

Supporting emerging readers

Steps in the procedure for supporting readers

Introducing the book

- Ask students to choose from a range of books.
- Discuss the subject matter and illustrations.
- Talk about the cover.
- Go through the book, discussing the illustrations and predicting the story-line or information.
- If possible, link the events or information to the students' experiences.

The reading

- Read together.
- Allow students to 'take off' on their own.
- Begin to hand control of the reading over to students. When students are reading along confidently, begin leaving out the words that can be easily predicted.

Supported reading

- Support the students' attempts to read independently.
- Become a listener.
- Wait and observe.
- Give cues and support students' use of strategies. (Refer to the diagrams on the following pages.)

Revisiting a familiar text

- Ask students to choose from a range of books previously read.
- Support students to read independently, if necessary.

Points to remember

Before responding, wait, and take a cue from what you observe the reader is doing.

There is no necessity to work through the entire sequence on the triangular diagrams. Once the reader has regained meaning, allow the reading to continue.

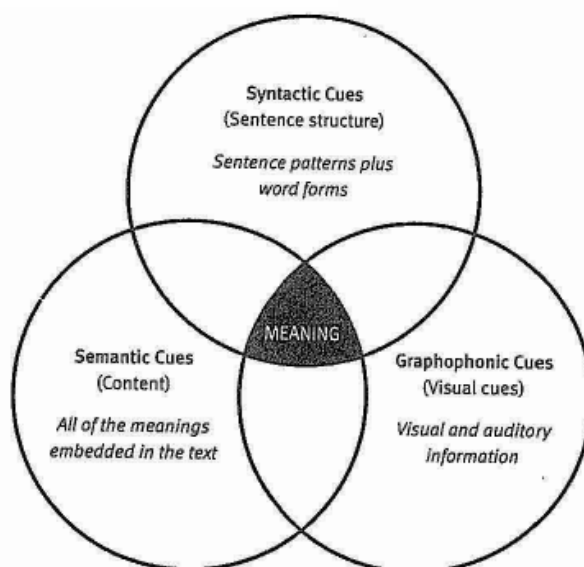
The initial level of support will depend on the particular situation and the level of independence the reader displays. Should the reader lose understanding completely, then it may be necessary to give 'most support' by going directly to the technique at the base of the triangle.

All support should lead to achieving the ultimate aim — the student as an independent reader.

REMEMBER: 'Success leads to success'

Be enthusiastic about the students' efforts to unlock the meaning of the text.

Cueing systems used in reading



Any one area cannot exist in isolation from the others

Effective readers use skills interdependently in all three areas as the need arises. Many readers with specific print-related disabilities often have trouble processing the graphophonic cues. They need the support of as many additional cues as are available in the text. They also need an explicit focus on phonics in use (as they read).

Please read the following extract from the site <http://www.spokaneschools.org/ElementaryLiteracy/Reading/> which explains the three cueing elements in detail.

