, syllable deletion, syllable addition, etc.

2.2 Why is it Important to Teach Phonemic Awareness?

Phonemic awareness provides students with the foundation they need to develop reading skills[10].

While phonemic awareness is solely a listening and speaking skill, and not a reading skill**, it is the first necessary step for reading.** Before children learn to read, they need to become aware of the sounds in words and how to work with sounds. They need to learn that words are made up of a combination of sounds. Having these skills allows children to be more easily connect sounds to written letters and decode words when it is time to read.

Students' phonemic awareness ability is one of the best indicators of future success in reading[11]. If students develop strong phonemic awareness skills, they are more likely to have strong reading skills.

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10   http://www.readingrockets.org/helping/target/phonologicalphonemic
11   Ibid

Since phonemic awareness is the first step to building reading skills, it is important to start working with students on phonemic awareness early. **It can be taught to children as young as 4 years old and skills should be acquired by the end of Grade 1[12].**

Now that we know how important phonemic awareness is, let's talk about how to teach phonemic awareness in your classroom.

2.3 How to Teach Phonemic Awareness

When students enter your classroom, they are already speaking. They have already been exposed to words and sounds. Even without formal classroom instruction, students may already have phonemic awareness skills. **The first step to teaching phonemic awareness is to do an assessment of students' current phonemic awareness skills.** This way, you can identify which students will need more attention and how you can create your lesson plans around the already existing skills and knowledge students have. You can find exercises to assess your students' phonemic awareness skills in section 2.4.

Students' Background Knowledge

Have you ever heard people talk about "background knowledge" or "prior knowledge" of students? What that means is that students come into the classroom filled with knowledge already. They learn all the time -- from their family, friends and the environment around them. Even young children in pre-primary and early primary come in with background knowledge. When you are teaching phonemic awareness, you are building on the words and language students have already learned. **However, if the language of instruction in your classroom is different from the students' first language they speak at home, students may not have learned the phonemic awareness skills necessary for learning in the classroom and will need extra help.**

After you have done an assessment of your students, the phonemic awareness skills you will be working with students on are:
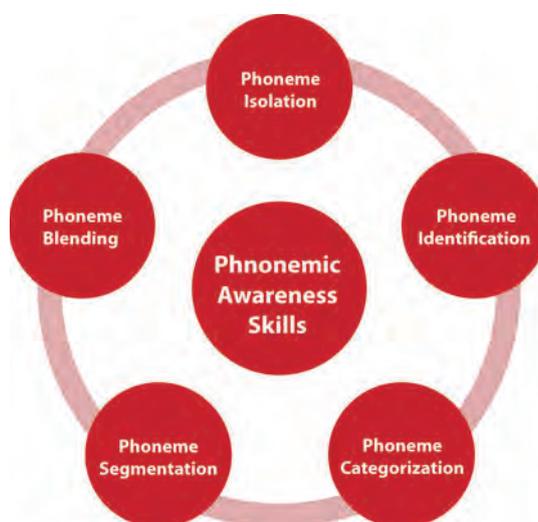
Research has shown that children need about 20 hours in total of phonemic awareness instruction[13]. Some students may need more and some may need less. You will have to determine what is best for your classroom. Additionally, the best phonemic awareness instruction incorporates a lot of student participation and practice. As much as possible, students should get the chance to work in small groups and interact with one another with you providing support.

2.3.1 Phoneme Isolation and Phoneme Identification

The first 2 skills of phonemic awareness to work on are phoneme isolation and phoneme identification. The two skills can be taught together.

Phoneme isolation is the ability to isolate a single sound from a word[14]. Students should be able to isolate the first, middle and last sound in a word**.** For example, in the word *tree* (t/r/ee), students would be able to identify the first sound in the word as /t/, the middle sound as /r/ and that last sound as /ee/.

Phoneme identification is the ability to recognize the same sounds in different words[15]. Students will be able to tell you which words have similar first sounds, similar middle sounds or similar last sounds. For example, if you tell students the words *fix*, *fall* and *fun*, students will be able to tell you the similar sound in each word is the first sound, /f/.

When teaching phonemic awareness skills or any other lesson, you want to scaffold the learning, which means you start with easier material with lots of teacher support and build to difficult material with more student independence.

Teaching Phoneme Isolation and Phoneme Identification

Below are some in class exercises that you can do with your students to work on phoneme isolation and phoneme identification.

I DO, We Do, You Do Lesson Plan

All the activities in this teacher guide will follow the "I Do, We Do, You Do" framework. This is a tool that can help you organize your lessons for any topic, including reading instruction. Organizing lessons by this way allows you to strategically deliver lessons in a way that begins with teacher instruction and ends with students independently working on the new material.

13   https://lincs.ed.gov/publications/html/prfteachers/reading_first1.html
14   https://www.readingbyphonics.com/worksheets/phoneme-isolation-identity-4.html
15   https://www.readingbyphonics.com/worksheets/phoneme-isolation-identity-4.html

Exercise 1: Phoneme Isolation[1]

Objective:	**Materials Needed:**
Students will be able to identify the first, middle and last sounds of words spoken to them.	1. The list of words you want to work on with students. Start with easier words and move on to more difficult words. 2. Pictures to accompany the words you have chosen. You can find pictures in books, magazines or newspapers. If you do not have access to these resources, you can choose simple words you can draw on the chalkboard.

Activity Overview:

For this activity, you will be saying words out loud and students will be identifying which sounds are first, middle and last. The first sound and the last sounds in a word are the easiest to identify. When working with students, ask them to identify the first sound, the last sound and then the middle sound.

For example, you would say to your students "In the word *cat*, what is the first sound you hear?" and show them a picture of a cat. Then when students answer correctly, you would proceed to ask them what the last sound they hear is and then finish with asking them what the middle sound is.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Start the exercise by explaining to students what they need to do. Feel free to repeat directions multiple times to make sure that everyone has understood.

- Then, by yourself, model the activity for students. Tell them a word, *sun* for example while showing them a picture. Explain that the first sound you hear is /s/, the last sound you hear is /n/ and the middle sound you hear is /u/.

Teacher and Students Practice Together (We Do)

- After you have modeled the exercise for students, you will do it together with your class.

- Have a list of words and pictures that accompany the words. Make sure you have a variety of words to give students enough practice. Provide support as you work together on the words.

Guided Student Practice (You Do)

- Now you will give students the opportunity to do this exercise on their own with your guidance.

- Depending on the size of your class, break students into groups of two or three. Give them a picture and ask them to identify the first sound, last sound and middle sound of the word associated with the picture.

- If you have a large class, feel free to give some groups the same picture/word to work on.

- As students work, walk around the classroom, stopping at different groups to listen, support and correct students. Make sure you are also providing words of encouragement.

- When groups are finished, ask each group to present the word they worked on. Listen to what they are presenting and correct students when need be.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme isolation.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

Exercise 2: Phoneme Isolation and Phoneme Identification[2]

Objectives:

- Students will be able to isolate the first, middle and last sounds of words given to them.

- Students will be able to recognize the same sounds in different words given to them.

- Students will be able to group words together based on shared sounds in the words.

Materials Needed:

1. List of words that have similar sounds. For example: day, say, pray. All of the words share the sound /ay/.

2. Pictures to accompany the words you have chosen. You can find pictures in books, magazines or newspapers. If you do not have access to these resources, you can choose simple words you can draw on the chalkboard.

3. A chart for students to group words of similar sounds. Chart can be drawn on a chalkboard or a flip chart. See example of chart below.

Activity Overview:

This activity builds on students' phoneme isolation skills. Students will isolate the first, middle and last sounds of words given to them. Then students will group words according to sound on a chart you create. When choosing words to use for this activity, you will need to choose words that can be grouped according to sounds.

Instructions:

Example of Sound Chart

The chart you will create on a chalkboard or flipchart will have three pictures that you have chosen to represent three different sounds. The words/pictures for this example are *ship, rain, star.*

Students will isolate the first sound in *ship*, which is /sh/, they will isolate the middle sound in *rain*, which is /ai/ and the last sound in star which is /ar/.

After students isolate the sounds in the three words, you will verbally provide students with a list of words that have the same /sh/, /ai/ and /ar/ sounds. Students will then match the new words to the pictures already on the chart according to sound. As they match the word to the sound group, list the words in the correct group.

The list of words for this example: c**ar**, **sh**oe, tr**ai**n, **sh**ark, sug**ar**, **sh**eep, br**ai**d, **sh**eet, br**ai**n, be**ar**, m**ai**d w**ar**.

Ship Sh/i/p	Rain r/ai/n	Rain r/ai/n
Words that start with the sound /sh/	Words that have the middle sound /ai/	Words that have the last sound /ar/
Shoe	Train	Car
Shark	Braid	Sugar
Sheep	Brain	Bear
Sheet	Maid	Ear

Teacher Explains and Models the Exercise (I Do)

- Start the exercise by explaining to students what they need to do. Feel free to repeat directions multiple times to make sure that everyone has understood.

- Then, by yourself, model the activity for students. Take one of the words off of the list, *car* for example, verbally say the word out loud and pick which sound group it belongs to on the sound chart. It is important that students see what process you use to break *car* into its phonemes and how you decide which sound group it belongs to.

Teacher and Students Practice Together (We Do)

- After you have modeled the exercise for students, you will do it together with your class.

- Together break down the words on the list into the first, last and middle sounds and then decide which sound group each word on the list belongs to.

Guided Student Practice (You Do)

- Now you will give students the opportunity to do this exercise on their own with your guidance.

