

DOMAIN I

READING AND ENGLISH LANGUAGE ARTS



PERSONALIZED STUDY PLAN



PAGE	COMPETENCY AND SKILL	KNOWN MATERIAL/SKIP IT
5	1: Understand Concepts of Print and Phonological Awareness	<input type="checkbox"/>
	1.1: Recognizing stages in learning to write and read	<input type="checkbox"/>
	1.2: Demonstrating knowledge of strategies for promoting students' familiarity with concepts of print	<input type="checkbox"/>
	1.3: Demonstrating knowledge of phonological awareness	<input type="checkbox"/>
	1.4: Demonstrating knowledge of phonemic awareness	<input type="checkbox"/>
	1.5: Analyzing phonological and phonemic awareness in reading acquisition	<input type="checkbox"/>
	1.6: Recognizing strategies for promoting phonological and phonemic awareness	<input type="checkbox"/>
25	2: Understand Word Identification Strategies, Including Phonics	<input type="checkbox"/>
	2.1: Recognizing the relationship between letters and letter combinations of written words and the sounds of spoken words	<input type="checkbox"/>
	2.2: Demonstrating knowledge of phonics skills and decoding	<input type="checkbox"/>
	2.3: Applying knowledge of structural analysis as a word identification strategy	<input type="checkbox"/>
	2.4: Demonstrating knowledge of the use of spelling patterns and syllabication	<input type="checkbox"/>
	2.5: Applying knowledge for promoting students' decoding skills and word identification strategies	<input type="checkbox"/>
37	3: Understand the Development of Vocabulary Knowledge and Skills Across the Curriculum	<input type="checkbox"/>
	3.1: Recognizing criteria for selecting appropriate words to increase students' vocabulary knowledge	<input type="checkbox"/>
	3.2: Demonstrating strategies for promoting oral and written vocabulary knowledge	<input type="checkbox"/>
	3.3: Applying knowledge of how context is used to determine the meaning of words	<input type="checkbox"/>
	3.4: Recognizing ways to help students identify and use references	<input type="checkbox"/>
43	4: Understand Reading Fluency and Comprehension Across the Curriculum	<input type="checkbox"/>
	4.1: Demonstrating knowledge of the concepts of rate, accuracy, expression, and phrasing	<input type="checkbox"/>
	4.2: Analyzing the relationship between reading fluency and comprehension	<input type="checkbox"/>
	4.3: Recognizing the effects of various factors on reading comprehension	<input type="checkbox"/>
	4.4: Distinguishing among literal, inferential, and evaluative comprehension	<input type="checkbox"/>
	4.5: Identifying strategies for promoting students' literal, inferential, and evaluative comprehension	<input type="checkbox"/>
	4.6: Applying knowledge of strategies that facilitate comprehension before, during, and after reading	<input type="checkbox"/>