Section B

The Three Information Systems

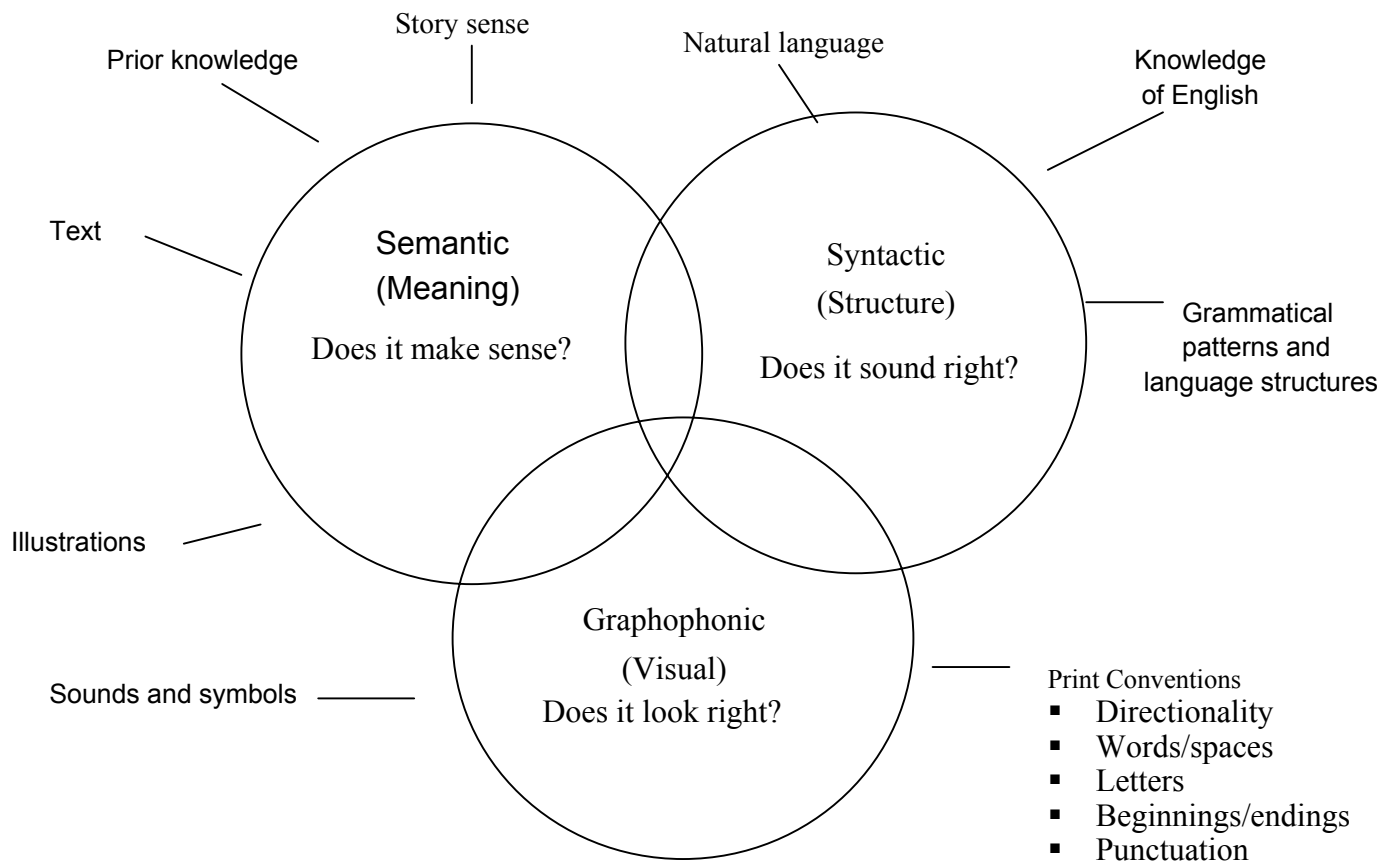
Teachers can become astute observers of reading and writing behaviors and skilled at producing responses which advance the child's learning. In doing this they become more articulate about child behaviors, and what they mean.