- Depending on the size of your class, break students into groups of two or three. Give them pictures (if you do not have resources, draw some additional pictures on the chalkboard) and ask them to identify the first sound, last sound and middle sound of the word and group them according to their sound on the sound chart.

- If you have a large class, limited chalk board space, or any other constraints, feel free to give groups the same words/pictures to work on.

- As students work, walk around the classroom, stop at different groups to listen, support and correct students. Make sure you are also providing words of encouragement.

- When groups are finished, ask each group to share the word they worked on. Listen to what they are presenting and correct students when need be.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme isolation and phoneme identification.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

2.3.2 Phoneme Categorization

Phoneme Categorization is the ability to recognize words that sound the same and words that sound different[16]. For example, you would ask students "Which word does not belong in *boy, ball* and *sat*?" Students would answer, that the word *sat* does not belong because it does not have the same /b/ sound as the other two words.

Teaching Phoneme Categorization

Below is an exercise you can do with your students to work on phoneme categorization.

Exercise 1: Phoneme Categorization[3]	
Objective:	**Materials Needed:**
• Students will be able to identify which word sounds different from the others in a group of three or four.	1. List of words to work on with your students. Words need to be grouped in a way where all but one word share a similar sound.

Activity Overview:

This activity will require students to recognize similarities and differences in sounds in words. You will give students a group of words and students will identify which word sounds different from the others. When students identify which word is different from others they should give you an explanation of why.

For example, you will give students the words *car, sugar, bear, hat*. Students will tell you that the word *hat* does not belong because it does not share the /ar/ sound.

Instructions:

Teacher Explains and Models the Exercise (I Do)

• Start the exercise by explaining to students what they need to do. Feel free to repeat directions multiple times to make sure that everyone has understood.

• Then, by yourself, model the activity for students. Take one group of the words, *car, sugar, bear, hat*, and verbally break down the phonemes in the word to arrive at the answer that *hat* does not belong in the group because it does not share the /ar/ sound. It is important that students see what process you use to figure out which words does not belong.

Teacher and Students Practice Together (We Do)

• After you have modeled the exercise for students, you will do it together with your class.

• Together work on the other groups of words you have presented. In each group of words, the class will identify which word does not share a similar phoneme.

Guided Student Practice (You Do)

• Now you will give students the opportunity to do this exercise on their own with your guidance.

• Verbally give the class a group of words and have students raise their hand for which word they think does not belong with the others. For example, you could say to your class, "In the words *car, sugar, bear and hat* which word is different from the others? Raise your hand if you think the answer is *car*. Raise your hand if you think the answer is *sugar*. Raise your hand if you think the answer is *bear*. Raise your hand if you think the answer is *hat*."

• Ask a few students to share why they have chosen the answer they have chosen. If students are picking the wrong answer, guide them to the correct answer. You can use students who have chosen the correct answer to help explain to other students why the word does not belong.

Check for Understanding:

• Use the prior group exercise to check if your students have understood phoneme categorization.

• This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

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16   http://block3strategies.weebly.com/phoneme-categorization.html

2.3.3 Phoneme Segmentation

Phoneme segmentation is the skill to break down words into individual sounds[17]. For example,the word *cat.* Students will be able to listen to the word *cat*and break it down and tell you the three individual sounds *c/a/t*.

To scaffold phoneme segmentation, you will start with easier words with a few sounds and words that have 1 sound to 1 letter, like *c/a/t,* and then move to more difficult words like *th/r/ough[18]*.

Teaching Phoneme Segmentation

Below are some in class exercises that you can do with your students to work on phoneme segmentation.

Exercise 1: Phoneme Segmentation with Clapping[4]

Objective:	Materials Needed:
• Students will be able to identify the different sounds in spoken words .	1. List of words you want to work on with your students. Make sure you scaffold the material -- starting with simple words and working up to more difficult words.

Activity Overview:

For this activity, you will be practicing phoneme segmenting through clapping. Students will verbally say words while clapping when they hear each sound in the word. For example, if you are using the word *bed,* students would clap 3 times for the 3 sounds in *b/e/d*.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Start the exercise by explaining to students what they need to do. Feel free to repeat directions multiple times to make sure that everyone has understood.

- Then, by yourself, model the activity for students with a few words. Pick a word, say the word out loud, and clap for each phoneme in the word.

Teacher and Students Practice Together (We Do)

- After you have modeled the exercise for students, you'll do it together with the whole class with various words. You and students will clap out for each phoneme you hear in each word.

Guided Students Practice (You Do)

- Now, you will give students the opportunity to do this exercise on their own with your guidance. Depending on the size of your class, this exercise can vary.

- For large classes, of maybe 50 or more, break students into groups or 3 or 4. Assign each group a word. Ask the group to identify the sounds in the words and then present the sounds in the words using clapping to the rest of the class.

- Give the groups some time to work on identifying the sounds. While they are working, walk around the groups to provide help where needed and ensure students are on task.

- When groups are presenting their words, listen and correct students when they are making errors. Make sure you are also providing words of encouragement.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

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17   http://aacliteracy.psu.edu/index.php/page/show/id/5/index.html
18   https://www.reallygoodstuff.com/images/art/304200.pdf

Exercise 2: Phoneme Segmentation with Pictures[5]

Objective:

- Students will understand that words are made up of different sounds.

- Students will be able to identify the different sounds in spoken words.

Materials Needed:

1. The list of words you want to work on with students. Start with easier words and progress to harder words.

2. Pictures that are associated with these words. You can either draw simple drawings on the chalkboard like a tree, a star, a girl etc. or find pictures from books, newspapers or magazines.

3. Chalk and a chalkboard.

4. Students will need to have an exercise book and pens.

Activity Overview:

This exercise will allow students to identify sounds in words and to visualize how words are separated into sounds. Students will look at pictures, say the word associated with the picture, verbally break it down into its' phonemes and for each sound they will point to a circle.

To prepare this activity:

1. Choose words for this activity and then display pictures on your chalkboard that go with those words. Make sure that pictures you choose to display are objects that your students are able to recognize and name.

2. Next to the pictures, draw circles for every phoneme in the word.

3. Have students copy the circles and arrows into their exercise books. Students do not need to copy the pictures.

Below is an example of what your chalkboard and the student's exercise book will look like. For this example, the words *tree (t/r/ee)* and *star (s/t/a/r)* are being used.

Example Chalkboard:
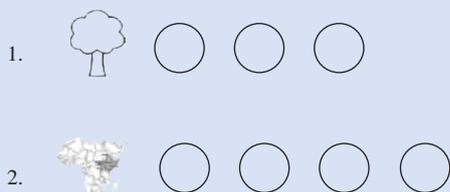
Example Students' Exercise Book:
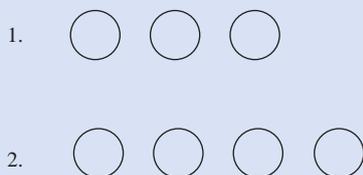
Instructions:

Teacher Explains and Models the Exercise (I Do)

- Start the exercise by explaining to students what they need to do. Feel free to repeat directions multiple times to make sure that everyone has understood.

- Then, by yourself, model the activity for students. Look at one of the pictures on your board, say the word out loud and then break down the word into its phonemes and for each phoneme point to a circle.

Teacher and Students Practice Together (We Do)

- After you have modeled the exercise for students, you'll do it together with the whole class with various pictures and words.

- Students will use the pictures on the board and the circles in their exercise books to point at when they are breaking down the word into its' phonemes.

Guided Students Practice (You Do)

- Now, you will give students the opportunity to do this exercise on their own with your guidance.

- Put some additional pictures/words on the board. Break your class into groups and have your students work together to identify the phonemes.

- Walk around the classroom, stopping at different groups to listen, support and correct students. Make sure you are also providing words of encouragement

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

2.3.4 Phoneme Blending

Phoneme Blending is the ability to hear the individual sounds in a word and then combine the sounds to say the word that is made[19]. For examples if the students hear the following sounds t/r/ ee, they will be able to put the sounds together and say the word *tree.*

Blending is an important skill for students to possess because when students are ready to decode unfamiliar words (covered in Chapter 3) while reading they will be able to mentally put together the individual sounds they are reading to form the word[20]. Students who struggle with phoneme blending are likely to have difficulties when it comes time to read.

Teaching Phoneme Blending

Below are some in-class exercises that you can do with your students to work on phoneme blending.

Exercise 1: Phoneme Blending – Finish my Sentence[6]

Objective:	**Materials Needed:**
• Students will be able to identify words that have been separated into its phonemes.	1. Create a list of simple sentences with one word in the sentence broken down into its' phonemes.

Activity Overview:

For this activity, students will practice hearing words that have been segmented into their phonemes. You will give students a sentence that has one word broken down into its individual sounds.

For example, "My friend and I had f/u/n". When you say the word fun, you will be pronouncing each separate phoneme in fun. You should stretch out each phoneme in fun, so when you are saying the word it will sound like "fffffuuuuunnnnn". Students will be required to listen to the sounds you are saying, mentally put them together (blending) and identify the word you are saying.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Start the exercise by explaining to students what they need to do. Feel free to repeat directions multiple times to make sure that everyone has understood.

- Then, by yourself, model the activity for students. Use one of the sentences you have written for this exercise.

- Model for your students how to take the word from the segmented, slow version of the word to the blended version of the word. Do this by saying the chosen word faster and faster until the word is able to be identified.

Teacher and Students Practice Together (We Do)

- After you have modeled the exercise for students, you'll do it together with the whole class. Using sentences, you created, work with your class to identify the words in the sentences that have been broken down into phonemes.

