



**COLLEGE & CAREER
READINESS**

Evidence-Based Reading Phonics, Phonemic Awareness & Fluency

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May 11, 2021

This presentation will be recorded and shared for on-demand viewing.



Overview

- Define phonics, phonemic awareness, and fluency and their roles as essential components of reading
- Examine how to assess a student's reading skills
- Explore the relationship between phonics and decoding
- Compare evidence-based strategies for phonemic awareness, phonics, and fluency
- Evaluate resources to further explore evidence-based reading strategies



Phonemic Awareness



- The ability to identify the smallest units of sound in the English language
- Powerful predictor of later reading
- Cup = /c/ /u/ /p/



Importance of Phonemic Awareness

“Adult nonreaders have virtually no phonemic awareness ability and are unable to consistently perform, on their own, almost all phonemic awareness tasks.” (Kruidenier, 2002)

“Adult beginning readers, like all beginning readers, perform poorly on phonemic awareness tasks that require phoneme manipulation. The ability to perform more complex operations with phonemes generally increase along with reading ability until word analysis is established.” (Kruidenier, 2002)



Breakout Room Activity: Phonemic Awareness and Content Standards



Identify NCCCS CCR Content Standards related to phonemic awareness



Identify performance indicators



Discuss sample activities

**North Carolina Community College System
College and Career Readiness**

**Adult Basic Education
Content Standards**

Levels 1 - 4, Grade Levels 0.0 - 8.9

Reading Benchmarks, Performance Indicators, and Sample Activities with Real-life Application
Level 1 – Grade Level 0-1.9

R.1 Print Concepts/Phonemic Awareness/Word Analysis: The student will develop and demonstrate knowledge of print concepts and phonemic awareness, word analysis, and decoding strategies to pronounce and derive meaning of words.

Benchmark	Performance Indicator	Sample Activities with Real-Life Application
R.1.1.1 Recognize the concepts of print (left to right, top to bottom, front to back, return sweep). Understand that words are separated by spaces in print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Follow a few very simple sentences with familiar learned words and point to each word as it is read; demonstrating movement from left to right and top to bottom; and movement from the end of a line to the beginning of the next (return sweep) with continuation on the back of the page.	Have students type their name over and over on the computer so that they will see the movement from left to right and the return sweep. Have students connect dots under letters from left to right and then next line.
R.1.1.2 Recognize and discriminate among lowercase and uppercase letters and their corresponding sounds. Recognize that spoken words are represented in written language by specific sequences of letters.	Look at a list with a mixture of at least twenty lowercase and uppercase manuscript letters of the alphabet that are not in alphabetical order, say the names of the letters for your instructor and indicate the sounds the letters make.	Assign a letter to each student and have them do a scavenger hunt in the classroom to find words that contain that letter or objects that begin with that letter.



Phonemic Awareness Tasks

- Phoneme Isolation – “Tell me the first sound in paste.” /p/
- Phoneme Identity – “Tell me the sound that is the same in bike, boy, and bell.” /b/
- Phoneme Categorization – “Which word does not belong? Bus, bun, rug.”



Phonemic Awareness Tasks

- Phoneme Blending – “What word is /s/ /k/ /u/ //?”
- Phoneme Segmentation – “How many phonemes are there in ship?” /sh/ /i/ /p/
- Phoneme Deletion – “What is smile without the /s/?”