PERSONALIZED STUDY PLAN



PAGE	COMPETENCY AND SKILL	KNOWN MATERIAL/ SKIP IT
60	5: Understand Comprehension Strategies for Literary and Informational Texts Across the Curriculum	<input type="checkbox"/>
	5.1: Recognizing types of literary and informational texts	<input type="checkbox"/>
	5.2: Identifying characteristics and functions of literary elements and devices	<input type="checkbox"/>
	5.3: Applying strategies for developing students' literary response skills	<input type="checkbox"/>
	5.4: Demonstrating knowledge of genres, themes, authors, and works of literature written for children	<input type="checkbox"/>
	5.5: Recognizing common patterns of organization in informational texts	<input type="checkbox"/>
	5.6: Applying knowledge of strategies for promoting comprehension of informational texts	<input type="checkbox"/>
79	6: Understand Skills and Strategies Involved In Writing for Various Purposes Across the Curriculum	<input type="checkbox"/>
	6.1: Recognizing developmental stages of writing	<input type="checkbox"/>
	6.2: Analyzing factors to consider in writing for various audiences and purposes	<input type="checkbox"/>
	6.3: Demonstrating knowledge of the writing process	<input type="checkbox"/>
	6.4: Applying revision strategies to improve the effectiveness of written materials	<input type="checkbox"/>
	6.5: Recognizing common patterns of organization in informational texts	<input type="checkbox"/>
	6.6: Demonstrating knowledge of the use of research skills and computer technology to support writing	<input type="checkbox"/>
96	7: Understand the Conventions of Standard English Grammar, Usage, and Mechanics	<input type="checkbox"/>
	7.1: Demonstrating knowledge of the parts of speech	<input type="checkbox"/>
	7.2: Demonstrating knowledge of elements of appropriate grammar and usage	<input type="checkbox"/>
	7.3: Demonstrating knowledge of appropriate mechanics in writing	<input type="checkbox"/>
	7.4: Identifying appropriate corrections of errors in sentence structure	<input type="checkbox"/>
	7.5: Demonstrating knowledge of various types of sentence structures	<input type="checkbox"/>
116	8: Understand Skills and Strategies Involved in Speaking, Listening, and Viewing Across the Curriculum	<input type="checkbox"/>
	8.1: Applying knowledge of conventions of one-on-one and group verbal interactions	<input type="checkbox"/>
	8.2: Analyzing ways in which verbal cues and nonverbal cues affect communication	<input type="checkbox"/>
	8.3: Demonstrating knowledge of strategies for promoting effective listening skills	<input type="checkbox"/>
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	8.5: Demonstrating knowledge of oral, visual, and multimedia presentations	<input type="checkbox"/>

COMPETENCY 1

UNDERSTAND CONCEPTS OF PRINT AND PHONOLOGICAL AWARENESS

SKILL 1.1 Recognizing developmental stages in learning to write and read

In 2000, the National Reading Panel released its now well-known report on teaching children to read. In a way, this report slightly put to rest the debate between phonics and whole language. It argued, essentially, that word-letter recognition was as important as understanding what the text means. The report's "big 5" critical areas of reading instruction are as follows:

- **Phonemic Awareness:** This is the acknowledgment of sounds and words (for example, a child's realization that some words rhyme). Onset and rhyme are two of the skills that might help students learn that the sound of the first letter "b" in the word *bad* can be changed with the sound "d" to make it *dad*. The key in phonemic awareness is that when you teach it to children, it can be taught with the students' eyes closed. In other words, it's all about sounds, not about ascribing written letters to sounds.
- **Phonics:** As opposed to phonemic awareness, the study of phonics must be done with the eyes open. It is the connection between the sounds and letters on a page. In other words, students who are learning phonics might see the word *bad* and sound each letter out slowly until they recognize that they just said the word.
- **Comprehension:** Comprehension simply means that the reader can ascribe meaning to text. Even though students may be good with phonics and even know what many words on a page mean, some of them are not good with comprehension because they do not know the strategies that would help them to comprehend. For example, students should know that stories often have structures (beginning, middle, and end). They should also know that when they are reading something and it does not make sense, they will need to employ "fix-up" strategies in which they reread the text look for clues. Teachers can use many strategies to teach comprehension, including questioning, asking students to paraphrase or summarize, utilizing graphic organizers, and focusing on mental images.

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- **Fluency:** Fluency is the ability to read in much the same manner as speaking: with fluidity and smoothness. Students who are fluent readers are more likely to be successful with comprehension, since they are less focused on individual words and more focused on what is actually being read.
- **Vocabulary:** Vocabulary demonstrates the strong ties between oral and written language. Students who are learning to read are just beginning to realize the link between the words they say and the words they read. Increasing vocabulary—whether by listening to others, reading to themselves, or being read to—will help students with both comprehension and fluency.

