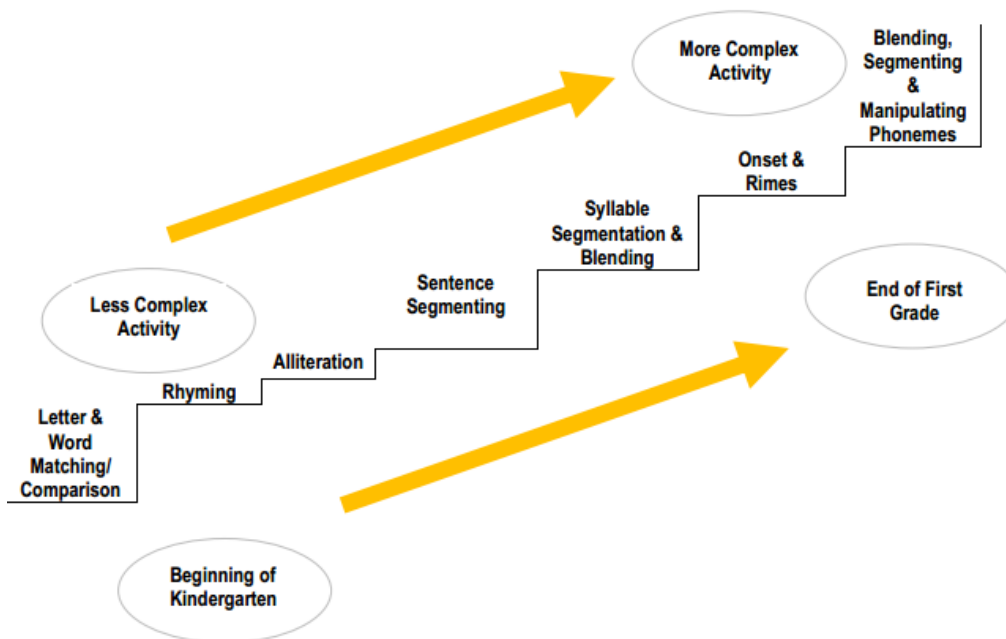


## The Five Components of Reading

### Phonemic Awareness:

Phonemic awareness is the ability to identify, think about, and manipulate the individual sounds in spoken words. Phonemic awareness is a subset of phonological awareness. There are several critical skills associated with phonemic awareness. They are: rhymes and alliteration, comparing sounds, blending and splitting syllables, segmentation and manipulation tasks. It is an important predictor of reading success. Phonemic awareness instruction improves students' ability to read words and learn to spell.

### Phonological Awareness Development Continuum



### What does PHONEMIC AWARENESS instruction look like?

#### Kindergarten/First Grade

- The Phonological Awareness Developmental Continuum should serve as a guide to all phonemic awareness instruction.
- Instruction needs to focus on only one or two phonemic awareness skills at one time.
- Phonemic awareness needs to be taught systematically and explicitly (direct and focused).
- Phonemic awareness is best taught through songs, chants, and word games.
- Different types of phonemic awareness activities should be modeled and practiced (e.g., alliteration, rhyming).
- Phonemic awareness should be taught in conjunction with the alphabetic principle.
- Phonemic awareness is best reinforced in small groups. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small group or one-on-one formats.

#### Second Grade and beyond

- Phonemic awareness instruction typically spans for two years: kindergarten and first grade.
- Students still struggling with phonemic awareness after first grade will need targeted intervention to continue to progress with reading and writing.

### **What are teachers doing during PHONEMIC AWARENESS instruction?**

Teachers are using poems, songs, work station games, small group lessons, and whole group activities in the classroom to help teach and support phonemic awareness. It should be evident that, in addition to direct and explicit instruction, teachers are exposing children to literature that plays with sounds through language, writing experiences, and a variety of sound and language games.

#### **Teachers should:**

- Teach students to listen and determine if two or more words begin and end with the same sound (Phoneme Matching/Comparison).
- Teach students to clap and count the number of words in a sentence, syllables in a word (cowboy, carrot) and sounds in a word (me, jump) (Phoneme Matching/ Comparison).
- Teach students to create word families with rhyming words (all, call, fall, ball) (Rhyming).
- Teach students to create tongue twisters (Sally's silly shoe slowly sank into the slime) (Alliteration).
- Teach students to segment sentences into spoken words (Sentence Segmenting).
- Teach students to combine syllables to say words or segment spoken words into syllables (Syllables).
- Teach students to blend or segment the initial consonant or consonant cluster (onset) and the vowel and consonant sounds at the end of the word (rime) (Onset and Rimes).
- Teach students to blend phonemes into words, segment words into individual phonemes and manipulate phonemes in spoken words (Manipulating).

### **What are students doing during PHONEMIC AWARENESS instruction?**

Students are playing games at centers that include matching rhyming word pictures, matching letters to onset sound pictures, counting syllables and phonemes, and using letter cubes to blend sounds together to make words.

- Hearing and saying beginning phonemes (sounds) in words (run/race) and ending phonemes in words (win/fun)
- Hearing, saying and generating rhyming words (fly, high, buy)
- Segmenting sentences into spoken words
- Hearing and saying syllables (to-ma-to) in words
- Segmenting words into phonemes (b-a-t)
- Blending 2 or 3 phonemes in words (d-o-g, dog)
- Manipulating phonemes (mat-at, and- hand)

#### **Phonics**

Phonics is the relationship between written letters and spoken sounds. Research shows there are systematic and predictable patterns which can be learned. Instructional practices should include sound blending, segmenting, and manipulating letter-sound correspondences in words. Although phonics is the term most commonly used, the term alphabetic principle is also sometimes applied to the acquisition of letter-sound correspondences.