Guided Students Practice (You Do)

- Now, you will give students the opportunity to do this exercise on their own with your guidance.

- Divide students into pairs. One student will be pronouncing separate phoneme in the sentences you created, while the other student listen. Take turns until they finish the list of sentences. While they are practicing, circulate and correct errors if you see.

- Call on volunteers to practice in front of the whole class. Other students will listen and catch errors. At the end, give a round of applause to all volunteers.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

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19   http://www.bemidji.k12.mn.us/wp-content/uploads/2014/03/Phoneme-Blending-Activities2.pdf
20   http://www.bemidji.k12.mn.us/wp-content/uploads/2014/03/Phoneme-Blending-Activities2.pdf

Exercise 2: Phoneme Segmenting and Blending[7]	
Objective:	**Materials Needed:**
• Students will be able to blend and segment phonemes in words.	1. For this exercise you will be describing objects in your classroom and segmenting the objects into their phonemes. Before class, have your list of objects, descriptions and phonemes read.

Activity Overview:

This activity will build on students' segmenting skills (previous section) and allow them to both segment and blend phonemes.

In this activity, you, the teacher, will describe objects in the classroom. After describing them, you will say the name of the object breaking it down into its phonemes and students will identify the object you are describing by blending the phonemes. For example, you would say:

"I see something brown and made of wood.

I see a ch/ai/r"

You would say *chair* by sounding out the phonemes and students then would blend the sounds to identify what object you are describing.

Later in the exercise, you can have students take your place and describe objects in the classroom, while other students listen to blend the phonemes.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Start the exercise by explaining to students what they need to do. Feel free to repeat directions multiple times to make sure that everyone has understood.

- Then, by yourself, model the activity for students. Make it clear that you are describing an object in the room. Similar to the previous exercise, model for your students how to take the word from the segmented version of the word to the blended version of the word. Do this by saying the chosen word faster and faster until the word is able to be identified.

Teacher and Students Practice Together (We Do)

- After you have modeled the exercise for students, you'll do it together with the whole class. You will describe objects, break down the objects into their phonemes and then students will blend the sounds together to identify the object.

Guided Students Practice (You Do)

- Now, you will give students the opportunity to do this exercise on their own with your guidance.

- Switch places with your students and allow them to describe objects in the room and segment the objects into phonemes while other students identify the objects.

- Provide students with time to individually pick what object in the room they want to describe and then to figure out how to break the word into its phonemes. While students are working on this, circulate the room to offer help or correct errors you see.

- Call on volunteers to have students come up and describe something in the room and segment the word. All other students will try and identify what word they have segmented.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

How Much Time Need to be Spent on Phonemic Awareness?

While research suggests 20 hours to be spent on phonemic awareness, how much time you spend depends on the needs of your students? That is why it is important to informally and formally assess them during class and let that inform what lessons you plan. The activities in this guide may not be enough for instruction, but now that you have information on phonemic awareness, you can create your own additional activities.

2.4 Assessment of Phonemic Awareness Skills

2.4.1 Why and When to Assess Students

Assessment of phonemic awareness skills, and all of the reading sub skills, is incredibly important because assessments tells you where students are in their skills and allow you to change your lessons to meet the needs of your students. Without some type of assessment, you will not know if your students are learning what they are supposed to be learning.

For phonemic awareness skills, you need to provide students an initial assessment to see what phonemic awareness skills students are entering your classroom with.

After that, you will conduct an informal continuous assessment at the end of every lesson to see if your students have achieved the learning objectives. This informal continuous assessment is included on every activity and lesson plan included in this guide. You can also conduct a formal continuous assessment at the end of every unit; for example, when you complete phoneme isolation and identification, when you complete phoneme categorization and so on.

A formal summative assessment should be conducted three times during kindergarten and three times during first grade to ensure that students are on the right track to building phonemic awareness skills[21].

2.4.2 How to Assess Students on Phonemic Awareness

For any assessment you give students, whether it is an initial assessment, formal continuous assessment or a summative assessment, you should give students tasks that test whether they have acquired the individual phonemic awareness skills.

Below is an example of an assessment taken from the National Council for Special Education to test phoneme isolation, phoneme identification and phoneme blending[22]. Assessments should be given to students one on one. You can use this example assessment to design your own assessment for your students.

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21   http://www.readingrockets.org/article/phonemic-awareness-assessment
22   https://www.sess.ie/sites/default/files/Phonemic%20Awareness%20Assessment.pdf

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Example Assessment

Draw the following pictures on paper or your chalkboard. The pictures should be visible to the student. Ask your student to find the two pictures whose names begin with the same sound.

    1. Sun, Sock, Fish

    2. Mop, Sun Man

    3. Pig, Leaf, Log

    4. Pig, Pan, Dog

    5. Dog, Ten Top

    6. Fan, Leaf, Fish

Draw the following pictures on paper or your chalkboard. The pictures should be visible to students. Ask your student to find the two pictures whose names end with the same sound.

    Bat, Rock, Nut

    Cup, Top, Pen

    Ten, Fan, Cup

    Bus, Glass, Bat

    Sock, Cup, Rake

    Dog, Leg, Leaf

Say each word sound by sound. Ask the child to say the word as a whole.

    sh/i/p _____ (Ship)

    t/r/ee _____ (Tree)

    s/t/a/r _____ (Star)

    /s/ /u/ /n/ _____ (Sun)

Say each word. Have the child say the first sound he or she hears in each word.

    Sun _____ (/s/)

    Mop _____ (/m/)

    Leaf _____ (/l/)

    Top _____ (/t/)

    Candle _____ (/k/)

    Yellow _____ (/y/)

The key to the assessments for phonemic awareness is creating tasks for each of the phonemic awareness skills to see if students have acquired the necessary skills.

2.5 Recap of Main Points from Chapter 2

- Phonemic awareness is the ability to hear and manipulate individual sounds in words without the use of print.

- Phonemic awareness is the first necessary step for reading.

- Phonemic awareness can be taught to children as young as 4 and skills should be acquired by the end of Kindergarten/beginning of Grade 1, around the age of 6.

- Phonemic awareness skills that should be taught are: Phoneme Isolation, Phoneme Identification, Phoneme Categorization, Phoneme Segmentation and Phoneme Blending

Chapter 3: Phonics

Chapter Objectives:

Teachers will understand:

- What phonics is and the phonics approach to reading instruction

- Why it is important to teach students individual sounds and to decode words

- How to create effective phonics lesson plans

Key Words:

Phonics: An approach to reading instruction that involves teaching students to correlate letters with sounds so they are able to decode (also known as sound out) words.

Decode: To decode is the ability to use knowledge of letter/sound relationships to correctly sound out words.

3.1 What is Phonics?

Phonics is an approach to reading instruction that involves teaching students to correlate letters with sounds so they are able to decode (also known as sound out) words.

For example, during a phonics lessons you may say something like "This is the letter 's'. 'S' makes the sound /s/. This is the letter 'o'. 'O' makes the sound /o/." Then students can use the information they learned about 's' and 'o' to decode *so*.

The objectives of teaching phonics are for students to be able to:

Identify
- the sound in any letter of the alphabet you are teaching

Use
- the sound letter relationships they are learning to decode words automatically

Know the difference
- between letter names and sounds
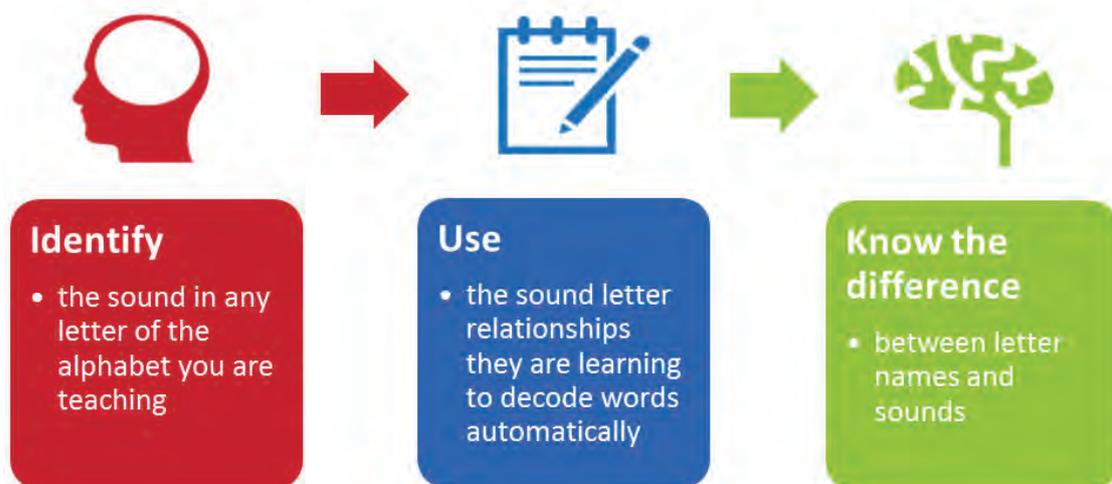
Your phonics lessons will build on previous phonemic awareness instruction. From the phonemic awareness lessons, students are aware of sounds and now with phonics they will connect those sounds to letters in order to read.

3.2 Why is it Important to Teach Phonics?

Reading is not a skill that occurs naturally in children, like speaking, therefore reading requires explicit, systematic instruction. Phonics is a key component of that instruction. In order to read, students need to understand the relationship between letters and sounds and teaching phonics provides that knowledge. Phonics also teaches students to decode words into their sounds, ensuring that students will be able to read unfamiliar words when they come across them. Additionally, research has shown that phonics is the most effective way to teach reading.