Methods used to teach these skills are often featured in a “balanced literacy” curriculum that focuses on the use of skills in various instructional contexts. For example, with independent reading, students independently choose books that are at their reading levels; with guided reading, teachers work with small groups of students to help them with their particular reading problems. With whole group reading, the entire class reads the same text, and the teacher incorporates activities to help students learn phonics, comprehension, fluency, and vocabulary. In addition to these components of balanced literacy, teachers incorporate writing so that students can learn the structures of communicating through text.

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Sample Test Question and Rationale

(Rigorous)

1. **Which of the following is not a strategy of teaching reading comprehension?**
 - A. Asking questions
 - B. Utilizing graphic organizers
 - C. Focusing on mental images
 - D. Manipulating sounds

Answer: D. Manipulating sounds

Comprehension simply means that the reader can ascribe meaning to text. Teachers can use many strategies to teach comprehension, including questioning, asking students to paraphrase or summarize, utilizing graphic organizers, and focusing on mental images.

SKILL 1.2 Demonstrating knowledge of characteristics and purposes of printed information and developmentally appropriate strategies for promoting students' familiarity with concepts of print

Development of the Understanding that Print Carries Meaning

This understanding is demonstrated every day in the elementary classroom when a teacher holds up a book to read it aloud to the class. The teacher is explicitly and deliberately thinking about how to hold the book, how to focus the class on looking at its cover, where to start reading, and in what direction to begin.

Even in writing the morning message on the board, the teacher is targeting the children by placing the message at its proper place at the top of the board and following it by additional activities and a schedule for the rest of the day.

When the teacher challenges children to make posters of items that begin with a single letter by using the items in the classroom, their home, or their general knowledge base, the children are making concrete the understanding that print carries meaning.

Strategies for Promoting Awareness of the Relationship Between Spoken and Written Language

- Put up a chart on which to write what the children are saying.
- Highlight and celebrate the meanings and uses of print products found in the classroom. These products include posters, labels, yellow sticky pad notes, labels on shelves and lockers, calendars, classroom rules, and directions.
- Make it a point to read big-print and oversized books to teach print conventions such as directionality.
- Practice the steps for reading to others (for K-2): how to hold the book, how to turn the pages, how to find the tops and bottoms of pages, and how to tell the difference between the front and back covers of a book.
- Search and discuss adventures in word awareness and close observation through which children are challenged to identify and talk about the length, appearance, boundaries of specific words, and the letters that comprise them.
- Have children match oral words to printed words by forming an echo chorus (where children echo the reading) as the teacher reads the story aloud. This often works best with poetry or rhymes.

- Have the children combine, manipulate, switch, and move letters to change words and spelling patterns.
- Work with letter cards to create messages and respond to the messages that they create.

The Role of Environmental Print in Developing Print Awareness

An environmental print book can be created for the children. The teacher can do this first—for example, creating a collage of the labels from the children’s favorite lunch or breakfast foods. The teacher can then ask the students to bring in their own labels and alphabetically arrange them in the book. During the year, the students can cut out symbols and logos from additional sources of environmental print and place them in the book.

Newspapers are excellent sources of environmental print that are available every day. With food ads, clothing ads, and other child-centered products and personalities, newspapers are great for developing print awareness. Supermarket circulars and coupons distributed in chain drug stores are also excellent for engaging children in using environmental print as a reading device.

What is particularly effective in using environmental print is that it immediately transports the child from an ELL background into print awareness through the familiarity of commercial logos and packaging symbols used on a daily basis.

Development of Book Handling Skills

Have the children identify the front cover, the back cover, and the title page of a specific book. Model storytelling by holding the book so that the members of the audience can see the illustrations shown to them. Then have them demonstrate the skills for their peers.

Have children search through the class libraries for special features on the fronts or backs of books as they help return the books to their bins. Have the children display and talk about the special symbols they found.

Review with the children, in an age- and grade-appropriate format, additional parts of the book as they emerge through the minilessons and read-alouds. These additional parts of the book can include the title page, dedication page, foreword, appendix, credits, copyright date, table of contents, and so on.

