



STAR

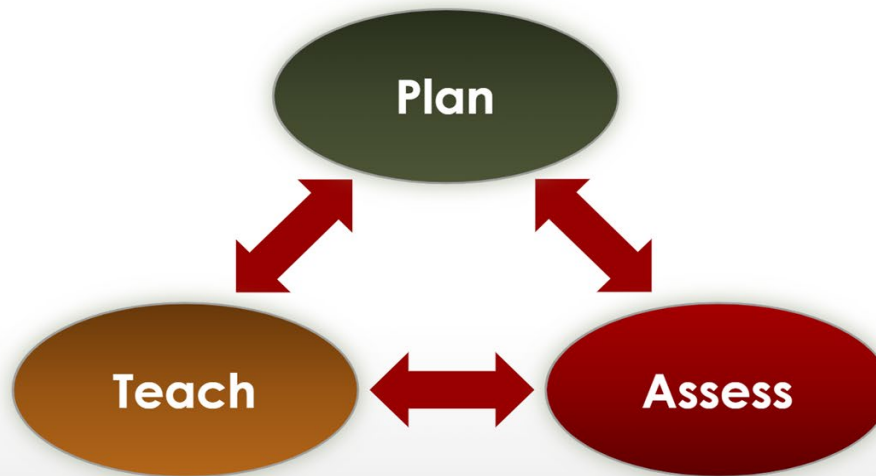
STUDENT ACHIEVEMENT IN READING

**ALPHABETICS
INSTRUCTION**

- ★ In this module, we'll review some facts about alphabets and introduce you to evidence-based techniques for **teaching** basic and advanced alphabets.
- ★ You'll practice using the four steps of explicit instruction to teach basic and advanced phonics and learn guiding principles for alphabets instruction.
- ★ You'll also learn how to monitor your students' progress in alphabets and will have a chance to practice giving feedback on instructional practices.

Getting STARted

Evidence-Based Instructional Techniques

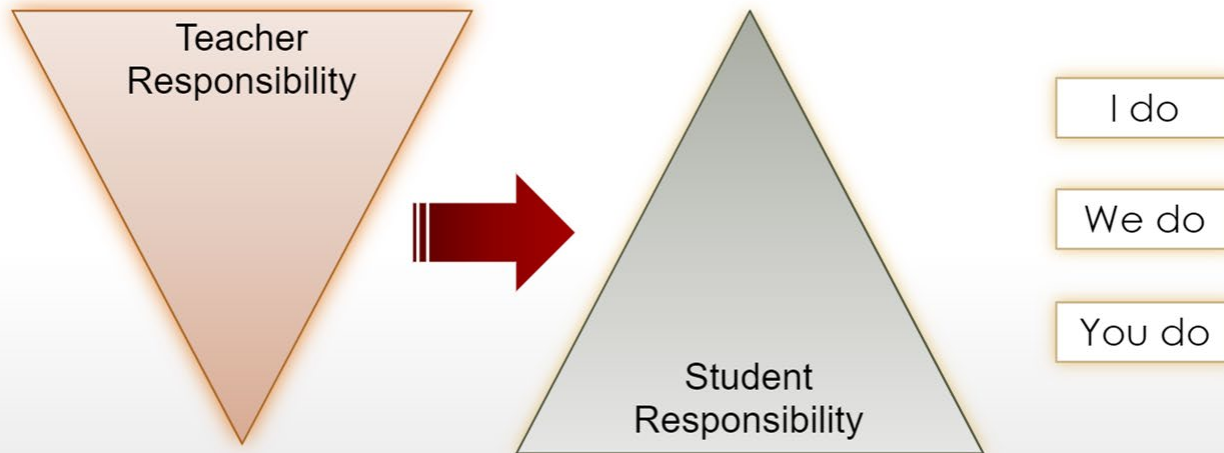


What are the four steps for explicit instruction?