It is important to remember that students may know letters, but not know sounds. Or students may know sounds but not know the letters. It is important for to teach the difference between the two and for students to understand the difference, because when it comes to future learning, they may need the separate skills for different tasks.

3.3 Teaching Phonics

An effective phonics lesson should include:

1. Clear instruction on the sound letter relationships you are teaching that lesson. Teach a small group of letters each lesson. For example, one lesson could focus on, 'p', 't', 'e', 'g'.

2. Multiple guided opportunities for students to decode (or sound out) words that use the sound letter relationships they are being taught. Sounding out words should become automatic for students.

3. Reading practice that incorporates words that contain the sound-letter relationships they have learned.

Each of your phonics lessons generally should spend more time on guided and independent reading practice than on the phonics rule you are teaching.

How Much Time Needs to be Spent on Phonics?

From a number of different phonics programs, it is recommended that 30 minutes a day be dedicated to explicit phonics instruction. This recommendation may differ considering the abilities of your students and the size of your class, but remember this guide is only focused on **reading instruction**. For a complete literacy session, you will be focused on writing, speaking and listening as well. The 30 minutes a day on phonics is just one part of your overall daily literacy instruction.

Below are some examples of lesson plans that incorporate the three parts of an effective phonics lesson. You can adapt the lessons plans to your classroom and language of instruction

Exercise 1 : Phonics

Objective:

- Students will be able to identify sounds associated with letters
- Students will be able to use blend the letter sounds to read short words

Materials Needed:

1. The group of letters you are deciding to teach. When choosing letters, make sure they are letters that can be put to together to make simple words.
2. A list of simple words made from the group of letters
3. Texts that incorporate those letters and words. If you don't have access to books, you can write your own text.

Activity Overview:

This activity will build off of student's phonemic awareness skills and explicitly teach students what sounds belong to which letters. Then using a list of simple words and different texts, students will be given multiple opportunities to practice reading and decoding words that have the letters and sounds they are being taught.

For this example activity, the letters being taught are: *o,p,s,t*.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Begin the exercise by teaching students the sounds associated with the chosen letters. You should display the letters you have chosen on your chalkboard or any other surface for students to be able to see the letters.
- For example, you would say "This is the letter *s* and this letter makes the sound /s/ and this is the letter *o* and this letter makes the sound /o/, when I put them together I can make the word *so*"
- Teach all of the letters you have chosen and give multiple examples where you are blending the letters/sounds together to make words.
- Every letter and every words you model should be written your chalkboard so students can visually see.

Teacher and Students Practice Together (We Do)

- After you have taught the sound/letter relationships and modeled blending the sounds for students to make words, you and the class will work together to read and decode words using the letters/sounds they have learned.
- Using the list of simple words, you have put together, practice decoding words that contain the letters students have learned. For this example, the words used are pot, top, spot, stop, tops, post, pots.
- With your help students should be able to decode the words and read the words.

Guided Students Practice (You Do)

- Depending on the size of your class, put students into pairs or groups and have students practice decoding the words on their own.
- As students are working, walk around the classroom to provide help when needed and to observe

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.
- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

Are your students building decoding skills?

It is important to keep in mind that the ultimate goal of phonics is for students to be able to decode (or sound out) words. So while teaching the letter relationship rules are important, it is essential that you are providing regular opportunities for students to practice decoding and that you are consistently checking that students are building their decoding skills. If students are not able to decode the words with the letter/sound relationships you are teaching them, then they have not adequately learned the phonics lessons for that day.

Exercise 2: Phonics

Objective:

- Students will be able to identify sounds associated with letters
- Students will be able to use blend the letter sounds to read short words

Materials Needed:

1. The group of letters you are deciding to teach. When choosing letters, make sure they are letters that can be put to together to make many simple words.

2. The previous letters/sounds you taught in the previous lesson.

3. A list of simple words made from this group of letters as well as words that incorporate the previous letters taught.

4. Texts that incorporate those letters and words. If you don't have access to books, you can write your own text.

Activity Overview:

This activity will build off of the previous letters and sounds you taught your students. You will teach your students a new small group of letters and then during the "You Do" portion of the lesson, you will have them practice listening to words and identifying what letters they would need to spell them. You will also be giving them multiple opportunities to practice reading and decoding words that were being taught in this lesson and previous lessons.

For this example, activity, the letters being taught are: *a, r, d, m*. In the previous activity, the letters being taught were: *o,p,s,t*. So all together students will be practicing with: *a, r, d, m, o, p, s, t*.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Begin this lesson by quickly reviewing the letters and sounds you taught during the previous lesson to remind students what they learned. You can give them words to decode or you can orally ask them to identify the sounds associated with letters.

- Similar to the previous exercise, begin by teaching students the sounds associated with the new letters. You should display the letters you have chosen on your chalkboard or any other surface so students are able to see the letters.

- For example, you would say "This is the letter *d* and this letter makes the sound /d/ and this is the letter *a* and this letter makes the sound /a/ and this is the letter *m* and this letter makes the sound /m/, when I put these letters/sounds together, I make the word *dam.*"

- Teach all of the letters you have chosen and give multiple examples where you are blending the new letters/sounds together to make words.

- Every letter and every word you model should be written on your chalkboard so students can learn visually.

Teacher and Students Practice Together (We Do)

- Similar to previous lesson, you and your students will begin by decoding words that contain the new letters taught (*a, r, d, m*). For example: *ram, rad, dam, mad*. Then you and your students will decode words that contain all the letters taught (*a,r,d,m,o,p,s,t*). For example: *mop, rat, sad, sat*.

- Every word you are decoding should be written on your chalkboard.

Guided Students Practice (You Do)

- Now, you will give students the opportunity to do this exercise on their own with your guidance.

- For this exercise, list all the letters you are teaching on the board. So for this example exercise that would be: a,r,d,m,o,p,s,t

- Put your students into groups. Group sizes will vary depending on the size of your class – suggested groups are 2-4 students per group.

- Have each group come up to the board. Provide a group a word and have them work together to identify the sounds and letters in that word. So for example you would say, "The word mop, what is the first sound you hear in that word and what letter does it belong to?" The group would then point to the letter the /m/ sound belongs to. As the students point to the correct letters, write the letters on the board, eventually spelling the word out.

- If a group is having trouble, feel free to have other students outside of the group help them.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

Your phonics instruction will go beyond these two lessons. However, with the information on what phonics is and how it should be instructed, you have the foundation to create a number of your own phonics lessons tailored for your students.

3.4 Assessments for Phonics

3.4.1 Why and When to Assess Students

Similar to assessments for phonemic awareness, phonics assessment is important because it tells you if your students have achieved the learning objectives. Since phonics is a key component of reading instruction, it is necessary to keep track of your students and their knowledge of letter/sound relationships and their decoding skills. Failure to do so can result in students falling behind and not building the necessary skills to read. Information you get from assessments should guide how you create your lessons. Your lessons will change based on the needs of your students[23].

Assessment of phonics should be done regularly. Just like phonemic awareness, you will need to provide students an initial assessment to see what phonics skills students are entering your classroom with.

Additionally, an informal continuous assessment at the end of every lesson should be conducted to see if your students have achieved the learning objectives for that lesson. This type informal continuous assessment is included on every activity and lesson plan included in this guide.

Formal, individual, summative assessment on letter/sound relationships and decoding should be done regularly to see where your students are in their phonics skills.

3.4.2 How to Assess Students on Phonics

Similar to the assessments for phonemic awareness, you will give students tasks to complete to check for their phonics skills.

Below is an example of an assessment taken from the Literacy Information and Communication system to test students' knowledge of letter/sound relationships and word decoding[24]. Assessments should be given to students one on one. You can use this example assessment to design your own assessment for your students.

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23   https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf
24   https://lincs.ed.gov/readingprofiles/PF_SG_All_Docs.htm

Example Assessment

Letter/sound relationship:

With your student point to letters from the alphabet in random order ask the student to tell you the sound (not the letter name) of each letter. Does the learner know all the sounds without hesitation? [25]

Decoding

Give the student a copy of the below list of words and ask them to read words aloud, going down each column. As the student reads the words, mark if they answered correctly or incorrectly next to each word on your copy of the words.

Block	Cup	Hung
Tag	Bat	Sat
Desk	Sum	Nap
Men	Dog	Went
Tag	Leg	Trunk
Ask	Ben	Door
Car	Lost	Zebra
Roll	Link	Quit

3.5 Recap of Main Points from Chapter 3

- Phonics is an approach to reading instruction that involves teaching students to correlate letters with sounds so they are able to decode (also known as sound out) words.

- Reading is not a skill that occurs naturally in children, like speaking, therefore reading requires explicit, systematic instruction.

- An effective phonics lesson should include:

  - Clear instruction on the sound letter relationships you are teaching that lesson. Teach a small group of letters each lesson. For example, one lesson could focus on, 'p', 't', 'e', 'g'.

  - Multiple guided opportunities for students to decode (or sound out) words that use the sound letter relationships they are being taught. Sounding out words should become automatic for students.

  - Reading practice that incorporates words that contain the sound-letter relationships they have learned.

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25   https://lincs.ed.gov/readingprofiles/MC_Word_Analysis.htm

Chapter 4: Building Vocabulary

Chapter Objectives:

Teachers will understand:

- The importance of vocabulary in regards to reading instruction and reading comprehension
- The different strategies to building students' vocabulary
- How to create effective lesson plans for vocabulary instruction

Key Words

Building Vocabulary: Building vocabulary is an instruction on vocabulary with the purpose of expanding students' knowledge of words and their meanings.