Techniques for Promoting the Ability to Track Print in Connected Texts

Model directionality and one-to-one word matching by pointing to words while using a big book, a pocket chart, or a poem written out on a chart. As you repeatedly lead the children in this reading, they can follow along and eventually track

the print and independently make one-to-one matches on the connected text. They can also practice by using their fingers to follow the words or a pointer, which children love doing because the fun of using the pointer becomes associated with reading. In general, children will happily vie to be the “point” person.

Copy a brief, familiar rhyme (perhaps from a favorite book or song) on a poster and hang it in the room at a child’s eye level so the children can independently walk around and read it. Write a brief or familiar rhyme or a poem on individual word cards. You can challenge the children in small groups or independently to reassemble and display them on a pocket chart. As children “play” with constructing and reconstructing this pocket chart, they will develop an awareness of directionality, one-on-one matching of print to spoken words, spacing, and punctuation.

Model interactive emergent writing with the class. While discussing and writing about the weather, deliberately ask and have the children suggest where the first word in that report should go.

- Should it go at the top or the bottom of the felt board?
- Will the first letter be uppercase or lowercase?
- What goes at the end of the sentence?

Create with the children rhythmic repetitions and rules for using capital letters, punctuation, and so on. Encourage the children to recite these phrases as soon as they see specific concepts of print in connected texts.

Model for children how when they are pointing at words, they can start at the top and move from left to right. Tell the children that when a sentence has more words after the first line of print, they should go back to the left and under the previous line. Young children enjoy practicing this kinesthetic “return sweep.” You might want to teach them to identify the need to do this by saying, “Don’t fall asleep at the page” or “It’s time to get to the ‘return sweep’ stage!” Post this saying and encourage them to chant the phrase as they joyously take ownership of their reading.

Let beginning readers “read” through the text to find letters they recognize. Share some of the text that includes these specific letters to whet their appetite for more reading.

Strategies for Promoting Letter Knowledge and Letter Formation

Engage the children in a “Tale Trail” game. Use a story they have already heard or read. Ask the children to circle certain letters and then reread the story, sharing

the letters they have circled. Give the children plenty of opportunities to do letter sorts. Pass out word cards that have the targeted letter on them. Ask the children to come up and display their answers to questions about the letter. As an example, consider the letter “R.”

- *R* as the first letter—*rose, rise, ran*
- *R* as the last letter—*car, star, far*
- *R* with a “*t*” after it—*start, heart, part, smart*
- Two *R*s in the middle of a word—*carry, sorry, starry*

Play “What’s in a Name?” Select a student’s name—for example, William. Write the name on a sentence strip. Have the children count the number of letters in the name and how many of the letters appear twice. Allow them to talk about which letter is upper case and which letters are lower case. Have the students chant the name. Then rewrite the name on another sentence strip. Have the strip cut into separate letters and see if someone from the class can put the name back together correctly.

As you read a book along with or to the children, ask them to show you specific letters or lowercase or uppercase letters. Read the text first, and encourage as many children as possible to come up and identify the letters. Use a big book and have felt letters available for display as well. If this exercise is grade-, age-, and developmentally appropriate, have the children write the letter they identified themselves. (For even more fun, make the letter out of pipe cleaners, craft sticks, or colored markers, using different colors for upper- and lowercase letters.)

Play “Letter Leap” with the children, and have them look carefully at the room to identify labeled items that begin with a specific letter by “leaping” over to them and placing a large lettered placard next to them. Children who have advanced in letter formation can then be challenged to “leap” through the classroom when called upon to literally “letter” unlabeled objects.

Use of Reading and Writing Strategies for Teaching Letter-Sound Correspondence

Provide children with a sample of a single letter book (or create one from environmental sources, newspapers, coupons, circulars, magazines, or your own text ideas). Make sure that your selected or created sample includes a printed version of the letter in both upper- and lowercase forms. Make certain that each page contains a picture of something that starts with that specific letter and also has the word for the picture. The book that you select or create should be a predictable one in that when the picture is identified, the word can be read.

