

Rocket Reading Instruction Into the Future

J. Richard Gentry, Ph.D.

Fort Lauderdale, Florida

Email: Rgchicago@aol.com

Website: JRichardGentry.com

Overview of our Session

1. Twenty-first Century **No-Fail Strategies**
2. Twenty-first Century Breakthroughs in **Beginning Reading**
3. Teaching Words--How quality **Spelling Instruction** Rockets Reading Into the Future

No-Fail Strategies

Match Kids with Texts They Can Read.

Increase the Volume of Reading.

***Teach* Reading—Don't Just Assign It.**

Teach Words!

Your Daunting Task

Teach Comprehension

Teach Fluency

Teach Words—Academic Vocabulary plus
Phonemic Awareness, Phonics and Spelling

Introduce good children's literature

Make it joyful and fun

Give them choices and develop life-long
readers

Increase the volume

Raise their test scores

Alligator Baby

by Robert Munsch
Author of *Love You Forever*



Illustrated by
Michael Martchenko

SCHOLASTIC

What's Happening Behind the Scenes

You Have to Know Your Students as Readers

Small Reading Groups

Book Bags or Browsing Boxes

You Are Monitoring Their Reading

Their levels

Their strengths and weaknesses

Alligator Baby

by Robert Munsch

Author of *Love You Forever*



Illustrated by

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SCHOLASTIC

Alligator Baby by Robert Munsch

MOTHER: “Kristen, would you like to see your new baby brother?”

KRISTEN: “Oh, yes.”

“That’s not a people tail.”

“That’s not a people arm.”

“That’s not a people face.”

“That is *not* my baby brother.”

MOTHER: “Now, Kristen, don’t be jealous.”

NOISE MAKERS: Varooooooooooooommmm

Blam, blam, blam, blam, blam

“Aaaaaahhhhhhaaaaa!”

Teach Comprehension: Book Talk/Making
Connections

Teach Fluency: Repeated Reading/Choral
Reading

Teach Words: Academic Vocabulary

Introduce good children's literature/new authors

Make it joyful and fun and

Give them choices to develop life-long readers

Increase the volume and *teach* reading to

Raise Their Test Scores

But What About Spelling?

Should we be pulling spelling words out of *Alligator Baby*? Is the reading book the driving force behind the spelling curriculum?

- **What new trends should be avoided in the future?**
- Replacing **research-based, stand-alone spelling books** with the inferior **spelling component of the reading program** is neither research based nor effective. Spelling components of reading programs were developed to market and sell reading programs, not to teach spelling. They greatly reduce the spelling curriculum and teach the wrong words. Their most egregious flaw is that they pull words from reading stories and do not follow the research-based principle of focusing on words and patterns that children need for writing. They ignore the basic research finding that it's harder to spell a word correctly than it is to read a word correctly (Bosman and Van Orden, 1997). A teacher who teaches a spelling word simply because it appeared in the story in the reading program is going in the wrong direction. A school or district that tries to cut corners by substituting a weak spelling component for a strong, research-based, spelling curriculum is short changing students. Stories selected for a reading program should not drive the spelling curriculum; rather, a good spelling curriculum is organized around the words and patterns children at a particular grade level need for their writing (Gentry, 2004; Graham, 1983)

Remember These No-Fail Strategies

Match Kids with Texts They Can Read.

Increase the Volume of Reading.

***Teach Reading*—Don't Just Assign It.**

Teach Words!

Tips for Matching Kids with Texts They Can Read

INDEPENDENT READERS recognize 95-100% of the words accurately.

Use the Five Finger Test

Text from fifth grade *The Great Fire*

Newberry Honor Book

The Great Fire by Jim Murphy

Fifth grade level

I want to BLESS this book! (Showcase it in 5th Grade)

This random section tell how eleven-year-old Claire Inness survived being burned alive—an eyewitness account.

The pile of bricks Claire hid behind **shielded** her from the **severest** heat and most of the flying **debris**. But there is little doubt that she had a great deal of luck on her side as well. For one thing it's likely that most of the building walls did not **collapse** to release a wave of fire and heat; those walls that did give way, fell far enough from her so that she was not crushed. Other factors may have contributed to her **survival**. The buildings that ringed the construction site might have had few windows, thus containing the baking heat of the fire to some extent.

The Great Fire by Jim Murphy Fifth grade level

Text from 3rd Grade Science Book

Weather

Earth's **atmosphere** is more than 160 **kilometers** (100 **mi**) thick. But weather takes place only in the 10 kilometers (6 mi) of air directly above Earth's surface

Everybody talks about the weather. But what is it? *Weather* is what is happening in the atmosphere at a certain place. **Temperature**, wind, and **precipitation** are all parts of weather. There could be no weather without the sun. The sun's heat causes clouds, winds, and precipitation to form.

Meteorologists are scientists who study weather and the atmosphere. They measure and record changes in air. These changes help them know if the weather will be sunny or stormy. (from Harcourt Science © 2000)

Increase the Volume of Reading

- How much volume?
- How many hours per day in school or independent reading (monitored by you)
- How much time reading at home?
- How many books per year?