Direct Vocabulary Instruction: Explicit instruction of new vocabulary to students.

Indirect Vocabulary Instruction: Students are exposed to new words through everyday exposure like conversation and reading.

"Child- Friendly" Definition: A "child friendly" definition is one that uses simple language that children can understand.

4.1 What is Vocabulary?

When we say building vocabulary, we mean that through vocabulary instruction students will be able to know a larger variety of words and their meanings. As you may know, vocabulary isn't just essential to reading instruction, but is also a significant part of most subject areas throughout a child's education. As a teacher, some of the techniques covered in this chapter can be used in other areas of teaching as well.

4.2 Why is Teaching Vocabulary Important?

Teaching vocabulary is important because it directly relates to reading comprehension. Research has shown that students with larger vocabularies understand new ideas and concepts more quickly that students with smaller vocabularies. If students do not steadily expand their vocabularies throughout their education, reading comprehension and learning will be negatively affected[26].

Research has found that to effectively comprehend texts, students need to know between 90 – 95% of the words in the texts. If a student knows 90% of the words, they are able to understand the main idea and correctly guess what the other words mean. Considering that students need to know 90% of words in a text to be able to read it accurately, building vocabulary is an important part of reading instruction and should be incorporated into every part of the reading development process[27].

4.3 Teaching Vocabulary

Teaching vocabulary in your classroom will take two forms: direct and indirect instruction. On average at the beginning of their education, students learn 2000 – 3000 new words a year, a majority of those words will come from indirect instruction.

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26   https://keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf
27   https://keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf

Direct instruction is explicit teaching of new vocabulary to students. Research has shown that students can be explicitly taught an estimated 400 words a year. While most of vocabulary building will come from indirect instruction, it is still important to provide direct vocabulary instruction because there will be words that students need to know to understand texts that they won't be exposed to through indirect instruction.

Indirect vocabulary instruction is when students are exposed to new words through everyday exposure like conversation and reading[28].

Activity 1: Pre-Teaching Vocabulary (Direct Instruction)	
Objective:	**Materials Needed:**
• Students will be able to understand unfamiliar words in the text they are reading	1. A short story you will be reading with your class 2. A list of pre- chosen words that you will be teaching and their definitions

Activity Overview:

This activity is meant to be done before you read a text with your students. Before class, you will choose a few words that you will provide direct instruction on. The words that you choose should be:

1. Words that are necessary to know to understand the main idea of the text.

2. Words your students do not already know.

3. Words that will not be learned independently through the use of context8.

You should prepare definitions for those words that are "child-friendly". "Child – friendly" definitions are definitions that use simple language that students can understand. Often, dictionaries use complex language, so if you give students a definition from the dictionary, you may just be introducing students to more words that they do not understand.

In addition to the definitions, you need to prepare example sentences that show how the word is used.

Instructions:

Teacher Explains and Models the Exercise (I Do)

• Begin the lesson by writing the new vocabulary lessons on the board with the associated sentences.

• Go over the definitions and sentences with students. Practice pronouncing the new words with students.

• As students are pronouncing the words with you, feel free to provide feedback if students are mispronouncing words.

Teacher and Students Practice Together (We Do)

• Provide students a copy of the text you will be reading. If you do not have enough resources, put students into pairs or groups.

• Before you begin reading, have students look over the text and identify where they see the new vocabulary words. If possible, ask them to underline the words. The purpose is to have students aware of the new words in the text.

• Read the text with students out loud, having one student read each sentence or a part of a sentence. If you have a large class, you can read the story twice to give more students the opportunity to read out loud. Listen while students are reading and provide feedback on pronunciation.

• If you really want to make sure students have understood the words, you can ask your class questions about the text the incorporate the new vocabulary words to give them some more practice.

Guided Students Practice (You Do)

• Now, you will give students the opportunity to practice their vocabulary with your guidance

• Put students in pairs and have them create sentences that use the new vocabulary words. Depending on where there writing skills are at, you can either have them write the sentences or create them orally.

• While they are working on their sentences, walk around the room, providing help when needed and checking sentences.

Check for Understanding:

• Use the prior group exercise to check if your students have understood phoneme categorization.

• This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

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28   https://keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf

The Key to Successful Vocabulary Building…

Is repetition! The best way to teach new vocabulary kids is to have them hear, read and use the vocabulary words *multiple times in various contexts*. If you only teach vocabulary one time and do not incorporate those words into any other part of the class or if students do not see the word again, the new vocabulary will not stay with them. So as you move forward with your reading instruction, try to continue to incorporate texts and assignments that include the vocabulary you are teaching your students.

Activity 2: Using Context Clues to Define a Word (Direct Instruction)	
Objective: • Students will be able to use context clues in a sentence to define unfamiliar words	**Materials Needed:** 1. A short story you will be reading with your students. 2. A list of identified unfamiliar words from the story that can be defined by using context clues.

Activity Overview:

In this activity, students will learn how to use context clues to define words. Context means the text that the word is a part of[9]. For example, the vocabulary word *wardrobe* in the sentence "I keep all of my t-shirts and pants in a *wardrobe* in my room", all of the words that surround *wardrobe* would be considered context. Students should be able to use the context of that sentence to figure that a wardrobe is a piece of furniture where clothes are kept. Context can also be pictures, other sentences, captions or anything else on the page that will help define the word.

In this activity, you will teach students 4 strategies to use context clues to define words:

- **Definition/Explanation Clues**: This is when you can find the meaning of the word explained in the sentence.

    Example**:** An *oven* is a cooking tool shaped like a box with a door that is used for cooking, baking or heating food.

- **Restatement/Synonym Clues**: This is when you can find the meaning of word because it is explained in other words within the same sentence or somewhere else is in the text.

    Example: The man was so *portly* that his doctor declared him overweight**.**

    The word portly means to be heavy, so you can see in the sentence that the word portly is defined when they say that the "doctor declared him overweight"

- **Contrast/Antonym Clues:** This is when you can find the meaning of word because there is a word in the sentence that is the opposite of the unfamiliar word.

    Example: The teacher gives us *difficult* work most of the time, but on Fridays he gives us easier exercises.

    In the sentence above the word *difficult* is defined by being the opposite of "easier"

- **Inference/General Context**: This means there may be enough clues in the sentence or story for students to guess the meaning of the word.

    Example: I am never going to spend time with that friend again. She was very boring and I did not have a good time talking to her. The conversation was very *vapid*.

From the sentence and context, a reader can guess that vapid means uninteresting or dull. (https://www.sadlier.com/school/ela-blog/how-to-make-students-better-test-takers-with-word-part-

and-context-clues-strategies)

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Begin the lesson by explaining the 4 strategies to students and giving them examples.
- The key to teaching these strategies is to give them multiple examples. Using contextual clues is not simple, so make sure you provide enough instruction.

Teacher and Students Practice Together (We Do)

- Now, you will work with students to define words based on contextual clues.
- Provide students with the story that you will be reading that day. Make sure you have a list of unfamiliar words that you have identified that can be defined through context clues.
- Read the story once with your students. Once you have read the story with your students, return to the sentences that contain the new vocabulary.
- Work with students to define the word based on context using the 4 strategies.
- As students start guessing the definitions of words based on context, write what they are saying on the board. As they are trying to define the word, guide them to the correct definition.
- After you're finished, read the story once more with your students.

Guided Students Practice (You Do)

- Put your students into groups and provide them with a story and words within the story to define based on context clues.
- As groups are working, walk around the classroom providing help when need and checking their work.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

Lesson Plan 2: How to Use a Dictionary (Direct Instruction)

Objective:	**Materials Needed:**
• Students will be able to use context clues in a sentence to define unfamiliar words	1. A story you will read with students.
	2. A list of unfamiliar words from the story that students will look up in a dictionary
	3. Dictionaries. Ideally these dictionaries should be children's dictionaries. If you don't have many dictionaries, students can use the dictionaries you do have in small groups.

Activity Overview:

This activity will teach kids how to use a dictionary to define and learn new words. While a dictionary is a useful tool, a dictionary alone is not sufficient enough to teach new vocabulary. Often, dictionaries contain multiple, complex definitions making it difficult for children to learn. Additionally, the best way to teach new vocabulary is having students exposed to words multiple times and with context. Because of this you should not only be relying on dictionaries for effective vocabulary lessons.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Begin the activity by explaining to students what a dictionary is and how you use a dictionary.

- Ask students to give you some words to look up in the dictionary and demonstrate to them how you find the definition.

- Explain to them how words have multiple definitions and you need to look at the context of where the word appears to be able to pick which definition is appropriate.

Teacher and Students Practice Together (We Do)

- Put students into groups and provide each group with a dictionary and a copy of the text that you will be reading in class.

- Write on the board the unfamiliar words you have identified in the story, but do not provide students with the definition or the example sentence.

- With the students, look over the text and have them identify where the words appear.

- Together as a class look up the unfamiliar words from the story in the dictionary. Using the context of the story, choose which definition makes sense for the sentence.

- Together as a class, write sentences for each of the new vocabulary words while practicing the pronunciation of each word.

- Read the story together, having each student read a sentence of the story and providing feedback if necessary on the pronunciation of the vocabulary words or any other words.

Guided Students Practice (You Do)

- For this guided practice you have two options:

  - If this is the first time students are using dictionaries, give students a few additional sentences on the board with one word underlined. For example: When the little boy went to sleep, he had a very fun dream. Then have students work in the groups to find the definitions of the underlined word and use the context of the sentence to choose which definition is correct. This guided practice isn't to teach students new vocabulary, but to get them to practice using dictionaries.