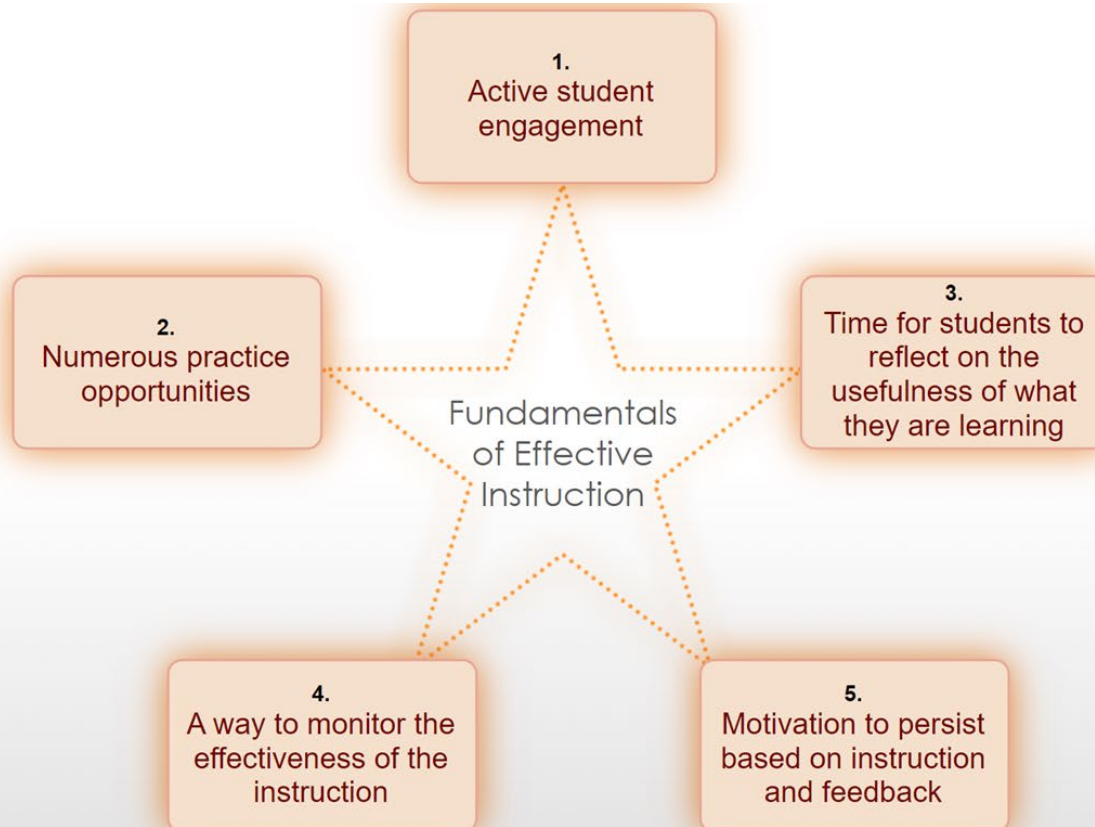
- 1) Explanation
- 2) Modeling
- 3) Guided Practice
- 4) Application

Put another way...

Transition in Responsibility



The Five Fundamentals



Active Engagement: What is it?

- ★ The students are interacting with the teacher, other students, or a text in an intensive and focused way.
- ★ Actively engaged students are attentive and responsive.
- ★ Some forms of engagement are not as obvious as others, can you think of some? (Listening and reading).

Active Engagement

- ★ During Explanation and modeling students will be listening and/or watching the teacher. Keep these sections brief to hold attention and reduce disengagement.
- ★ Watch for student engagement. What are the signs?
- ★ Include activities with obvious interaction elements.

Active Engagement, Know the Signs



Active Engagement, Know the Signs

- ★ What are some other examples that you have seen?
- ★ What about engaged students? How do you know?

Opportunities to Practice

- ★ Students need chances to practice what they are learning and have opportunity to receive targeted feedback.
- ★ Over several practice sessions the teacher gradually reduces support.
- ★ What are some examples you have used. (IE whole group moves to independent work or small groups.)

Reflection on Usefulness

Adult Students want agency, how is this new information or method useful to them? Tell them! Make sure students are given the opportunity to reflect.

Usefulness: relevance or value of what students are learning

Provide opportunities to reflect on and discuss the new knowledge

Reflection on Usefulness

Lets Practice! What are some examples from your classroom?