Clay, 1987

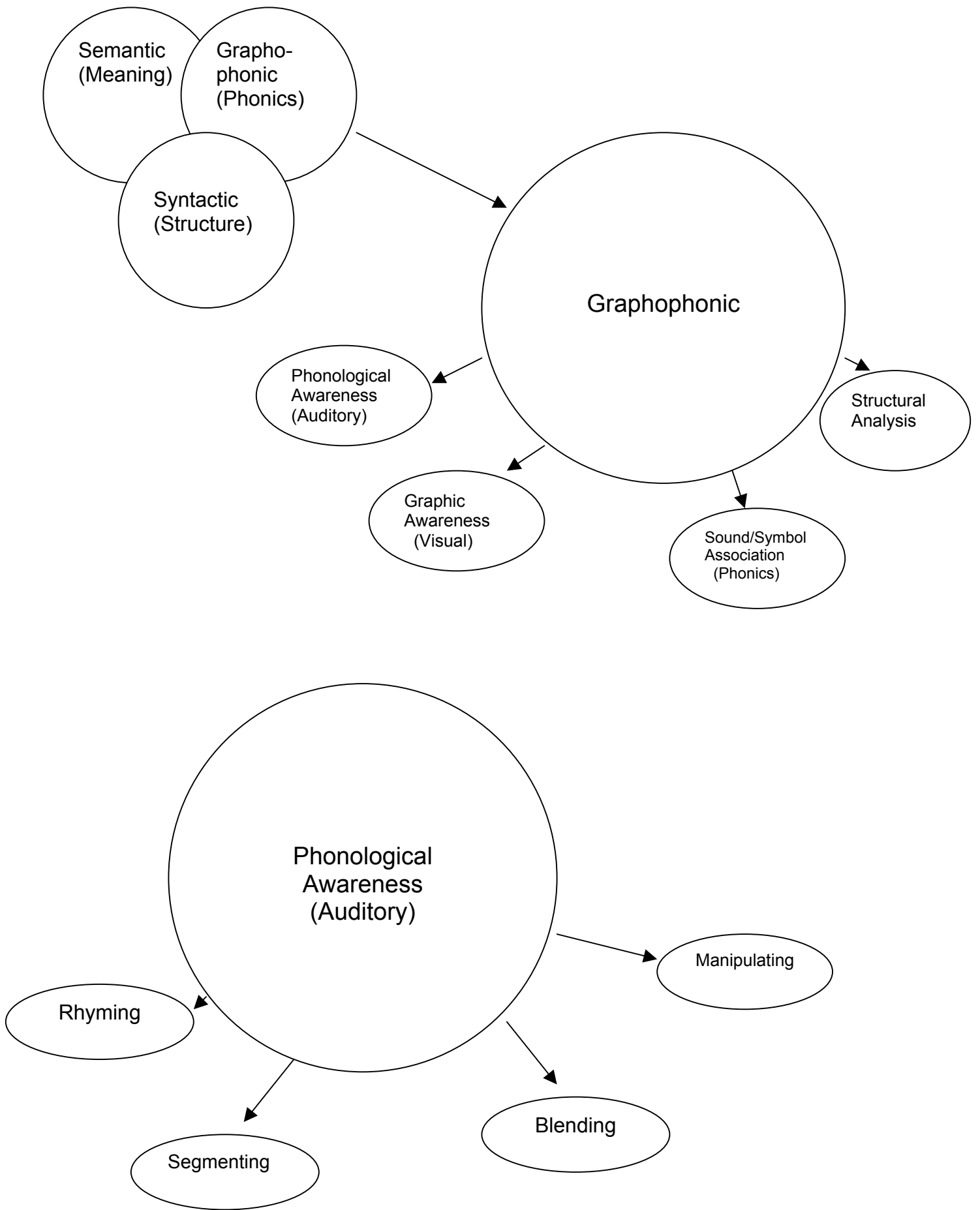
The Three Reading Cueing Systems

1. The goal of reading is to make meaning.
2. Readers use information sources to make meaning.

Readers break through to meaning by utilizing cueing systems known as information sources. There are three of these sources: phonics, grammar, and meaning. The goal is for students to be able to access all three information sources while reading independently. This is taught directly through the use of reading strategies. The strategies are broken down into the following information categories.

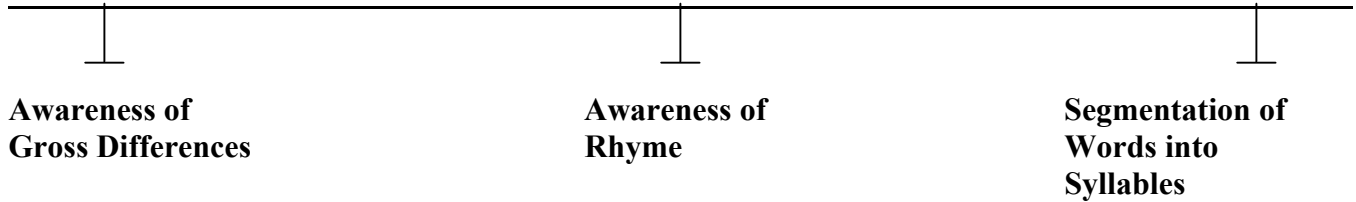


When all three cueing systems are in balance, a reader is employing *Good Reader Strategies*.



