



# Five Components of Reading Training Plan

Use this Training to Go training plan with the PowerPoint to lead a staff training. Customize it to fit you, the time and setting, and the participants. Break it into shorter parts, delete or add sections, change the activities, or expand on topics. All handouts referenced are available on the Y4Y portal. If participants don't know each other, you may want to add a warm-up or icebreaker, or go around with introductions.

<b>TRAINING TO GO</b>	
<b>Training Plan</b>	
<b>Five Components of Reading</b>	
<b>Time:</b> 75 minutes	<b>Materials</b> <ul style="list-style-type: none"> <li>• Laptop with internet connection, speakers, projector, and projector screen</li> <li>• Copies of handouts for all participants and put in following order:               <ol style="list-style-type: none"> <li>1. Phonemic Awareness and Phonics Activities</li> <li>2. Oral Reading Fluency Rubric</li> <li>3. Everyday Fluency Strategies</li> <li>4. Vocabulary Parade</li> <li>5. Vocabulary Collage</li> <li>6. Comprehension Checklists</li> <li>7. Comprehension Activities</li> <li>8. Sample BDA Lesson</li> <li>9. BDA Lesson Planner</li> </ol> </li> <li>• Chart paper or black/whiteboard</li> <li>• Markers or chalk</li> </ul>
<b>Preparation</b> <ul style="list-style-type: none"> <li>• Print handouts for all participants</li> <li>• Request that participants with smart devices (laptops, tablets, smartphones) bring them to the training</li> <li>• Secure wifi for all participants in training space</li> <li>• Choose a video demonstrating reader's theater from Learn More Library to show on slide 7</li> <li>• Review and prepare to facilitate <i>Sample BDA Lesson (K-2)</i> on slide 10</li> <li>• Print handouts for all participants</li> <li>• Arrange the space for small group and pair work</li> <li>• Open and make sure reader's theater video is working (minimize until slide 7)</li> <li>• Go to <a href="http://www.wegivebooks.org/books/otis--rfrtr-english">http://www.wegivebooks.org/books/otis--rfrtr-english</a> and check that <i>Otis</i> can be projected in full-screen mode (minimize until slide 10)</li> </ul>	



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Slide Number and Title	Timing	Notes and Talking Points
1. Five Components of Reading	1 min	<p><b>Explain:</b> Literacy, simply defined, might be viewed as the ability to read and write. However, technology has increased the complexity of what it means to be literate in the 21<sup>st</sup> Century. While much has been made of the importance of preparing young people to succeed in the 21<sup>st</sup> century, Literacy represents a set of skills that are essential in <i>every century</i>. The state led effort to identify real-world learning goals to ensure that all children graduate high school prepared for college, careers and life identified four key areas for developing literacy: reading, writing, speaking and listening, and language. 5 Components of Reading is about understanding how to support the fundamental skills that students need to master in order to become good readers. By becoming more aware of how reading skills develop and engaging students in a variety of reading activities, 21<sup>st</sup> CCLC programs can not only help students learn to read, but inspire them to read to learn.</p>
2. Objectives	1 min	<p><b>Explain:</b> The ability to read and independently comprehend the kinds of complex texts commonly encountered in college and careers is an essential ingredient for future success. Reading is not a natural process; students need to be taught certain fundamentals of the language system. In 1997, Congress established a National Reading Panel to evaluate existing research and evidence to find the best ways of teaching children to read. Three years later, the National Reading Panel published their findings, which determined that a combination of strategies that focus on the following five key areas were most effective in teaching children to read: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. We call these the five components of reading.</p> <p>Today's session will focus on gaining a better understanding of each of these five components so that you will be able to identify what fundamental skills struggling readers in their programs need help mastering and implement strategies to support those students. Deepening program knowledge of the 5 components will also allow</p>