Phonemic Awareness Assessment Plan



Initial planning/placement



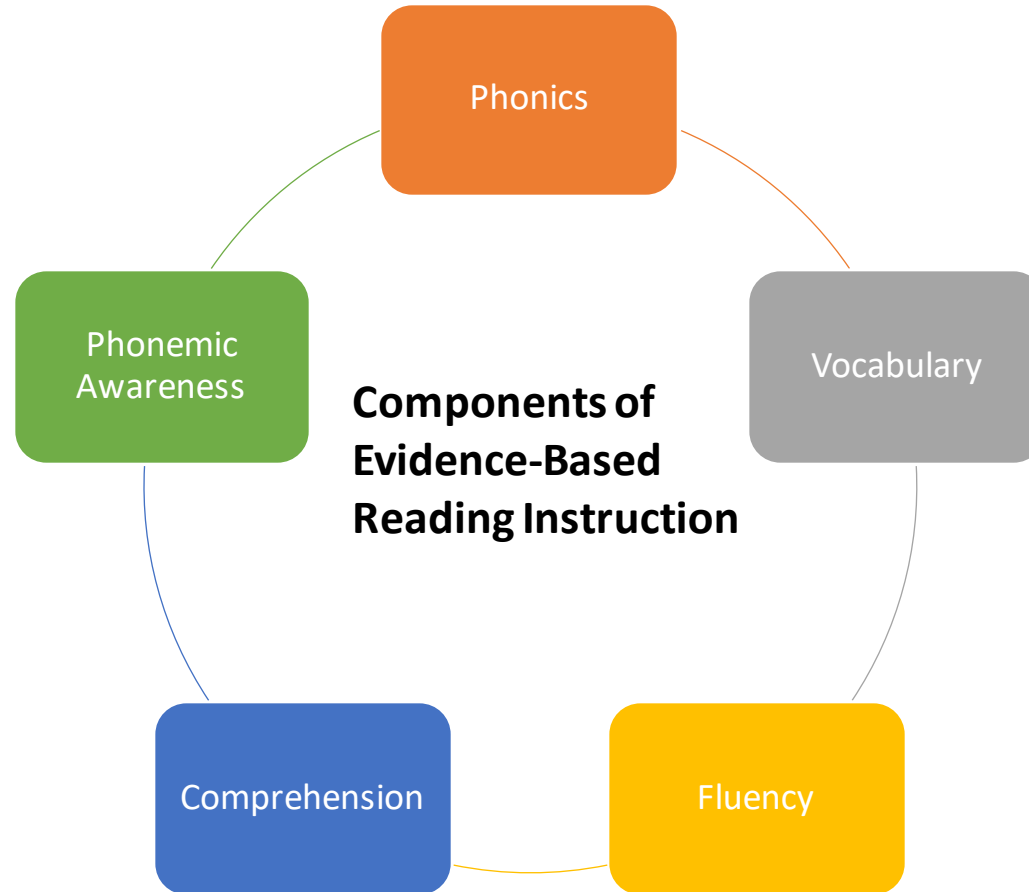
Ongoing progress monitoring



Outcomes measurement



Background on Evidence-Based Reading





Decoding and Phonics



Decoding – Word identification skill



Phonics – Instructional strategy for teaching decoding



Important of Decoding

Adults who do not have the ability to identify words independently and rapidly will not be able to read fluently enough to read with understanding.





Who Needs Phonics Instruction

- Adult nonreaders
- Beginning readers
- Intermediate readers





Breakout Room Activity: Classroom Strategies



How do you identify a student's reading ability?



What strategies have you employed to increase decoding skills?



How can you incorporate phonics instruction into a classroom lesson?



Assessing Decoding Skills

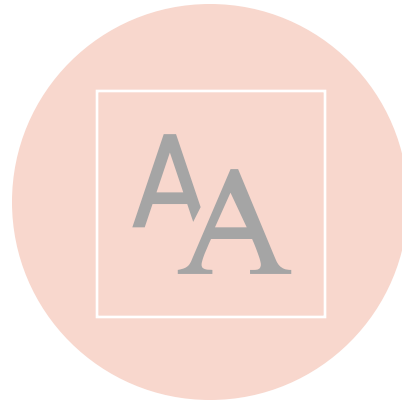




Phonics Instruction



SYNTHETIC PHONICS



ANALYTIC PHONICS



PHONICS IN CONTEXT





Reading Fluency



- Speed and accuracy
- Group words into phrases
- Enables comprehension
- Decoding is automatic and effortless