*Literacy develops along a continuum that is developmental in nature;
so does phonological awareness.*

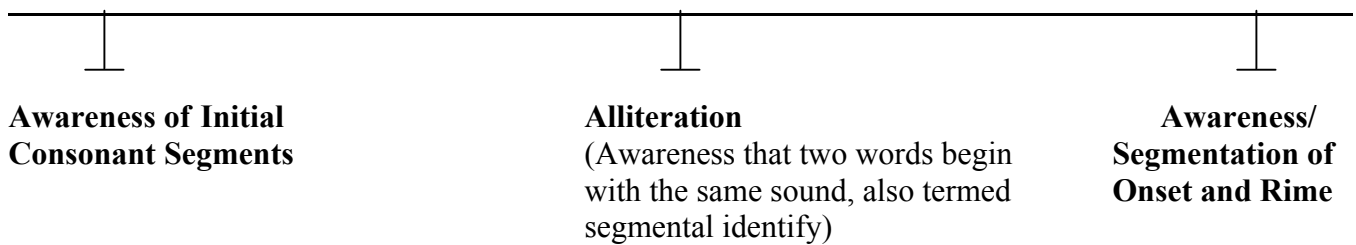
Level 1



At this level, the child exhibits:

- awareness of gross differences (one word from another)
- awareness of rhyme (significant relationship between knowledge of nursery rhyme and alliteration)
- segmentation of words into syllables

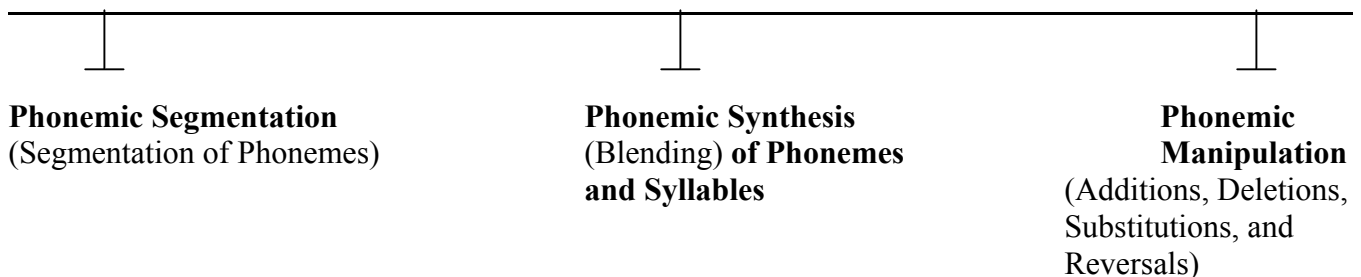
Level 2



At this level, the child exhibits:

- awareness of initial consonant segments
- alliteration (awareness of two words beginning with same sound)
- awareness of segmentation of onset and rhyme (single phonemes and end unit or syllable sometimes called a phonogram)

Level 3 Phonemic Awareness



At this level, the child exhibits:

- phonemic segmentation—ability to break words into syllables, into onset and rhyme, and into their individual phonemes (difficult because in speech phonemes are co-articulated)
- phonemic synthesis or blending—auditory blending of phonemes—this is the enabler for phonemic deletion
- phonemic manipulations (additions, deletions, substitutions and reversals)

May include onsets and rimes

An alternative to teaching rules is using onsets and rimes. Treiman (1990) found that breaking down syllables into onsets (the part of the syllable before the vowel) and rimes (the part from the vowel onward) is useful to describe how we process syllables in oral language.