ANSWERS

- How much volume?

LOTS OF VOLUME!

- How many hours per day in school of independent reading (monitored by you)
- How much time reading at home?
- How many books per year?

ANSWERS

- How much volume?

LOTS OF VOLUME!

- How many hours per day in school of independent reading (monitored by you)

ABOUT 1 ½ HOURS!

- How much time reading at home?

- How many books per year?

ANSWERS

- How much volume?

LOTS OF VOLUME!

- How many hours per day in school of independent reading (monitored by you)

ABOUT 1 ½ HOURS!

- How much time reading at home?

30 MINUTES A DAY

- How many books per year?

ANSWERS

- How much volume?

LOTS OF VOLUME!

- How many hours per day in school of independent reading (monitored by you)

ABOUT 1 ½ HOURS!

- How much time reading at home?

30 MINUTES A DAY

- How many books per year?

25 TO 40 BOOKS!

Three Breakthroughs in Beginning Reading for the 21st Century

1) All Children Learn to Read the Same Way—**Children Learn to Read in five Phases**

2) A Theoretical Breakthrough—**Meaning First or Phonics First???**

3) Reading and Writing Reciprocity—**Kids' Learn to Read by Writing**

Raising Confident Readers—a new book for parents
Summer 2010—Da Capo Press by J. Richard Gentry

Cool Rocket Science About How Babies and Toddlers Learning to Read

Your baby is smarter than you think! The three year old brain is twice as active as yours.

Babies whose parents read and talk to them hear millions of words in a year.

Studies show that before age 4, babies whose parents read to them have a 32 million word advantage over kids whose parents don't read and talk to them.

The advantage sticks--these kids have higher IQ's and are better in reading, writing, and spelling in elementary school.

Some babies learn to read words before they can speak in the first year of life.

The early critical period for language between birth and age seven allows the brain to soak up reading ability informally as babies explore printed language and sounds.

Almost all children who read early—before formal instruction in school—are pencil and paper kids

These kids learn to read by writing.

Two Secrets to Teaching Preschoolers to READ: Informal Instruction and the Gentry Acronym

Repetition—babies imitate what you do

Enthusiasm—you have to make it fun

Attention—to sounds and meaning

Drawing

Four Phases of Writing, Spelling and Reading

Level 0 : No Letter Use



- Wavy writing and loopy writing-scribbling
- Child cannot write his or her name

Example:



Four Phases Con't.



Phase 1: Non-Alphabetic Writing

- Random letters on the page
- Use of letters but no match to sounds
- Intervene if not observed by mid-Kindergarten

Example:



TEOOS
FISOS
MSOOE

Four Phases Con't.



Phase 2: Partial Alphabetic Writing

- HMT for Humpty
- DPD for Dumpty
- Intervene if not observed by the end of Kindergarten

Example:



Four Phases Con't.



Phase 3: Full Alphabetic Writing

- CAM for Came
- NIT for Night
- Child writes a letter for each of the sounds
- Intervene if not observed by middle 1st grade

Example:

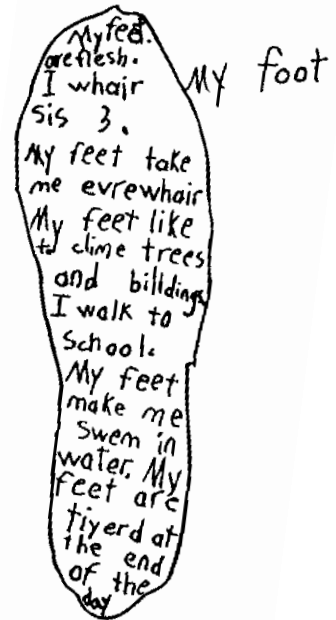
tuth fare
wn hit I wsh mi
Bed and the tuth
Fare cam.

Four Phases Con't.



Phase 4: Writing in Chunks of Spelling Patterns

- EVREWHAIR for Everywhere
- Child writes EV then RE in a chunk
- Child analogizes with AIR and writes WHAIR
- Child consolidates the sounds into chunks of spelling patterns
- Intervene if not observed by the end of first grade

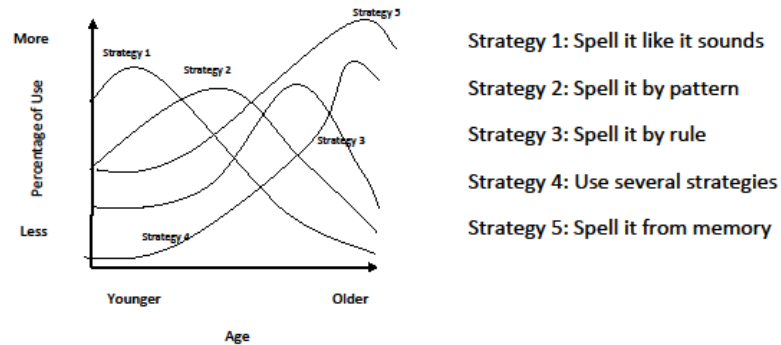


Best Practice Techniques for Beginning Reading include Adult Underwriting

tuth Fare
wn nit I wsh mi
Bed and the tuth
Fare cam.