  - If this is not the first time your students are using dictionaries, have them individually write sentences using the new words they learned from the story.

- For both exercises, walk around the room while they work, providing help when needed and checking their work.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

Indirect Vocabulary Instruction

The activities above are all direct vocabulary instruction. The reason for that is because the best way to do indirect vocabulary instruction is simply to get your students to read as much as they can! The single best way to improve student's vocabulary is to get them to read. Also, reading to them and exposing to new words, is also a good strategy. Students should be reading combination of text that is simple for them but also text that is a little bit difficult. If texts are too difficult they won't be able to understand what they're reading, but if it's too simple they won't be learning new vocabulary. (https:// keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf)

4.4 Vocabulary Assessment

4.4.1 Why and When to Assess Students

Similar to the other reading sub skills, vocabulary assessment is required so you are able to measure if students are building the necessary vocabulary skills. Since vocabulary is required for fluency and comprehension (you'll read about that in the next chapters), it is important that students are continuously improving their vocabulary skills.

Informal continuous assessment can be done during the activities suggested above as part of the guided practice portion. Use that part of the activities to check if your students understand the new vocabulary you teach them.

In terms of formal summative assessment of vocabulary that can be done two to three times a year to check if students are not only learning new words, but retaining them and using them[29].

4.4.2 How to Assess Students Vocabulary

When assessing students' vocabulary, you don't want to just test how many words they know, you want to test how well they know and understand new words you have been teaching them. That means giving an assessment that has them use words in a context to demonstrate their meaning[30]. For this you can have students orally or write sentences where they are using a list of words you have given them. Using this strategy, you can assess how able students are to use the new vocabulary.

4.5 Recap of Main Points from Chapter 4

- Building vocabulary means that through vocabulary instruction students will be able to know a larger variety of words and their meanings

- Research has found that to effectively comprehend texts, students need to know between 90 – 95% of the words in the texts.

- Teaching vocabulary in your classroom will take two forms: direct and indirect instruction.

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29   https://www.secondstorywindow.net/knowing-a-word-assessing-vocabulary/
30   http://www2.nefec.org/learn/teacher/secondary/vocabulary/research/whatShould.htm

Chapter 5: Fluency

Chapter Objectives:

Teachers will understand:

- What skills are required for students to be fluent.

- The importance of fluency for overall reading comprehension.

- How to create lessons that help improve fluency.

Key Words:

Fluency: A student's ability to orally read with speed, accuracy and proper expression.

Sight words: Sight words are a group of words that occur frequently in a language. Sight words are often short words that do not follow common spelling rules and usually cannot be pictured.

5.1 What is Fluency?

Fluency is students' ability to orally read with speed, accuracy and proper expression. The overall goal for fluency is to turn individual word decoding into fluent reading. The objectives of teaching fluency are for students to be able to:

Read at a **conversational speed** that is similar to their normal talking speed

Read words **without mistakes**

Show the appropriate **feeling** when reading

For example, if students are reading something that is passionate or exciting, students should be able to change their tone, stress certain words, and change their intonation to express the passion or excitement. To be able to do this, students need to be able to understand the words they are reading and how punctuation works so they can read phrases smoothly and accurately.

Being able to decode words does not necessarily mean students will be fluent readers. While giving students ample time to practice reading is important, the most effective way to build fluency is to provide fluency instruction.

5.2 Why is Teaching Fluency Important?

Fluency is important because it directly relates to reading comprehension. When students spend too much time trying to sound out words, it is more difficult for them to understand what they comprehend. They end up using a majority of their energy on decoding words instead of focusing on understanding the text[31].

Research done on fluency found that 75% - 90% of students who struggle with reading comprehension, lacked fluency[32]. Teaching fluency is an important part of reading instruction and should be incorporated into lessons.

31   https://etd.ohiolink.edu/rws_etd/document/get/bgsu1287511502/inline
32   https://etd.ohiolink.edu/rws_etd/document/get/bgsu1287511502/inline

5.3 Teaching Fluency

Before you begin teaching fluency, it is important to ensure that students have the necessary decoding skills and vocabulary to be fluent readers. If students are stumbling across many words, because they have weak decoding skills or because they don't understand a majority of the words they are reading, then these fluency exercises will not be useful. You may need to revisit the letter/relationship rules covered in your phonics lessons and work on decoding and vocabulary more[33].

Teaching Sight Words: What are they?

The below activity will show you how to teach your students to automatically recognize sight words. Sight words are a group of words that occur frequently in a language. Sight words are often short words that do not follow common spelling rules and usually cannot be pictured. For example, some sight words in English are: *the, or, and, like, get.* https://readingeggs.co.za/articles/2012/08/06/what-are-sight-words/
Sight words make up 75% of the language in children's texts and 50% of the language in other texts. In English, there are 300-500 words that are taught as sight words. https://www.earlyyearsliteracy.com/why-teach-sight-words.html
Knowing and recognizing sight words improves students' fluency because they are not required to decode these very common words. They can spend their time on decoding more difficult words in the text and focusing on comprehension.

Lesson Plan 1: Sight Words[34]	
Objective:	**Materials Needed:**
• Students will be able to automatically recognize, read and understand, without decoding, a group of frequently used words that exist in the language of instruction used in your classroom.	1. A comprehensive list of sight words in your language of instruction. You will only teach 3-5 words at a time.
	2. A text that contains multiple occurrences of the sight words.
	3. Chalkboard
	4. Students should have exercise books/note books to write in.

Activity Overview:

In this activity, you will be helping students to recognize sight words by explicit instruction and exposing them multiple times to the word. You will choose 3-5 words to focus on in a single sight word lesson. When choosing the words, you teach in a lesson, make sure you are not choosing words that can be confused for one another. For example, *on* and *no*.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Begin the lesson by introducing the sight words. Write each sight word on your chalk board so your students are able to see.

- Read the words out loud to your students, pointing to each letter as you read the word out loud.

Teacher and Students Practice Together (We Do)

- Now work with students to decode the words out loud together. Point to each letter as your students read the words out loud. Ensure that the students understand how the words are pronounced.

- Have students write down each sight word 5-10 times in their exercise/note books. As students are writing down in their exercise/note books, circulate the classroom. Occasionally ask students to read a certain word out loud to.

Guided Students Practice (You Do)

- Together with your students, read a text that contains the sight words. You can use any group reading technique that works with your class.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

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33   http://www2.nefec.org/learn/teacher/elementary/fluency/research/whatIs.htm.

Lesson Plan 2: Repeated Readings[11][12]

Objective:	**Materials Needed:**
• Students will be able to practice reading out loud at an appropriate speed, with correct intonation and phrasing.	1. A short text (50 – 200 words) that you and the students in your class have access to.

Activity Overview:

In this activity students will practice reading a short text multiple times. With your assistance and through repeated exposure, students will be able to improve their fluency.

You will pick a short text for this activity. If you do not have the resources to provide each student with a copy of the text, put students into pairs or write the text on your chalkboard for all students to see.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Begin the lesson by modeling for students how to read the text out loud.

- You should draw students' attention to the speed you read out, what words you intonate and how punctuation affects the way you phrase things.

- Generally, to improve fluency, you should be regularly modeling to students what fluent reading looks like. When modeling for students, try to pick a variety of texts. You can use stories, poems, songs, or plays, so students can be exposed to wide range of ways to intonate and phrase.

Teacher and Students Practice Together (We Do)

- Now you and students will read the text together. Read a line of the text and have your class repeat the line back to you imitating your speed, intonation and phrasing. This is strategy is called Echo Reading. Do this twice with your class.

- When you finished reading the text line by line, have the entire class read the text together while you listen. This is strategy called Choral Reading.

Guided Students Practice (You Do)

- Now, you will give students the opportunity to do this exercise on their own with your guidance.

- Put students in pairs and have them read the text to each other. Have each student read the text three – four times to their partner.

- While students are paired up and reading, circulate the classroom, listening to their fluency and providing corrective feedback when need.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

Echo Reading and Choral Reading

The previous lesson plan asked you to use two strategies to read with your students: Echo Reading and Choral Reading. Echo Reading helps with fluency because it allows the teachers to model fluent reading and the student to imitate. Choral Reading is also helpful to improve student's fluency and allows students who are struggling with fluency to participate and learn without being embarrassed. Both reading strategies can also be used in reading lessons outside of explicit fluency instruction.https://strategiesforspecialinterventions.weebly.com/echo-reading.html and https://www.centralriversaea.org/curriculum/literacy/reading/fluency/3011-2/

Lesson Plan 2: Repeated Readings[13]14

Objective:	**Materials Needed:**
• Students will be able to portray accurate expression and intonation while reading.	1. A short script or scripts with multiple characters that will be performed by students. 2. Each student performing will need a copy of the script.

Activity Overview:

For this activity students will practice reading with expression and their intonation by performing a short script. If you do not have access to a script or scripts, you will need to create one yourself. It can be based off of a story your students have read before or it can be something you have made up. Make sure whatever script you use is at student's reading level and has vocabulary they are familiar with.

This exercise is about reading, not acting, so there is no need for costumes or props. Students should just be able to stand in front of the class, fluently reading the script using expression and intonation.

Below is an example of a short script that you can use to create your own script:

Title: The Dar es Salaam Football Team

Roles: Narrator , Neema, Bakari, Marie and Edward

Narrator: Last year, there was a football team from Dar es Salaam that was the best in Tanzania. The team was having the best year in the history of the team and they were feeling very confident. One day after a game they won, they were talking among themselves.