Adams (1990) states that letter-sound correspondences are more stable when one looks at rimes than letters in isolation. Rime-based instruction teaches children to compare an unknown word to already known words and to use the context to confirm or reject predictions. This focuses reading (and spelling) on the use of patterns. Spelling Through Phonics teaches spelling using patterns or rimes. This approach is comprehension based because students are focused on the comprehension of the text; decoding is effectively taught as well (Cunningham, 1991).

Nearly five hundred words can be derived from the following 37 rimes. One way to teach the rimes is to have the class generate charts that follow each rime. Charts can be displayed for student reference. Rimes can also be taught using poetry or by using the McCracken's approach of dictating words that follow a pattern. We suggest teaching a skills mini-lesson at least once a week. In first and second grades we suggest teaching McCracken's Spelling Through Phonics and handwriting every day for fifteen minutes.

-ack	-ain	-ake	-ale	-all	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock	-oke
-op	-or	-ore	-uck	-ug	-ump
-unk					

M. J. Adams Beginning to read: Thinking and learning about print, M.I.T. Press, Cambridge, MA, 1990.

P. M. Cunningham, Phonics They Use, Harper Collins, New York, 1991.

R. Treiman, "Onsets and rimes as units of spoken syllables: Evidence from children." Journal of Experimental Child Psychology, Vol 39, 161-181, 1985.

Phonics: What Should Be Taught

Major Letter-Sound Correspondence

For each pattern sample words are used to illustrate the letter-sound relationships that need to be learned. Occasionally a rule is given.

Consonants	b - book	j - job	n - new	s - sit or was	x - xylophone,
	d - dance	k - king	p - party	t - top or nation	exam, tax
	f - funny	l - lemon	qu - queen	v - violin	y - yes
	h - heart	m - money	r - roll	w - water	z - zebra

Other Consonants c - cent - city - cycle
c - cat - cot - cup

Rule: C sounds like “s” before e, i, y, and sounds like “k” elsewhere.

g - gem/agile/gym
g - game/gone/guild

Rule: G sounds like “j” before e, i, y, and sounds like “g” elsewhere.

Double Consonants	diagraphs	doubles	
	ch - chew/choir/chef	bb - rabble	nn - funny
	ph - photo	cc - buccaneer/accept	mm - dimmer
	th - thin/this	dd - ladder	pp - happen
	wh - while	ff - jiffy	rr - narrow
	ng - song	gg - egg/suggest	vv - savvy
	sh - shoe	ll - belly	zz - dizzy

Blends	bl - black	br - brown	sc - scat	sp - spot
	cl - clue	cr - cry	scr - screen	squ - squeak
	fl - flap	dr - draw	sm - small	st - stump
	gl - glass	fr - friend	sn - snow	sw - swing
	pl - play	gr - ground		
	sl - slow	pr - proud		
		tr - trap		

Silent Letters	kn - knee	wr - wrong	mb - comb	ten - fasten
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Vowels	i - if	a - act	o - hot	e - bed	u - much
	mild	about	of	jacket	cute
	bird	ape	note	blaze	tube
		want	off	often	bull
		call	for	she	fur
		star		her	

- Rules:**
1. A vowel between two consonants is usually short: pin, cap, hot, bug, bed.
 2. A vowel before two or more consonants is usually short: wish, graph, much, blotter, lettuce, happen, itch, hospital, cinder, bumper.
 3. A vowel followed by a consonant plus “e” is usually long: pine, date, dope, cute, mete.
 4. The letter “y” sometimes is a vowel and it has two sounds: my, baby.

Double Vowels	io - nation	ou - ounce	au - because	ai - pain	ee - see
	lion	though	laugh	said	been
	ea - teach	soup	oo - moon	ay - play	oi - coin
	bread	would	book		ow - own
	great				cow

Adapted from Johnson, D.; Pearson, P.D., Teaching Reading Vocabulary, 1984.