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		<p>you to be more effective in planning engaging reading activities and projects that encourage students who enjoy reading to excel and share their love of reading with others.</p>
3. Common Challenges	6 min	<p><b>Activity:</b> Many of the common challenges struggling readers face relates to a lack of reading skills. Let's look at some everyday examples of what it looks like when students struggle with a specific component of reading. I will read each of lettered challenge aloud and ask you to hold up the number of fingers that corresponds to component the student is struggling with, e.g. if you think letter A matches with answer 3, hold up 3 fingers. Answers: A5, B4, C1, D2, E3</p> <p>If participants confuse phonemic awareness and phonics, clarify that phonemic awareness focuses on sounds and phonics the relationship between sounds and letters. This difference will be discussed in further detail on the next slide.</p> <p><b>Ask:</b> Apart from a lack of reading skills, why do some students struggle with reading?</p> <p>According to research, struggling readers often lack role models who can explain the purposes for reading and can model reading with expression and inflection in Standard English. Struggling readers may also lack background experiences that make reading come alive for them, e.g. a student who has only experienced frozen meals may not understand the enjoyment a character feels growing and eating their own vegetables. Other common challenges include problems with vision and learning disabilities that make processing information and memorization more difficult. (Kelly and Campbell, <i>Helping Struggling Readers</i>, <a href="http://education.jhu.edu/PD/newhorizons/strategies/topics/literacy/articles/helping-struggling-readers/">http://education.jhu.edu/PD/newhorizons/strategies/topics/literacy/articles/helping-struggling-readers/</a>)</p> <p>As we go through the five components of reading, keep in mind that</p>



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		<p>being a good role model and taking the time to help students make real-life connections to what they are reading are two key strategies for encouraging all students to become better readers.</p>
<p>4. Phonemic Awareness</p>	<p>3 min</p>	<p><b>Explain:</b> Phonemic awareness is the ability for students to notice, think about and work with individual sounds, known as phonemes, in <u>spoken</u> words. Phonemic awareness activities are <u>oral language</u> activities where children play with sounds in language without attaching sounds to letters. Phonemic awareness provides the foundation for later phonics skills, when students map sounds unto written letters.</p> <p>According to research, the critical skill for kindergarteners to master, and a key indicator for future success in reading, is the ability to identify the sounds in a word (Lennon and Slesinski, 1999). Students with good phonemic awareness can identify, blend, segment and manipulate sounds in words. They can also produce rhymes and hear alliteration. Let’s practice our phonemic awareness skills right now!</p> <p><b>Ask:</b> How many sounds are in the word “cat”? Sound out /c/-/a/-/t/ and ask participants to identify the number of sounds.</p> <p>Each sound in the word “cat” affects the meaning. For example, if you change the <i>onset</i>, or beginning sound, /c/, and replace it with /b/ and you have an entirely different word. Sound out /b/-/a/-/t/ and have participants shout the entire word back.</p> <p>Now, change the <i>rime</i>, or the rest of the word, from /a/-/t/ to /e/-/t/ and the meaning changes again. Sound out /b/-/e/-/t/ and have</p>



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		<p>participants shout the word back again.</p> <p>Let's try something different. If "rat" rhymes with "cat," what else rhymes with "cat"? Have participants call out rhyming words.</p> <p>Alliteration is the repetition of the same consonant sound at the beginning of several different words used in a phrase or sentence. If I say "Peter Piper picked a peck of pickled peppers," what sound do you hear repeated? /p/ How many times is that sound repeated? 6</p>
5. Phonics	2 min	<p><b>Explain:</b> Strong phonemic awareness goes hand in hand with understanding phonics. Phonological awareness, or phonics, is the ability to map sounds unto written letters. As students progress through phonics, they move from learning single letter-single sound correspondence, e.g. "b" sounds like /b/, to multiple letter-single sound correspondence, e.g. "s, h" sounds like /sh/, and multiple letter-multiple sound correspondence, "p, r" sounds like /pr/.</p> <p>Students with a good grasp on phonics understand the relationship between sounds and letters and use this knowledge to decode words and figure out which letters to use when writing words.</p> <p>Students usually learn phonics in school from kindergarten through second grade. Ideally, students will recognize the relationship between the spoken sounds and letters of the alphabet and start blending written letters into words by the end of kindergarten. This allows students in first and second grade to learn letter combinations and word parts or families, such as "ing" and "ed", and practice reading and spelling words containing those letters and patterns. By second grade, the goal is for students to have a strong enough grasp on the phonics skills they have learned to make spelling and reading relatively smooth and automatic.</p> <p>(<a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf</a>)</p> <p>We all know that due to individual learning needs and differences in circumstances at school and at home, some of the children in our</p>