Usefulness: relevance or value of what students are learning

Provide opportunities to reflect on and discuss the new knowledge

Monitoring Effectiveness

INSTRUCTION - Fluency

Fluency Feedback Sheet

Name: _____ Date: _____

Passage: _____

Grade Level Equivalent (GLE): _____

Fluency Skill	Good	Needs Work
Pausing at appropriate points in text		
Making few repetitions		
Making few errors in reading words		
Reading with expression, as when speaking		
Reading at an appropriate rate		

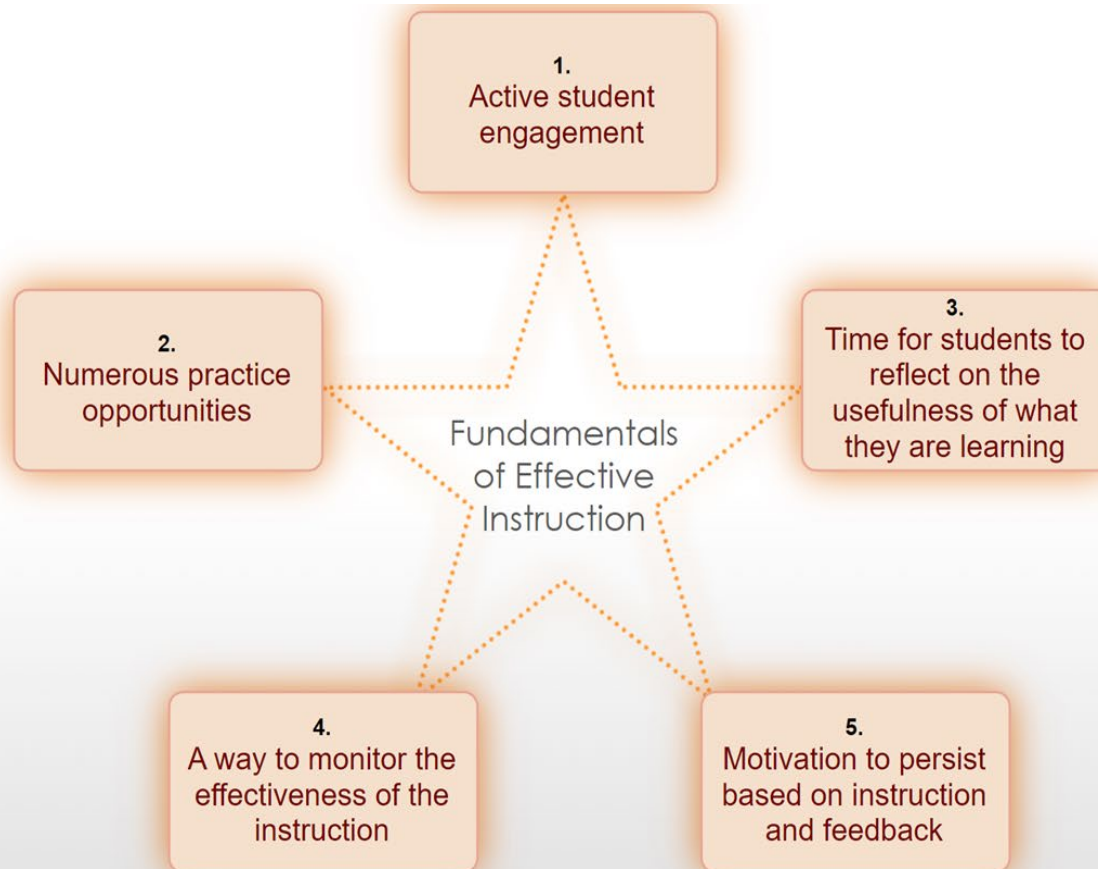
Comments:

- Explanation of the goal
- Plan assessment
- Monitor student progress
- Adjust instruction

Opportunities to practice

- ★ Research shows (studies included in resources section) that students who are given detailed feedback are more likely to develop self efficacy and resilience skills.
- ★ Giving students guided strategies, and helping them self monitor, instructors can help students persists when faced with challenges.
- ★ What challenges? How does this work in the classroom?

Fundamentals to Keep in Mind



Alphabets: What Is It?

The process that readers use to decode printed text into meaningful spoken words.

Print



Meaning

Alphabetic Instruction: Don't Take My Word Alone.