Instructional Resources





Inspire a Life of Reading

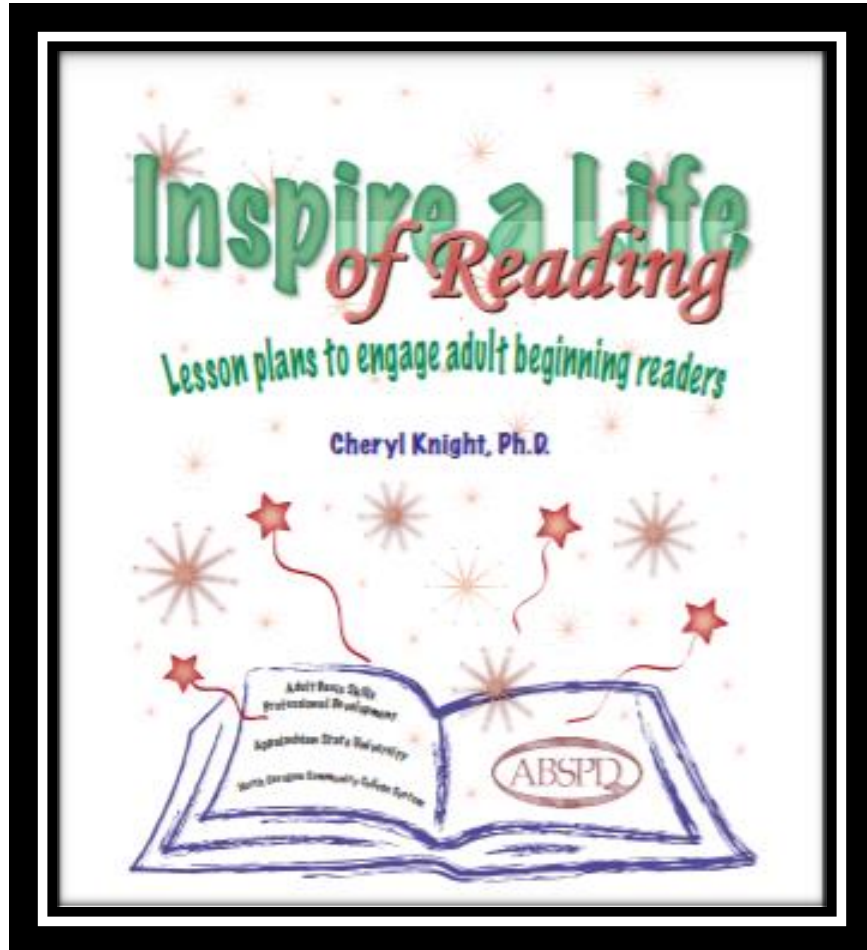
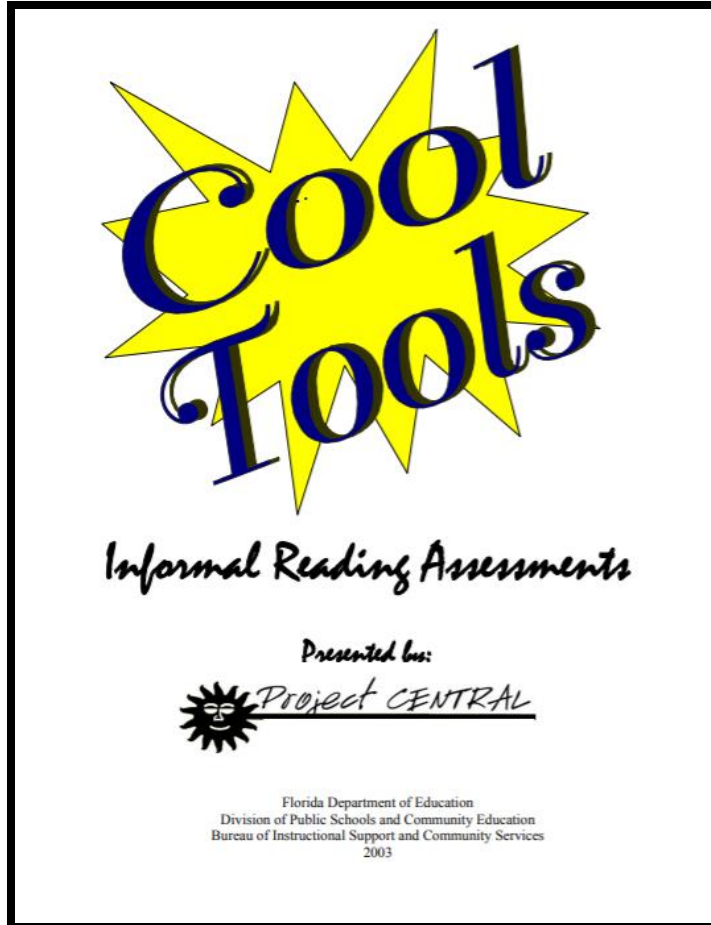


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Cool Tools – Informal Reading Assessments



5 Components of Reading Instruction	3 Types of Assessment	Strategies for Initial Instruction	Strategies for Immediate Intensive Intervention
<ul style="list-style-type: none">• Phonological awareness• Phonics• Fluency• Vocabulary• Comprehension	<ul style="list-style-type: none">• Screening• Diagnostic assessments• Progress monitoring	Grounded in scientifically based reading research (SBRR) and aligned with the Sunshine State Standards	Identification of students, diagnosis of the nature, Prescription of instruction, Provision of intensive instruction, grounded in SBRR and prescribed in the AIP, and Ongoing progress monitoring and continued support