Once you have given the children your sample and have read it aloud to them, have them make their own single-letter book. It is often best to focus on familiar consonants or the first letter of the child's first name. Using the first letter of the child's name encourages them to create a book that tells something about themselves and the words they find. This is an excellent way for the reading workshop aspect of teaching alphabetic principles to complement and enhance the writing workshop.

Encourage children to be active writers and readers by finding words for their book on the classroom word wall, in alphabet books in the special alphabet book bin, and in grade- and age-appropriate picture dictionaries (dictionaries for younger children that are filled with pictures).

Of course, the richest resource in the reading and writing workshop classroom for teaching and fostering the alphabetic principle is using alphabet books as anchor books for inspiring students' writing. While young children in grades K–1 will do better with the single-letter book authoring activity, children in grades two and beyond can truly be inspired and motivated by alphabet books that enhance their own reading, writing, and alphabetic skills. Furthermore, using these books—which have and are being produced in a variety of formats to enhance social studies, science, and mathematical themes—gives even young children the opportunity to create a meaningful product that authenticates their content study while enhancing alphabetic skills and, of course, print awareness.

An annotated bibliography of some of the newest alphabet books has been provided in the bibliography section of this guide. It was limited by space considerations, but educators can catch up on the latest titles and identify those that are most appropriate for their grades by visiting a bookstore. Consider selecting an alphabet book that has a particularly inviting concept, art style, or adaptable format within the children's capacity to use as a model.

For example, author Tana Hoban uses actual color photographs of letters in her *26 Letters and 99 Cents*. Children may want to make clay letters or create letter sculptures that develop their own “in style of” alphabet book similar to Hoban's. If nutrition is the science topic, children might want to examine Lois Ehlert's very accessible *Eating the Alphabet: Fruits and Vegetables from A to Z*. This, combined with an examination of the fruits and vegetables in a local store (perhaps a pleasant walk from the school and a quick break from the routine local outing), can yield a wonderful alphabet book on fruits and vegetables that can also include fruits and vegetables eaten in various cultures (e.g., mangos, plantains, jicama, etc.).

The alphabet book can also offer the class a chance to work collaboratively within a template created by the teacher. Completion of this collaborative work can be

Encourage children to be active writers and readers by finding words for their single-letter books on the classroom word wall, in alphabet books in the special alphabet book bin, and in grade- and age-appropriate picture dictionaries.

shared with peers in another class and with parents. It can also be kept as a model for the following year's class (of course, with the recognition and acceptance of the authors!).

SKILL 1.3 Demonstrating knowledge of phonological awareness (*i.e., awareness that oral language includes units such as spoken words and syllables*)

PHONICS: method for teaching students to read, which relies on studying the rules and patterns found in language

PHONICS is a widely used method for teaching students to read. This method includes studying the rules and patterns found in language. By age five or six, children can typically begin to use phonics to begin to understand the connections between letters, their patterns, vowel sounds (e.g., short vowels or long vowels), and the collective sounds they all make.

The study of phonics is one that involves sound as well as sight. It is defined by the connection between hearing the sounds and seeing the letters on a page. In the beginning stages of phonics, students may use sight to see the word cat, but they use sound to break the word down to its letter components. It may require slowly speaking each letter before the students recognize that they actually said the word.

PHONOLOGICAL AWARENESS: the ability of the reader to recognize the sound of spoken language

PHONOLOGICAL AWARENESS means the ability of the reader to recognize the sound of spoken language. This recognition includes how these sounds can be blended together, segmented (divided up), and manipulated (switched around). This awareness then leads to phonics, a method for teaching children to read. It helps them to “sound out” the words.