Modern research shows that “poor readers” that have weak decoding skills over rely on contexts when trying to identify words in a text.

What does this look like in your classroom?

Facts about Alphabetic Instruction

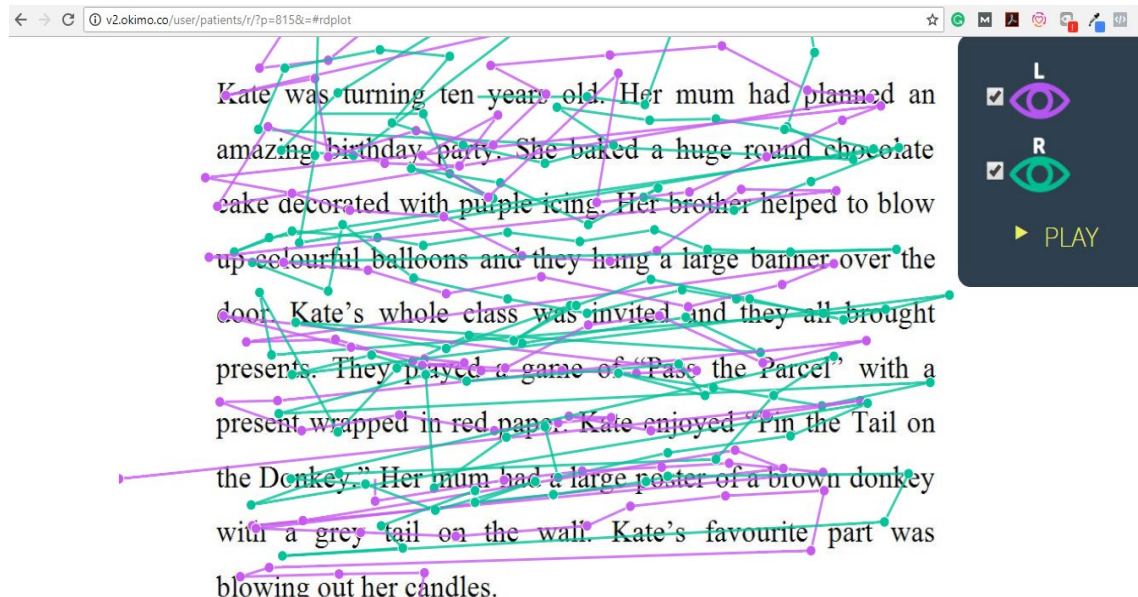
“...skilled readers identify words quickly with little help from context. It is readers of lower skill who rely on context to support word identification.”

From: Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How Psychological Science Informs the Teaching of Reading. *Psychological Science in the Public Interest*, 2(2), 31–74.

Alphabetic: Eye Movement When Reading

Studies of eye movement of skilled adult readers show that they are attentive to almost every word in a passage.

Skilled readers also process the parts of the words they are reading. They do this automatically, without thinking.



Alphabets: So What?

What about students who may have a more difficult time?

What do these difficulties look like in your classroom?

Short and frequent lessons on alphabets with lots of opportunities to practice, will help students grow this ability.

Words for Instruction	Reading for Practice
<p>-ing meeting shouting smiling waiting voting missing</p>	<p>“Up the road, in his shack, the old man was sleeping again. He was still sleeping on his face and the boy was sitting by him watching him. The old man was dreaming about the lions.”</p> <p>— Hemingway, E. (1994). <i>The old man and the sea</i>. Arrow Books.</p>

Alphabetics is Affected by Other Reading Components

Skill in alphabetics affects and is affected by the other components of reading.

How so? What are some examples?

Words for Instruction	Reading for Practice
<p>-ing</p> <p>meeting</p> <p>shouting</p> <p>smiling</p> <p>waiting</p> <p>voting</p> <p>missing</p>	<p>“Up the road, in his shack, the old man was sleeping again. He was still sleeping on his face and the boy was sitting by him watching him. The old man was dreaming about the lions.”</p> <p>— Hemingway, E. (1994). <i>The old man and the sea</i>. Arrow Books.</p>

Alphabets is Affected by Other Reading Components

Alphabets → Vocabulary

How so?

Alphabets → Fluency

What are some examples?

Fluency → Comprehension

Vocabulary → Alphabets

Alphabets: How Does This Help Instruction?