Tooth Fare
One night I was in my
Bed and the tooth
fairy came.

Hypothetical Depiction of **Overlapping-Wave Model** for One Child's Spelling Development



In addition to learning patterns in the developmental phases of spelling, children use multiple strategies. Some strategies are better than others. Children are adaptive and move to more effective strategy use if we teach them.

Zaner-Bloser's *Spelling Connections* incorporates both the development phase model *and* the overlapping-wave model.

(Sharp, Sinatra, & Reynolds, 2008)

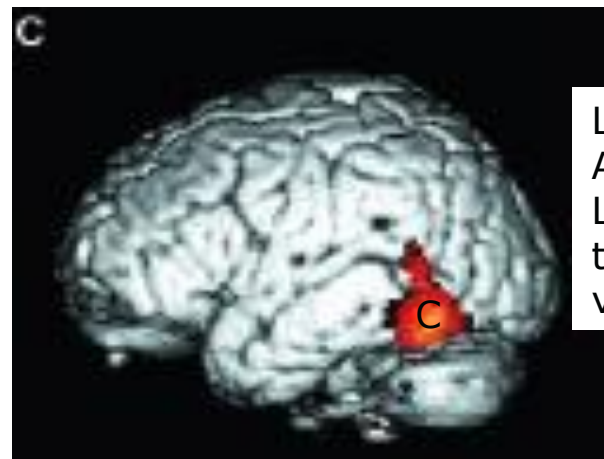
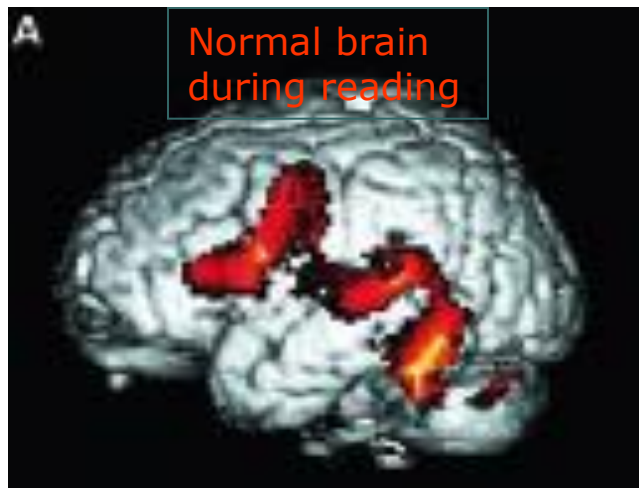
Sharp, A., Sinatra, R. & Reynolds, R. (2008). The Development of Children's Orthographic Knowledge: A Microgenetic Perspective. *Reading Research Quarterly*. Newark, NJ: International Reading Association.

**Do you know where
spelling is in your
brain?**

Florida

Brain Research: Dyslexia

"Dyslexia: Cultural Diversity and Biological Unity," in *Science*, March 2001 p.2165 by Paulesu et al.



Little activity in Area C
Linking language to visual clues.

Why Spelling Is Important for Reading and Writing?

What's New with Spelling?

1) Pretest—Post Test

2) Self-correction Technique

CIRCLE/DOT

dumbbell

sacrilegious

inoculate

THING kids look for in Teachers

by

Noah Miller

5th Grade

1. Kids are treated equal regardless of RASE color RELEGON
2. Do a lot of hands on projects with kids
3. Can be seen CLERLY by every kid
4. PONISH only kid WHOS a problem—not whole class
5. Writing NANES on the board—Keep it down
6. Kids are treated equal regardless of RASE color RELEGON

THING kids look for in Teachers

by

Noah Miller

5th Grade

7. Decorate room for **HOLADAY**—let kids help
8. Have a clock that everyone can see
9. Have a **CALANDER** of events and the date
10. **DACORAT** desk, walls, and even **SELING**
11. Not **TO** nice and not **TO** mean
12. Share **THING** with the class

THING kids look for in Teachers

by

Noah Miller

5th Grade

13. Try not to have ASSAND seats
14. Be able to see EVERONE from desk
15. Keep extra paper and PENCELS HADEY
16. Try to WARE DIFRENT CLOTES every day
17. Keep ENCIKLOPITYS and DICTIORY HADEY
18. Try not to have SUBSTATUTES

THING kids look for in Teachers

by

Noah Miller

5th Grade

19. Have a globe
20. Try not to give homework on Fridays
21. EXSPLANE THING UNTEL KID UNDRSTAND
22. Have A LOT of BOOKS to read
23. Have a plant in the room
24. Give little GEAFS on SPECIAL HOLODAY
25. Try to have a small live ANAMAL like GERBEL or HERMET CHRAB

**Thank
You!**