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		<p>programs do not receive as much phonics instruction as others. For these students, additional phonics support in 21<sup>st</sup> CCLC programs is crucial to learning to read. This does not have to be boring! Let's look at some ways students can learn by playing with phonemes and phonics.</p>
<p>6. Fun with Phonemes and Phonics</p>	<p>10 min</p>	<p><b>Ask:</b> What are some ways you encourage your students play with letter or word sounds?</p> <p><b>Explain:</b> Like all learning, reading is learned best when we engage all learning styles – visual, auditory, tactile and kinesthetic. We want to engage students in reading using sights, sounds, touch and motion. For example, using songs and chants is a great strategy for getting kids to pay attention to the sounds in words and building phonemic awareness.</p> <p>Here's an example of a song you can use. Lead participants in song below to the tune of "If You're Happy and You Know It, Clap Your Hands":</p> <p style="text-align: center;"><i>If you think you know this word, shout it out!</i>  <i>If you think you know this word, shout it out!</i>  <i>If you think you know this word,</i>  <i>Then tell me what you've heard,</i>  <i>If you think you know this word, shout it out!</i></p> <p>Sound out a word, such as /d/-/aw/-/g/, and have participants respond by saying the blended word.</p> <p>A tactile way to build phonemic awareness and phonics skills is to use manipulatives, like stacking blocks according to the number of sounds, letters or syllables in a word. You can also play games using rhymes, homophones (words that sound alike, but are spelled differently and have different meanings, like plane and plain), and compound words. Let's look at some examples of activities we can do and see what other ideas we can come up, too.</p>



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		<p><b>Distribute</b> <i>Phonemic Awareness and Phonics Activities</i>.</p> <p><b>Activity:</b> Form small teams (3-5 individuals). Have the teams review the handout and two or three of the songs, chants and activities they would like to try and/or adapt.</p> <p>Have teams write down on the handout a few ways they would adapt the songs, chants, and activities for their students and come up with at least one new creative idea for a song, chant or learning activity to support phonemic awareness and phonics skills. Remind them to think reaching students with different learning styles.</p> <p>Have teams share out their adaptations and ideas with the larger group.</p>
7. Fluency	11 min	<p><b>Explain:</b> According to the National Reading Panel (2000), fluency is the ability to read accurately, quickly and with proper expression. Fluency is the bridge between word recognition and comprehension and is considered the cornerstone of successful reading.</p> <p>A good way to assess fluency is to ask students to read aloud. Fluent readers recognize and group words automatically, allowing them to read naturally and effortlessly and focus on the meaning of the text rather than decoding words. When less fluent readers read aloud, they either read very slowly or too quickly, attending little to punctuation, and may stop or pause at awkward places, distorting the meaning of the text.</p> <p><b>Distribute</b> <i>Oral Reading Fluency Rubric</i>. Encourage participants to use this rubric to do pre and post assessments of student fluency. A suggestion is to refrain from marking the rubric while students are reading, as that can be distracting and cause anxiety.</p> <p>There are many strategies to support fluency. Let's watch a video demonstrating one strategy called Reader's Theater and then review a few others to discuss what might work best with your students.</p>



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		<p>Show chosen reader's theater video from the Learn More Library to participants.</p> <p><b>Ask and Discuss:</b> Have you ever implemented or would you consider implementing reader's theater with your students?</p> <ul style="list-style-type: none"> <li>• For participants who have tried it before - What worked and what advice would you give others doing it for the first time?</li> <li>• For participants are new to reader's theater - What might reader's theater look like with your students and what texts might you use?</li> </ul> <p><b>Distribute</b> <i>Everyday Fluency Strategies</i>.</p> <p><b>Activity:</b> Have pairs review the handout and discuss what strategies they are currently implementing and identify one or two strategies to implement over the next few months.</p>
8. Vocabulary	8 min	<p><b>Explain:</b> Vocabulary is the knowledge of word and word meanings in both oral and print language. Vocabulary is understood in two forms: <i>expressive</i> (speaking and writing) and <i>receptive</i> (listening and reading). A reader's level of vocabulary is the best predictor of ability to understand text. Students with large vocabularies process information quickly and efficiently, use words accurately, and easily make connections between words and concepts. Students who need support in building their vocabularies may be able to decode texts proficiently, but demonstrate little to no comprehension and use basic words when speaking or writing.</p> <p>When it comes to building vocabulary, bigger is better. According to research, college-bound students should have between 75,000-120,000 words in their vocabularies by the time they graduate high school. Low-income students often enter school with vocabularies of about 2,500 -- about half that of their more affluent peers. With basic reading support, vocabularies grow at an average of 500 words a year, which only translates to about 6,000 words by 12<sup>th</sup> grade. (<a href="http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/vocabulary/">http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/vocabulary/</a>)</p>