Alphabets Instruction Goals

Keep two goals in mind:

- Increase familiarity with frequently occurring chunks:
 - -ing, er, -ly, -tion, -con
- Improve the ability to perform the chunking process:
 - “af-ter-noon”, “im-por-tant”, “in-de-pen-dent”

Alphabets: Word Chunks?

Alphabets Assessment

Which chunks should your students work with?

Look back at your assessment results.

Success with Grade 8 list



Alphabets instruction not needed

Alphabets: Student Need

Identifying Student Needs

Difficulty with Grade 4 list or below



Give phonics test



Difficulty on basic phonics assessment



Basic phonics instruction needed

Difficulty with Grade 4 list or below



Phonics test



Okay on basic phonics assessment



Advanced phonics instruction needed

Alphabets: Student Need

Identifying Student Needs

Difficulty with Grades 5-7 lists



Accurate on Grade 8 text



Alphabets instruction not a priority



Keep an eye on them to make sure

Difficulty with Grades 5-7 lists



Look at results of fluency assessment



Lack of accuracy on texts below Grade 8



Advanced phonics instruction needed

Alphabets: Student Need - Let's Practice

- ★ What were your findings for Alphabets assessment?
- ★ What did you confirm with your students? What did you learn that was new? What do they need?
- ★ Work in small groups, then be ready to share with the class.

Alphabets: So What Do We Teach?

Alphabets comprises three different skills:

- Phonemic awareness
- Sight word recognition
- Word analysis

Phonemic awareness: the ability to manipulate the basic sounds (or phonemes) of spoken language

/s//k//u//l/

//a//f/

strain - /s/ = train

What is Phonemic awareness?

- ★ What is a phoneme?
- ★ What are examples?

Alphabetics: So What Do We Teach?

What to Teach

Blending sounds:

/s//k//u//l/

Isolating sounds:

//a//f/

Deleting sounds:

strain - /s/ = train

Most intermediate level readers have mastered phonemic awareness

What to Teach

Sight word recognition: the ability to read high frequency words with ease

done not pronounced dough-n

have not pronounced hay-v

Why do this? Do they follow “The rules?”

Alphabetics: More High Frequency Words

Repeated exposure in isolation and in context.

done have again buy business carry could

father give heard knee learn listen

love measure once other people rough

said sugar taught tough trouble usually

Alphabets: Word Analysis

- ★ You may also know this as “phonics.”
- ★ Ability to connect letters, and letter combinations with the sounds they represent.
- ★ For example: Knowing that a short vowel sound often results when a syllable or words ends in a consonant is requires skillful word analysis.
- ★ What are some other examples?
- ★ STAR makes a distinction between basic and advanced phonics.

Basic Phonics

Basic Phonics

Consonant sounds: fan

Consonant blends: snap

Syllables: word parts with one vowel sound

Short vowel sounds: an and not

Long vowel sounds: me and so

Long vowel sounds: mate and side

Long vowel sound: vain

Blended vowel sounds: out and coin

R-controlled vowel sounds: verb and curl

You can get a sense of what basic phonics patterns to teach based on mistakes on your assessment of choice.

Teaching Basic Phonics

Sylvia Greene's Informal Word Analysis

Level I Examples

fan	short a and consonants: f, n
hag	short a and consonants: h, g
Sal	short a and consonants: s, l
ban	short a and consonants: b, n
tad	short a and consonants: t, d
rig	short i and consonants: r, g

Level II Examples

vain	vowel digraphs <u>ai</u>
jay	ay
peek	ee
beam	ea
roam	oa
mow	ow = long o

Once You Know What to Teach, How Do You Teach It?

- ★ Let's Practice!
- ★ Outline for Advanced Alphabetics instruction.
- ★ Stop at Section “3.”

Once You Know What to Teach, How Do You Teach It?

Common Word Parts

MOST COMMON SYLLABLES IN ENGLISH WORDS

ing	e	en	pro	ma	po	is	ger
er	con	and	ac	na	sion	mer	low
a	y	ty	ad	si	vi	pe	ni
ly	ter	ry	ar	un	el	ra	par
ed	ex	u	ers	at	est	so	son
i	al	ti	ment	dis	la	to	tle
es	de	ri	or	ca	lar	as	day
re	won	be	win	cal	pa	col	ny
bon	o	per	ble	man	two	fi	pen
in	di	to	der	ap	for	ful	pre

Use a common word parts instruction.