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Phonics Lesson Plans

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[Long Vowels, Compound , Contractions](#)
[Phonics Assorted Skills Workbook](#)
[Phonics , Volume 2 Workbook](#)
[Phonics Volume 3 Workbook](#)
[Phonics Volume 4 Workbook](#)

[Phonics Consonant Blends and H Digraphs](#)
[Phonics Teaching Theme](#)
[Phonics Worksheets](#)
[Reading Comprehension: Animals](#)
[Reading Comprehension: Places](#)
[Word Families Workbook](#)

- [Alphabet Box](#) - In this lesson, students can see and touch items that represent the words they have been learning.
- [Alphabet Round-Up](#) - Most kids are familiar with Alpha-bits cereal. In this lesson, students actually get to play with their food, while learning to spell. Spelling never tasted so good!



Achieve the Core

Professional Learning ▾ Planning for Instruction ▾ Classroom Resources ▾

ELA / Literacy Lessons

Lessons designed to highlight the ELA/literacy Shifts and expectations of college- and career-ready standards

Learn more about these lessons.

Lessons specifically designed to highlight the ELA/literacy Shifts and expectations of college- and career-ready standards

[Learn More](#)

FILTER BY GRADE

All	K		
1	2	3	4
5	6	7	8
9	10	11	12

Fluency Resources

Resources for building and assessing student fluency to improve reading comprehension

[View](#)





Reading Skills for Today's Adults

The screenshot shows the website's header with the 'Southwest ABE' logo and the title 'Reading Skills for Today's Adults'. A blue banner on the right contains a construction notice. Below the header is a navigation menu with options: Home, Level 1 - 2, Level 3 - 4, Level 5 - 6, Level 7 - 8, Level 9 - 10, Level 11- 12, Level 13 - 14, Level 15 -16, and More. The main content area is divided into two columns. The left column has a teal 'Directions' header and a list of files: Pre Questions.pdf, Post Questions.pdf, Supplement.docx, and Story.pdf. The right column has a 'Job Interview Tips' header and a text passage with line numbers 0 through 83. The passage describes Ming's first job interview and her teacher Gail's advice.

Southwest ABE Reading Skills for Today's Adults

This site is usable. However, it is still under CONSTRUCTION. Some stories have incorrect audio and are denoted with an (NC) in the menu. We are currently working to finish the site, and hope to have it completed very soon. Thank you!

Home Level 1 - 2 Level 3 - 4 Level 5 - 6 Level 7 - 8 Level 9 - 10 Level 11- 12 Level 13 - 14 Level 15 -16 More

Directions

- Pre Questions.pdf
- Post Questions.pdf
- Supplement.docx
- Story.pdf

Job Interview Tips

0 Ming has her first job interview in two days. She is nervous.
12 She is unsure of what to expect. She is worried about what to
25 do.
26
37 Ming goes to English class. She asks her teacher Gail what
48 she should know about job interviews. Gail says, "This is a
58 good question. Let's discuss some job interview tips in class
59 today."
69 Gail makes a list on the whiteboard. The list reads
79 • Know where to go for the interview.
83 • Be there on time. Don't be late!
• Wear neat, clean clothes.





Resources

- https://lincs.ed.gov/publications/html/teach_adults/teach_adults.html
- http://www.ncsall.net/fileadmin/resources/research/brief_strucker2.pdf
- <https://lincs.ed.gov/professional-development/resource-collections/profile-136>
- <https://abspd.appstate.edu/sites/abspd.appstate.edu/files/EBRI%20Resources%200Alphabetics.pdf>
- <https://abspd.appstate.edu/sites/abspd.appstate.edu/files/EBRI%20Assessment%20Toolkit.pdf>
- <https://lincs.ed.gov/publications/pdf/applyingresearch.pdf>



Resources

- <https://www.readingskills4today.com/jobinterviewtips>
- https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=1153
- <https://www.teacherspayteachers.com/Product/Free-Reading-Fluency-Charts-377871>
- http://www.teach-nology.com/teachers/lesson_plans/language_arts/phonics/
- https://www.learnerweb.org/LearnerWeb/LearnerWeb.html?region=literacyworks&ocale=en#REGION_HOME_PAGE
- https://lincs.ed.gov/publications/pdf/adult_ed_02.pdf





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Reflections



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**Thank you for
attending!**