Prompts Used to Activate the Three Information Systems at the Primary Level

Phonics

Predict: Get your mouth ready to say the word.
Sound it out.
Break the word into parts.
Look for a little word in a big word.

Confirm: Did it look right?
How do you know?

Grammar

Predict: Take a running start.
What kind of word would you expect it to be?
Make a meaningful substitution.

Confirm: Did it sound right?
How do you know?

Meaning

Predict: Look at the picture.
Skip the word and come back to it.
What would make sense? (Use what you know
from your experience.)
Make a meaningful substitution.

Confirm: Did it make sense?
How do you know?

Integrating the Cueing Systems: Intermediate Prompts

1. Personal Schema. Discussion starts with what the children know, focusing on the experiences and knowledge that they bring to the text. Activate relevant, prior knowledge (schema) before, during, and after reading text.
 - What do you know about the topic?
 - What are some related experiences that have happened to you?
2. Semantic Cueing System (Meaning). Focus turns to the meaning of the text we are reading. Determine the most important ideas and themes in a text. Readers ask questions of themselves, the authors, and the texts they read to clarify and to focus their reading.
 - What do you think the story is about?
 - What do you think will happen next?
 - What do the pictures tell us?
 - Who would like to retell the story? Use the most important information to clarify the text and to better understand what was read.
 - What would make sense?
What do you notice about the characters? (Character development)
 - What are some of the important things that happened in the story? (Story structure)
 - Does this book remind you of any other books? (Compare texts, authors, and illustrators)
 - What other words could the author have used that would make sense?
 - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text. Discuss inferences that occur in the form of conclusions, predictions, and/or new ideas.
 - What is intriguing, interesting amusing, meaningful . . .
3. Syntactic Cueing System (Structure). Focus on the language, the grammar of the text.
 - Does it sound right?
 - What other words could the author use that would sound right?
 - Can you finish the line with a word or phrase that would make sense? (Auditory cloze)
 - Note punctuation that allows the reader to better understand the meaning.
4. Grapho-phonemic Cueing System (Visual). With the current emphasis on reading as a language-based process that stresses comprehension of what is read from the beginning stages of reading instruction, it is clear that semantic analysis is the most useful and important technique of word identification. Semantic analysis is most effective when used in conjunction with structural and phonic analysis and when there are not too many unknown words in the reading material. The grapho (letters) phonemic (sounds) cues are a tool to predict and confirm a word in the text. Syllabication, word origins and their meanings are emphasized in the intermediate grades and beyond. Syllabication usually should be presented by using known words and should be practiced on unknown words.
 - Demonstrate the strategy, have children participate and discuss the strategy.
 - Use the first letter to predict what the word might be.
 - Use the first letter(s), last letter, length of word, and configuration of word to confirm what the word is.
 - Use syllabication rules:
 1. Each syllable must contain at least one vowel, one vowel sound, and the syllable is the unit of pronunciation.
 2. Divide two consonants between vowels unless they are a blend or digraph (VCCV). Examples: *pic-ture*, *ush-er*
 3. When one consonant is located between two vowels, the first syllable usually ends with a vowel and the second syllable usually begins with a consonant. This makes the vowel in the first syllable long, and that syllable is said to be open (CV/C). Example: *ti-ger*
 4. Always divide compound words. Example: *black-bird*
 5. When a word contains two vowels together, the word is divided between the two vowels unless they form a diphthong (CV/VC). Example: *cru-el*
 6. Suffixes that begin with a vowel usually form a separate syllable. However, that is not true of *-ed* except when it is preceded by *t* or *d*. Example: *buy-ing*
 7. Prefixes usually form a separate syllable when they are added to a word. Example: *un-happy*
 8. Certain letter combinations at the end of words form a final syllable. Examples: *-ble*, *-cle*, *-dle*, *-gle*, *-kle*, *-ple*, *-tle*, *-zle*, *cir-cle*
 9. When the first vowel in a word is followed by *ch*, *sh*, or *th*, these consonant digraphs are not divided when the word is divided into syllables. Example: *wash-es*