“Teaching High Frequency Syllables” practice.

Handout

Advanced Phonics

- ★ We talked about instruction in basic phonics, what about more advanced learners?
- ★ Would instruction need to be different for these learners?
- ★ Why or why not?
- ★ What are some things this new group may struggle with?

Advanced Phonics

Advanced phonics skills:

- Checking to see if beginnings and endings of words are familiar
- Dividing longer words into known parts

Intermediate and advanced students may need help decoding multisyllabic words. What are these?

Advanced Phonics: So Where Do We Start?

Word Endings

windshield	wholesome	humorous	coordination
masterpiece	proofread	correspondent	energetically
passageway	storeroom	optimistic	discouragement
checkup	eardrum	transparency	familiarize
flashlight	oversight	sophisticated	hibernation
heavyweight	middleman	manipulation	luxurious
homesick	buttermilk	hazardous	
noteworthy	fingerprint	simultaneously	
something	sandpaper	aggressiveness	

Advanced Phonics: So Where Do We Start?

- ★ Word endings are a great place to start as students often give up on unknown words before the end. (Listen to student example.)
- ★ What did you notice?
- ★ As students attempt multisyllabic words they often are able to get the beginnings correct and struggle with the endings of words. Practice in frequent endings is statistically proven to increase success rates.
- ★ What examples do you have from your classroom?

Advanced Phonics: Breaking a Word Into Parts

Word Beginnings

Students need to pay attention to word beginnings.

organized

disorganized

Find sample lesson plan in “Resources”

Module 19: Alphabets Lesson Plan

Word Beginnings

Explanation

“We’re going to spend some time looking at some chunks that occur at the beginning of bigger words; if you recognize the chunks at the beginning and end, then you’ll be able to spend your time looking at the middle of a bigger word to see if you know it.”

Monitoring progress

“For example: d-i-e-c-a-r-d – I’m looking at the word and seeing dis- at the beginning, I know dis says “dis,” because I’ve seen it in a bunch of easy words like dislike and disturb, so now I can look at the second part – c-a-r-d – to see if I know how to say it; and I do, so I can put the two together, and now I can read the word as discard – and discard is a word I know.”

Other examples for the teacher to talk through: dismiss, distrust, distract.

Guided Practice

Spend some time working as a group on words like disappear, disbelief, disconnect.

Follow up by working in pairs (or alone) on words like discharge, disobey, disorder, displease, disadvantage, disagreeable, disapprove, dismissal, distraction, disappearance.

Application

Practice with text.

At this point, you could continue with other very common non-word syllables found at the beginning of words like: com-, de-, ex-, per-, con-, pro-, un-, re-.

As with endings, consider: Do your learners still need more practice in checking the beginnings of words to see if they are known? If so, keep teaching beginnings. If not, move onto syllabication.

Advanced Phonics: Breaking a Word Into Parts?

- ★ Once students are adepts at words endings and beginnings they may be ready to try more advanced methods of decoding.
- ★ The goal is not for students to memorize rules. Rules often can't be determined until after the word has been identified, and if the word has been identified than there is no point in applying a rule.
- ★ Studies show that instead, students should work with words parts until they are close enough to recognize the word.
- ★ Have you seen this in your classroom?

Advanced Phonics: Breaking a Word Into Parts

Breaking Words Into Parts



Evidence-based Reading Instruction

Module 19: Alphabets Lesson Plan

Recognizing Large Words

Explanation

Explain to learners that they are doing well on recognizing the beginnings and endings of words, as well as learning some common parts. Now they are going to spend some time getting more comfortable with using this knowledge to break big words into parts.

Remember to display parts so that they can be shown separately as well as together.

Modeling

"Let's start with a word already broken up into parts: *sat in fac tion* – first I'm going to say each part, and then put the parts together to see if it's a word I know. And I do, Satisfaction."