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		<p>Additionally, students not only need bigger vocabularies, but wide range of different words. Vocabulary is categorized in three tiers:</p> <ul style="list-style-type: none"> <li>• Tier 1 – common, everyday words that rarely require direct instruction, e.g. book, girl, sad, run</li> <li>• Tier 2 – words that are frequently used by mature language users and appear in textbooks, newspapers, formal documents, e.g. hilarious, compare, contrast</li> <li>• Tier 3 – words or terms that occur in specific domains, or subject areas, e.g. molecule, economics, crepe, revolutionary war</li> </ul> <p>Building vocabulary means helping students understand and become comfortable communicating with words, especially those from Tier 2 and Tier 3. Research studies have shown that vocabulary is learned through frequent exposure, e.g. rereading texts with targeted vocabulary words, and explicit instruction during reading, e.g. explaining what words mean during a read aloud. Words are also best learned if students interact with them, e.g. drawing a picture of the word, writing his or her own definition, and thinking of an example sentence to use it in. (<a href="http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf">http://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf</a>)</p> <p>Let’s look at two activities that creatively engage students in building their vocabularies.</p> <p><b>Distribute</b> <i>Vocabulary Parade (K-6)</i> and <i>Vocabulary Collage (grades 7-12)</i>.</p> <p><b>Activity:</b> Have participants review the activity that suits the grade level of the students they work with and share out ideas for literacy-focused events where they could feature the activity.</p>
<p>9. Comprehension</p>	<p>3 min</p>	<p><b>Ask:</b> What is comprehension? Have a few participants share out their definitions.</p> <p><b>Explain:</b> Comprehension is a <u>complex process</u> of simultaneously</p>



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*extracting* and *constructing* meaning through active interaction with text (RAND, 2002). Students who struggle with comprehension tend to read texts for completion only; are unaware of or ignore text types and structures; and may not know how to use text features to make predictions about the text.

### **Distribute** *Comprehension Checklists* and *Comprehension Activities*.

In order for students to become effective readers, they have to engage in active thinking before, during and after reading. This approach is known as BDA (Before, During, After):

- Before students read a text, we want to activate any existing knowledge they may have about the reading and help them create a mental framework to approach the text. To do this, we can ask students to identify the type of text they are reading, share what they know about the topic, and make some predictions based on this background knowledge.
- During the reading, we should help students interact with the text and add to what they know. To do this, we can encourage students ask questions, make inferences, adjust their thinking, and monitor whether what they are reading makes sense. Review some of the questions from *Comprehension Checklists* that staff can ask students.
- After the reading, our goal is to help incorporate what they have learned into their existing knowledge of the reading topic. We do this by checking that students understand the main ideas and important details of the text and have opportunities to analyze, reflect, and act on what was read. Review activities from *Comprehension Activities* to check for understanding and reflect on what was learned.

Now that we've reviewed all of the five components of reading, let's do an activity that gets students working on vocabulary and comprehension!



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<p>10. Putting It All Together</p>	<p>30 min</p>	<p><b>Explain:</b> I am going to model how you can do a BDA reading comprehension lesson that also builds vocabulary. In this lesson, K-2 students activate their knowledge about a text by talking about what they know about the subject of the book and are introduced to targeted vocabulary words. During the reading, they will answer questions to check for comprehension. Finally, after the reading, they discuss the story and reflect on the text by drawing a picture of their favorite part.</p> <p><b>Distribute</b> <i>Sample BDA Lesson</i>.</p> <p><b>Activity:</b> Project <i>Otis</i> in full screen mode. Ask participants with computers, tablets and smart phones to follow along using their devices, sharing with colleagues as needed so everyone can see the text.</p> <ul style="list-style-type: none"> <li>• Before reading: Record what participants know about farms, cows and tractors on the K chart of the KWL chart and what they want to know under W. Introduce targeted vocabulary words, their definitions and usage.</li> <li>• During reading: Model reading aloud. Pause to ask comprehension questions.</li> <li>• After reading: Discuss the story and record what participants learned on the L chart. Have participants draw out their favorite part of the story on the back of one of the handouts and share it with a partner.</li> </ul> <p>Share out in larger group what participants learned from doing the <i>Sample BDA Lesson</i>.</p> <p><b>Distribute</b> and review <i>BDA Lesson Planner</i> and encourage participants to utilize the planner for the next reading activity they do with their students.</p>
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