Neema: We're the best team in the country! We're amazing. Good job everyone.

Edward: Yeah, no one can beat us.

Marie: OK, Edward. Do not be too confident, we have to play the Mwanza team next week and I have heard they are very good.

Bakari: Oh Marie, you're always ruining our fun! I think we should just be happy that we're winning so much.

Marie: No, we have to keep on practicing and stay serious. If we relax, even for one minute, we might lose everything we have been working for.

Neema: You know what Marie, I am captain of this team and I say we take a break over the next week until our game against Mwanza. We're good and we don't need any more practice.

Narrator: So the Dar –es – Salaam team did not practice and they relaxed for the week before the game before Mwanza. And when the day of the game came, Marie was right. The team lost the game that day and was very upset.

Bakari: I can't believe we lost! I'm so upset.

Marie: I told you all! We needed to practice.

Edward: You're right Marie, we should have been serious. Next time, we will practice.

Feel free to make your script longer, with more characters if needed and with a story that your students will find interesting. You may need to write a two or three scripts depending on the size of your class.

Instructions:

Teacher Explains and Models the Exercise (I Do)

- Start the exercise by explaining to students what they will be doing during this activity Feel free to repeat directions multiple times to make sure that everyone has understood.

- Show students how scripts work with the different characters reading each line.

- Then model for students how to read the script. Draw students' attention to the way you read with expression and the way intonation changes as students' emotions change.

Teacher and Students Practice Together (We Do)

- Read the script out loud again but this time have students repeat each line back to you as you read out loud. So you read one line, and the class repeats that line after you, imitating your pronunciation, expression and intonation.

Guided Students Practice (You Do)

- Now, you will give students the opportunity to do this exercise on their own with your guidance.

- Put students in groups. The number of students in each group will depend on how many characters are in your story. For example, the script above, "The Dar-es-Salaam Football Team" has 5 characters so then students would be put in groups of 5.

- Each group will come up and preform the script in front of the class. Remember there is no need for costumes, or for students to memorize the lines, this exercise is to get them to read with expression and intonation.

- While students are preforming the scripts, watch and listen and provide feedback when necessary.

Check for Understanding:

- Use the prior group exercise to check if your students have understood phoneme categorization.

- This is not a test or a formal assessment. You are informally checking how much they have understood to see what your students have learned. This will allow you to plan your following lessons around their skills.

Chapter 6: Reading Comprehension

Chapter Objectives:

Teachers will understand:

- The meaning of comprehension and its connection to other reading skills.
- The strategies to teach reading comprehension
- How to conduct reading comprehension assessment

Key Words:

Reading Comprehension: Reading Comprehension is the ability to understand the text you are reading. Comprehension is the ultimate goal of reading.

Pre- Reading Activities: Activities that are preparation work that helps students comprehend and connect new information to what they already know.

During –Reading Activities: Activities that help students to read the text and comprehend while reading.

After –Reading Activities: Activities that allow students to reflect on what they just read and allow you to assess student learning.

6.1 What is Reading Comprehension

Reading comprehension is the ability to understand the text you are reading. Comprehension is the ultimate goal of reading.

If you remember back to the beginning of the guide, reading was defined as "a mental process that involves understanding symbols to *arrive at meaning*." Everything you have been working with your students on to this point (phonemic awareness, phonics, vocabulary and fluency) has been to provide students the necessary skills to comprehend what they read.

6.2 Why is Teaching Reading Comprehension Important?

While phonemic awareness, phonics, vocabulary and fluency are all important skills to possess, just because students have mastered those skills, does not mean that students will always comprehend what they are reading.

There is a significant difference between reading a text and comprehending a text. For example, if you take the sentence "woman desk flower family box", you can read each word and understand what those words mean individually. However, when you read it as a sentence, you cannot arrive at meaning. This is the difference between reading words and understanding text[34].

Because of these teachers need to actively and explicitly teach reading comprehension. The teaching strategies for reading comprehension discussed below are strategies that can and should be used throughout education, not just the early grade years. It is necessary to always support students to comprehend what they are reading.

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34   https://www.k12reader.com/what-is-reading-comprehension/

Choosing Stories/Texts/Books for Your Classroom

One of the most important aspects of ensuring that students comprehend what they are reading is to make sure you're picking appropriate material for them to read! Make sure you are choosing material that is at the right level for your students. You may have different levels of reading abilities in your class; material should be distributed to students based on their reading levels, if possible. It is also important to pick material that is contextually relevant for your students; stories that they can relate to that reflect their communities, and the people around them and their experiences.

6.3 Teaching Reading Comprehension

Teaching reading comprehension can be divided into pre-reading, during reading and after reading activities

Pre-Reading	During Reading	After Reading
Pre-reading activities are preparation that helps students comprehend and connect new information to what they already know.	During reading activities are activities that help students to read the text.	Activities that allow students to reflect on what they just read and allow you to assess student learning
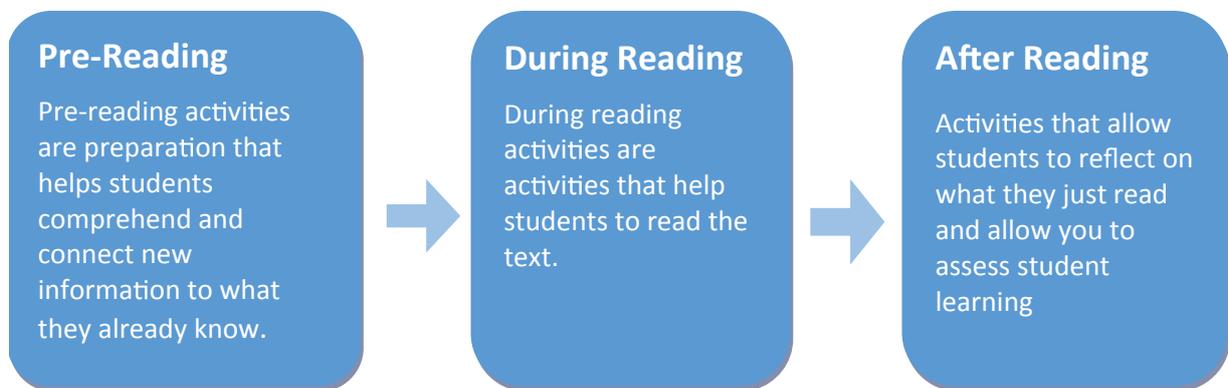
When you are doing a reading lesson with your students, you should incorporate pre-reading, during reading and after reading activities to help your students understand the text. Below are some examples of activities you can do with your students.

Pre- Reading Activities

Background Knowledge

Before you start reading a story, ask students if they know anything about the topic the story is about. For example, if the story you are reading is about a dog. You can ask students "Do any of you have a dog? Do you see dogs in your neighborhood? Can you tell me what sounds dogs make? What do dogs look like? Do you like dogs?"

Engage your students in a discussion about the topic of the book. By doing this you're accessing their prior knowledge on the topic and letting them make connections between the text and their lives. After you discuss, transit to the book you are about to read by connecting the discussion to the book. For example, you could say, "Now, we are going to read this book about a big red dog named Clifford"

Predictions/Inferences

Another activity to do before reading a book is to get your students to predict what will happen in the story. Students can do this by looking at the cover and inferring what will happen in the story or by also looking at the pictures throughout the book and describing

what they see in the pictures and predicting what they think will happen in the story. Ask students to describe what they see and when they make predictions ask why they have made those predictions. Write some student predictions on your chalkboard so you can come back to it once you have finished.

Vocabulary

Remember the pre-teaching vocabulary lesson we covered in Chapter 4? Pre-teaching vocabulary is also considered a pre –reading activity and is a great way to get students thinking and previewing the text before the start reading.

Questions

You can provide students with questions before they start reading a text so you give them a purpose while they are reading. The questions you give them should focus their attention on the main ideas from the text and the main understandings you want them to get from the text. Questions like, "What happens to this character?" or " What do we learn about the character?" "How does this character feel about___?" Write the questions on your chalkboard so students can keep them in mind while they read.

During – Reading Activities

Partner Reading

Partner Reading is when two students are paired together to read a text. You can partner students at the same level so they can support each other or you partner student at higher reading abilities with students who are struggling with reading. Students take turns read the text to one another.

Partner Reading is a great way to improve reading comprehension as students work through texts together, can discuss the text and provide feedback to one another. It also gives teachers the opportunity to circle around the classroom to listen to students and provide feedback when needed[35].

Teacher Read Aloud

Teacher Read Aloud is when the teacher reads the text aloud to students. This is beneficial to comprehension because students are able to comprehend more when listening compared to silent reading. However, comprehension is only increased when the text is being read well and fluently, so at the early grade years, the best option is for teachers to read aloud. While you're reading students are getting the chance to comprehend the text but you are also modeling for students how to read with expression, intonation, accuracy and appropriate speed[36].

This reading strategy is particularly useful when reading a text that might be too difficult for students. This strategy also works best when combined with another reading strategy, like individual reading or partner reading. So students have the chance to read by themselves but also hear you read the text.

Repeat Reading

Similar to fluency, the best way to improve comprehension is to read a text more than once. Having students read texts multiple times, particularly with different reading strategies (partner reading, teacher read aloud, individual reading, etc) increases comprehension as students can revisit main ideas, vocabulary improve their fact recall[37].