- "Let me try another one: *in ven tion*. Invention."
- When words are in parts and I say the parts, it's easy for me to see if they parts make up a word I know.
- "Now let's try some together: *ad ven ture*; *mis un der stood*" ... Make sure that learners are blending the parts. Provide more examples if necessary.
- "Now let me take a word and see if I can put in into parts: *inten tion* – *tion* is probably a part, in maybe is; that leaves *ten*; so now I've got in *ten tion*; I'll try the parts together – *inten tion* – that's a word I know."
- "Let me do another one: *surrender*; *sur ren der* ..." Repeat the process.

Guided Practice

"Let's try some together." Provide words like *wonderful*, *thundering*, *interrupted*.

"Now you try some." Have students work (alone or in pairs) on words like *fantastic*, *forever*, *difference*, *interested*, *activity*.



Handout

Advanced Phonics: Breaking a Word Into Parts

List of high-frequency, multi-syllabic words

Let's Practice

(Sample lesson plan)

Recall: If a student doesn't know the meaning of a word, **teaching them how to say it will not improve their comprehension.**

windshield	humorous	masterpiece
passageway	optimistic	checkup
transparency	flashlight	heavyweight
manipulation	several	remember
population	suddenly	position
animal	beginning	individual
materials	particular	probably
development	political	available
chemical	expected	difference
specific	personal	situation

Phonics: General Principles

We have gone through some examples for both basic and advanced phonics, hopefully you have noticed that there are some underlying principles that are applicable to both.

What are they?

Phonics: General Principles

- ★ We want students to be able to identify printed words that are familiar to them.
- ★ If they recognize a word, their **comprehension will not be lost if they mispronounce it.**
- ★ Correct pronunciation is important, but not the goal of alphabetic instruction.

Guiding Principles

CAELA
NETWORK Brief

July 2009

Teaching Pronunciation to Adult English Language Learners

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Background on Adult Learners

Adult education programs serve both native English speakers and learners whose first, or native, language is not English. Native English speakers attend adult basic education (ABE) classes to learn basic skills needed to improve their literacy levels and adult secondary education (ASE) classes to earn high school equivalency certificates. Both ABE and ASE instruction help learners achieve goals related to job, family, and further education. English language learners attend English as a second language (ESL), ABE, or workforce preparation classes to improve their oral and literacy skills in English and to achieve goals similar to those of native English speakers.

Audience for This Brief

This brief is written for teachers, program administrators, education researchers, and policy makers to provide information about evidence-based strategies for teaching pronunciation to adult English language learners.

Introduction

Adult English language learners in the United States approach the learning of English pronunciation from a wide variety of native language backgrounds. They may speak languages with sound systems that vary a great deal from that of English. Individuals with a Spanish language background constitute the largest foreign-born population in the United States. Foreign-born U.S. residents also come from African, Asian, European, and Middle Eastern countries (Center for Applied Linguistics, 2009; Pew Hispanic Center, 2009; U.S. Census Bureau, 2007).

The pronunciation goals and needs of adult English language learners are diverse. These goals and needs depend on a variety of factors, which may include the learners' uses of English (in what settings and for what purposes), their motivation to identify with specific English-speaking groups, the degree to which they want to sound like native speakers, and the frequency with which they speak English (Flege, Friedl, & Nozawa,

1997; Gathbonton, Trofimovich, & Magid, 2005; Moyer, 2008).

Although pronunciation is part of the curriculum in many adult education programs, it is often not included in state language proficiency standards or addressed systematically in instruction (Levis, 2005). In addition, some ESL teachers working with adult learners do not have training in teaching pronunciation (Dewring & Munro, 2005; Levis, 2005). As a result, teachers may not be able to identify the patterns of or reasons for learners' pronunciation problems or have a systematic way to teach the sound, stress, intonation, and rhythm patterns of English. This brief reviews features of languages (particularly English) that can have an impact on the teaching and learning of English pronunciation, discusses the research on learner acquisition of pronunciation, and describes how teachers can teach pronunciation in their classes.

Factors Affecting the Learning of Pronunciation

Recent discussion of and research on the teaching and learning of pronunciation have focused on the following issues: the importance of accent, stress, intonation, and rhythm in the comprehensibility of the speech of nonnative speakers; the effects of motivation and exposure on the development of native-like pronunciation; and the intelligibility of speech among speakers of different English varieties.