Development of phonological skills may begin during the pre-Kindergarten years. Indeed, by the age of five, a child who has been exposed to rhyme can recognize a rhyme. Such a child can demonstrate phonological awareness by filling in the missing rhyming word in a familiar rhyme or rhymed picture book.

Children are taught phonological awareness when they are taught the sounds letters and combinations of letters make and how to recognize individual sounds in words.

Phonological awareness skills include:

- Rhyming and syllabification
- Blending sounds into words (such as *pic-tur-bo-k*)
- Identifying the beginning or starting sounds of words and the ending or closing sounds of words

- Breaking words down into sounds (also called “segmenting” words)
- Recognizing other, smaller words in the bigger word by removing starting sounds (recognizing the word *ear* in *hear*)

Explicit and Implicit Strategies for Teaching Phonics

Professor Uta Frith has done work on the sequence of children’s phonic learning. Frith has identified the following three phases that describe the progression of children’s phonic learning from ages four through eight.

<p>The Logographic Phase</p>	<p>Children recognize whole words that have significance for them, such as their own names, the names of stores they frequent, or products their parents buy.</p> <p>Strategies that nurture development in this phase can include explicit labeling in the classroom using the children’s names and the names of classroom objects, components, furniture, and materials. In addition, during snack time and lunchtime, explicit attention and talk can be focused on new brands of foods and drink. Toward the end of this phase, children start to notice initial letters in words and the sounds that they represent.</p>
<p>The Analytic Phase</p>	<p>During this phase, the children make associations between the spelling patterns in the words they know and the new words they encounter.</p>
<p>The Orthographic Phase</p>	<p>In this phase, children recognize words almost automatically. They can rapidly identify an increasing number of words because they know a good deal about the structure of words and how they’re spelled.</p>

To best support these phases and the development of emergent and early readers, teachers should focus on elements of phonics learning, which help children analyze words for their letters, spelling patterns, and structural components. The children need to be involved in activities where they can use what they know about words in order to learn new ones. For example, the teacher can build on what the children know to introduce new spelling patterns, vowel combinations, and short and long vowel investigations. The teacher must do this and be aware that these will be reintroduced again and again as needed.

Keep in mind that children’s learning of phonics and other key components of reading is not linear but rather falls back to review and then flows forward to build new understandings.

Sorting words

This activity allows children to focus closely on the specific features of words and to begin to understand the basic elements of letter-sound relationships. Start with monosyllabic words. Have the children group them by length, common letters, common sounds, and/or spelling patterns.

Prepare for the activity by writing ten to fifteen words on oak-tag strips and placing them randomly on the sentence strip holder. These words should come from a book previously shared in the classroom or a language experience chart. Next, begin to sort out the word with the children, perhaps by focusing on where a particular letter appears in a word. While the children sort the position of a particular letter in a given word, they should also be coached (or facilitated) by the teacher to recognize that sometimes a letter in the middle of the word can still be the last sound that we hear and that some letters at the ends of words are silent (such as “e”).

Children should be encouraged to make their own categories for word sorts and to share their own discoveries as they do the word sorts. The children’s discoveries should be recorded and posted in the rooms with their names so they have ownership of their phonics learning.

Assessment of phonological awareness

These skills can be assessed by having the child listen to the teacher say two words. The child should then be asked to decide if these two words are the same word repeated twice or two different words. If you use two different words, make certain that they differ only by one phoneme, such as /d/ and /g/. Children can be assessed on words that are not real words or that they do not know. The words used can be make-believe.

Sample Test Question and Rationale

(Average)

1. All of the following are true about phonological awareness EXCEPT:
- A. It may involve print
 - B. It is a prerequisite for spelling and phonics
 - C. Children can do the activities with their eyes closed
 - D. It starts before letter recognition is taught

Answer: A. It may involve print

The key word here is *EXCEPT*, which will be highlighted in uppercase on the test as well. All of the options are correct aspects of phonological awareness except answer A because phonological awareness *does not* involve print.