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35   http://www.adlit.org/strategies/23274/
36   http://blog.penningtonpublishing.com/reading/why-round-robin-and-popcorn-reading-are-evil/
37   https://strategiesforspecialinterventions.weebly.com/repeated-reading.html

Questioning

Asking questions during reading is useful strategy for checking for comprehension but it also is a skill that stronger readers use while they are reading. For example, have you ever read a book and while you are reading, you asked yourself "why did that just happen?" or "I wonder what this character will do next?" or "what does that event mean for the characters?" Those are the type of questions that may pop into your head while reading and we want students to be able to ask themselves those questions[38].

Before you start reading a story with your students, choose where in the text you will stop and ask questions and create those questions before class. If you stop too much, it will prevent students from understand what you are reading. You want to ask students questions about the story that get them thinking, "What do you think will happen next?" or "Why did that character do that action?" or "How do you think this character is feeling right now?" but you also want to allow students to create their own questions about the text based on their curiosity. So ask students if they have any questions about the text and if they are struggling to create questions, support them by sharing what questions you have about the story.

After-Reading Activities

Predictions

Remember those predictions you had students make during the pre-reading activities? Now after you have read the story, have your students compare their predictions to what actually happened. What did they predict correctly? How was the story different from their predictions? This activity improves comprehension because it requires students to recall and reflect on what happened in the story.

Answering Questions

This is the time where your students will answer the questions you gave them during the pre-reading activity. You can put students in groups to discuss the questions among each other and then after they have discussed have them come back and answer the questions with the whole class.[39]

Summaries

An easy way to get students to reflect on what they just read is to have them summarize the story they read. Students should rephrase the main ideas from the text in their own words. Summaries are meant to be short and concise. Model for students how to summarize a text. If your students are writing, you can have them write their summaries. If your students are not writing, you can put have students orally share their summaries. If your classes are large, you can put students in groups and have them come up with one summary together.

Vocabulary

Another after reading activity is using the new vocabulary to write sentences. This activity was covered in the Chapter 4: Building Vocabulary, but it is also a useful activity to reinforce what was just read and ensure comprehension.

You can choose one or two from each of these pre-reading, during reading and after reading activities to put together a reading lesson that supports reading comprehension.

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38   https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/9679/questions.pdf
39   https://buildingrti.utexas.org/sites/default/files/documents/KTRA_Comprehension.pdf

6.4 Reading Comprehension Assessment

6.4.1 Why and When to Assess Students

Reading comprehension is not only important because it is the ultimate goal of reading, but it is important because it is a skill student will always need; through every subject, every national exam and in the work place. Students need to be able to read and comprehend text. It's necessary to assess students to ensure that they are building the required reading comprehension skills.

The "After-Reading Activities" are a form of informal continuous assessment. They can be simply done after every time you read a story and can let you know how your students are doing with reading comprehension. Let the information you gather from these informal assessments inform and shape your lessons as you continue.

Formal assessments of reading comprehension can be done when you see necessary. They should be done regularly to ensure that you have an idea of how all your students are performing so you can adjust your teaching if need be.

6.4.2 How to Assess Student on Reading Comprehension

Most formal reading comprehension assessments take the form of students reading a passage and then answering questions on that passage. This is an acceptable form of assessment you can use with your students just ensure the passage you pick for them to read is an appropriate level for your students. The questions you create for the assessment can be either explicit questions about the content of the text or it could be to have a student summarize the main ideas of the text or to retell the story in their own words[40].

6.5 Recap of Main Points from Chapter 6

- Reading comprehension is the ability to understand the text you are reading. Comprehension is the ultimate goal of reading.

- There is a significant difference between being able to read a text and comprehend a text.

- When teaching a reading lesson, you should incorporate pre-reading, during reading and after reading activities to support your students in reading comprehension.

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40   https://www.sedl.org/reading/framework/assessment.html

Chapter 7: Motivating Students to Read

Chapter Objectives:

Teachers will understand:

- Why motivating students to read is a part of reading instruction
- How they can motivate students to read

Key Words:

No key words

7.1 Why do we need to motivate students to read?

Motivating students to read is a crucial part of reading instruction because the more students read, the better they will be at it. Reading is a necessary skill through a child's education and generally throughout their life time. We want to create lifelong readers and to do so we need to get students passionate about reading.

Reading is not just about reading stories for class assignments, or reading textbooks. **We want students to learn to read for pleasure.** The beginning of their education is the time to get them excited about reading and teachers and their classrooms play a big role in developing students' passion for reading.

7.2 How do we motivate students to read?

Below you will find some suggestion on how to get students excited about reading:

Allow children to choose their own books

Let students choose the books they read from time to time[41]. Allowing students to choose books they are interested in will keep them more engaged in the book. It will also start getting students to read for pleasure and not just for school; students get to pick topics they want to read about, not what they are being forced to read about.

If your school doesn't have the resources for your students to choose their own books, put them in groups and have groups choose books to read or if you are doing a class reading lesson, let students choose what boo/text/story will be used for the lesson

Set time aside for individual reading and reading for pleasure in the classroom

Give your students time in class to read by themselves a book they have chosen to read. Reading for pleasure should not only be done outside of classroom, but it should be done at school as well. Set some time aside 15-20 minutes where students can pick whatever they want to read and can read on their own or with a group. If you want to do a quick activity with independent reading, you can have some of the students or groups give a quick summary of what they just read.

Set an example for your students

The best way to motivate students to read is for them to see teachers read themselves. Model this behavior you would like to see in your students. You can read during independent reading when the students are reading, so the students can see you read as well. You can also incorporate your interests in books during conversation with your students. You can talk to them about books you are currently reading or what your favorite books are[42].

Organize some kind of reading competition with your class

This does not have to be something complicated or difficult. A competition can be something simple as seeing who in your class can read the most books in a month and then offering them some kind of simple prize – maybe it's a piece of gum, a pencil or even something like the student who wins the competition gets to have some kind of position in the classroom, like head student.

Provide positive reinforcement

Provide positive reinforcement for students who are reading, particularly reading for pleasure. Saying simple things like, "Good job reading!" or "I like when I see you reading for fun!" can really help motivate students to read more and read for enjoyment.

Motivating students to read is just as important as the other aspects of effective reading instruction and should be incorporated regularly into your classroom.

7.3 Recap of Main points from Chapter 7

- Motivating students to read is a crucial part of reading instruction because the more students read, the better they will be at it.
- We want students to learn to read for pleasure.
- To motivate students to read you can:

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41   http://www.teachhub.com/how-motivate-students-love-reading
42   http://www.teachhub.com/how-motivate-students-love-reading

- Allow children to choose their own books

- Set time aside for individual reading and reading for pleasure in the classroom

- Set an example for your students

- Organize some kind of reading competition with your class

- Positive reinforcement

- Motivating students to read is just as important as the other aspects of effective reading instruction and should be incorporated regularly into your classroom.

How Many Sub-skills Do We Need for an Effective Program?

There are many subskills that need to be covered for reading instruction. As shown, some of your reading activities will focus specifically one of the subskills. While that is expected, an overall effective early grade reading program will incorporate a balance of all the subskills. It will be a combination of all of the subskills, phonemic awareness, phonics, vocabulary, fluency, reading comprehension and finding time to motivate your students to read.

Glossary

After –Reading Activities: Activities that allow students to reflect on what they just read and allow you to assess student learning.

Building Vocabulary: Instruction on vocabulary with the purpose of expanding students' knowledge of words and their meanings.

"Child- Friendly" Definition: A "child friendly" definition is one that uses simple language that children can understand.

Decode: To decode is the ability to use knowledge of letter/sound relationships to correctly sound out words.

Direct Vocabulary Instruction: Explicit instruction of new vocabulary to students.

During –Reading Activities: Activities that help students to read the text and comprehend while reading.

Fluency: A student's ability to orally read with speed, accuracy and proper expression.

Indirect Vocabulary Instruction: Students are exposed to new words through everyday exposure like conversation and reading.

Phoneme: The word phoneme is another word for sound. Words are made of individual speech sounds called phonemes.

Phonemic Awareness: The ability to hear and manipulate individual sounds in words without the use of print.

Phoneme Blending: Phoneme Blending is the ability to hear the individual sounds in a word and then combine the sounds to say the word that is made

Phoneme Categorization: Phoneme Categorization is the ability to recognize words that sound the same and words that sound different.

Phoneme Identification: Phoneme identification is the ability to recognize the same sounds in different words.

Phoneme Isolation: Phoneme isolation is the ability to isolate a single sound from a word.

Phoneme Segmentation: Phoneme segmentation is the skill to break down words into individual sounds

Phonics: An approach to reading instruction that involves teaching students to correlate letters with sounds so they are able to decode (also known as sound out) words.

Pre- Reading Activities: Activities that are preparation work that helps students comprehend and connect new information to what they already know

Reading: A mental process that involves understanding symbols to arrive at meaning.

Reading Comprehension: Reading Comprehension is the ability to understand the text you are reading. Comprehension is the ultimate goal of reading.

Reading Sub skills: Specific skills that students need in order to read include phonemic awareness, phonics, word decoding, vocabulary, fluency and reading comprehension.

Sight words: Sight words are a group of words that occur frequently in a language. Sight words are often short words that do not follow common spelling rules and usually cannot be pictured

Word Recognition: The ability to recognize words quickly and easily.

Teacher's Guide on
Early Grade Reading Instruction

This publication offers technical guidance for teachers on how to teach basic reading skills during early grades. The guide particularly aims to empower teachers in Africa by equipping them with the knowledge and skills of early grade reading instruction, including the simple identification of the main pillars of reading, lesson planning and classroom management, taking into account the context in Africa.

QUALITY EDUCATION

Sustainable Development Goals