Accent

An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3). Accentness, a "normal consequence of second language learning" (Dewring & Munro, 2005, p. 383), is a "listener's perception of how different a speaker's accent is from that of the L1 (first language or, in our situation, American English) community" (p. 385).

Many adult learners of English have foreign accents that identify them as nonnative speakers. Some linguists support the idea, known as the Critical Period

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Teach word identification, not word pronunciation

"Teaching Pronunciation to Adult English Language Learners"

Lesson Planning Basic Structure

Breaking Words Into Parts

STAR
Alphabetic Booster Lesson Plan

Word Beginnings

STAR
Alphabetic Booster Lesson Plan

Recognizing Large Words

STAR
Alphabetic Booster Lesson Plan

Flexibility in Word Division

STAR
Alphabetic Booster Lesson Plan

Flexibility in Word Division

Explanation
"We're going to s
recognize the chu
bigger word to se

Modeling
"For example: d-i
because I've seen
c-a-r-d – to see if
discard – and disc

Guided Practice
Spend some time
Follow up by wor
disagreeable, disa

Explanation
Explain to learners
some common part
to break big words
Remember to displ

Explanation
"We've been practicing dividing words in parts to see if we know them; sometimes we have to try more than one way of dividing the word up before this strategy will work."

Modeling
"For example, let's look at this word: d-i-s-c-r-i-m-i-n-a-t-i-o-n; I could divide it like this – di-scri-mi-na-tion – but when I put those parts together, that's not a word I know; so before I give up, I'm going to try another way: dis-crim-in-a-tion; I put those parts together, and that's a word I know."
"Let me do another one: register; I try this first – re gist er; I don't know that; let me try reg is ter – okay, that I know."

Guided Practice
"Let's try some together – you tell me what we should try first, and then if we need to, what we should try next":

- **Explanation and Modeling**
- **Guided Practice**
- **Application**

Phonics General Principles: Time

- ★ Adult students (and their teachers) often have little time to struggle with all the rules and exceptions based on what syllables to stressed and how words are spelled.
- ★ Often these rules (and exceptions) can't be determined until after a word is identified.

Guiding Principles



Focus on the most frequently occurring letter-sound combinations and patterns.

Guiding Principles

- ★ Help your students when reading word parts and dividing words.
- ★ If students don't recognize a word when they say a part one way, try another way!
- ★ Begin with words they can already read, then give them opportunities to apply what they know to new words.

Guiding Principles

Move from known:

windshield, checkup, flashlight, middleman

to new:

transparency, aggressiveness

Use direct and explicit instruction:

- Explanation
- Modeling
- Guided Practice
- Application



Monitor Progress

- ★ Monitoring your *students'* progress is an important part of effective instruction.
- ★ How do you do this in your class?
- ★ The best way to do this for alphabets is to **listen to them read.**

INSTRUCTIONAL BEST PRACTICES Q&A

The teacher doesn't worry about words the students can't read when the words aren't in the students' listening vocabularies.

Good practice?

Yes. No.

INSTRUCTIONAL BEST PRACTICES Q&A

The teacher uses strategies for breaking words apart to help the students pronounce words correctly.

Good practice?

Yes. No.

INSTRUCTIONAL BEST PRACTICES Q&A

While teaching the chunk “pan”, the teacher explains that *pan* can mean all, as in *panorama* (a complete view) and *pantomime* (which in Ancient Greece referred to a group who imitated all).

Good practice?

Yes. No.

INSTRUCTIONAL BEST PRACTICES Q&A

The teacher teaches chunks of words without regard to whether the chunks on their own have meaning.

Good practice?

Yes. No.

INSTRUCTIONAL BEST PRACTICES Q&A

The teacher provides all of her students with alphabets instruction because, as she tells them, they will all benefit, even if it's a review.

Good practice?

Yes.

No.

More Reading...

Professional Articles and Books

- ★ [The Usefulness of Brief Instruction in Reading Comprehension Strategies](#)
- ★ [Reading Comprehension Strategies for Adult Literacy Outcomes](#)
- ★ [Text Dependent Questions](#)
- ★ [Teaching and Assessing Understanding of Text Structures across Grades](#)
- ★ [I Read It, but I Don't Get It](#)