Phonics instruction is most effective when introduced early. Effective phonics programs follow a defined sequence and provide ample opportunities for students to apply what they are learning about letters and sounds to the reading of words, sentences, and stories. Students also apply these skills in writing and spelling words. Since children possess varying phonics skills, instruction must be differentiated to meet the needs of each and every learner.

**What does PHONICS instruction look like?**

Phonics instruction needs to be taught and reinforced in grades K-4, but will look different at the varying levels. Teachers in grades K-2 will provide systematic phonics instruction through the direct teaching of letter-sound relationships in a clearly defined sequence. In grades 3-4 phonics becomes based in word work within the core literacy block and instruction begins to focus more on vocabulary/spelling patterns. Phonics instruction should be continued in grades 3-4 through the teaching of word parts, compound words, prefixes, suffixes, multi-syllable words, and words with Greek/Latin/foreign roots. However, a small percentage of students will require additional explicit intervention/remediation even in the upper grades. Struggling readers and writers identified to have difficulty with phonics should be provided additional support.

**What are teachers doing during PHONICS instruction?**

- Guiding children in strategically applying phonemic awareness/phonics skills to authentic reading and writing experiences will help them develop good decoding skills. This is most effective in small teacher-facilitated reading groups with leveled readers.
- Using a multi-sensory approach including kinesthetic activities.
- Explicitly noting phonics patterns while modeling reading in the context of quality literature. This includes: nursery rhymes, songs, non-fiction texts and poems with repetitive language.
- Gradually releasing responsibility to students. Gradual release is most noticeable in the writing portion of the literacy block. Students apply their knowledge of letters and sounds during writing.
- Giving students opportunities to use technology to practice phonics.
- Modeling the use of phonics manipulatives or “making words.” Effective manipulatives include: letter tiles, word cubes, flash cards, word family cards.
- Explicitly and systematically teaching phonics generalizations and helping students apply the rules in context (see Appendix document for a list of generalizations).
- Administering appropriate assessments and individualizing instruction in phonics as appropriate.
- Teaching spelling by connecting the word to familiar sound patterns, rhyme, prefixes, suffixes, and root words.
- Implementing personal spelling lists for students who struggle with spelling.

**What are students doing during PHONICS instruction?**

- Students are participating in multi-sensory activities to learn letters and their sounds with songs and hand/body actions.
- Independent and teacher-monitored practice with phonics activities and manipulatives.
- Once children have been exposed to teacher modeling, they can apply phonics to their own reading and writing independently and with teacher guidance.
- Playing with and comparing letters/words/parts of words.
- In all grades, students should learn phonics at an individual pace. Some students might learn/work on several items each week, whereas others may only learn/work on one skill.
- Sorting words by spelling pattern and making connections to the discovered pattern in their reading and writing.

## **Fluency**

Fluency is the accurate and rapid naming or reading of letters, sounds, words, sentences or passages. Fluency is the gap between word recognition and comprehension. "Students require explicit instruction, practice, and support from peers and teachers to improve their fluency and make reading a more valued activity" (Vaughn and LinanThompson 2004). Fluency frees students to understand what they read. Fluency includes reading rate (pace), automatic word recognition, and prosody, or the ability to read in expressive, rhythmic, and melodic patterns with phrasing.

### **What does FLUENCY instruction look like?**

To build fluency, teachers will use the following strategies:

**Repeated Readings** – Students read passages aloud several times and receive guidance and feedback from the teacher.

**Model or Echo Reading** – Model reader reads the passage first using fluency and expression. Next the student reads it as quickly and accurately as they can without speed reading. Readers ask each other questions or summarize key points.

**Choral Reading** – Preview a passage and make predictions about the passage. Then the teacher reads the passage aloud – first by him/herself and then with the class. Next the teacher fades his/her voice and allows the students to take the lead.

**Partner Reading** – Students read and reread passages with classmates. Students continue taking turns until they complete the text.

**Recorded Readings** – Books on tape or CD or on computer – books are read aloud by a model. Students are following the text and reading along.

**Reader's Theater** – Students rehearse the script from a book, play, short story or poem on their Instructional level until they are highly fluent and read with prosody (expression). Then they perform for a small group, class or other audience.

**Automaticity in Word Recognition** – Teacher models activities to build automaticity in recognition of regular and irregular sight words.

### **What are teachers doing during FLUENCY instruction?**

- Teachers use the following strategies: repeated readings, model or echo reading, choral reading, partner reading, recorded readings, reader's theater, automaticity in word recognition (detailed in previous section).
- Providing students with opportunities for repeated oral reading that include support and feedback from teachers, peers, and parents.
- Determining students' reading levels and ensuring that texts are matched to reading levels.
- Having students re-read the same passage (several times, or until a mastery level of accuracy is obtained).
- Applying systematic practices in classrooms to instruct and monitor student progress.
- Modeling effortless, expressive reading (intonation, rate, prosody, accuracy, proper expression) daily across the curriculum.
- Modeling activities to build automaticity in word recognition with small groups.
- Monitoring progress should occur on a regular basis and more often (weekly) with struggling readers.

### **What are students doing during FLUENCY instruction?**

- Students engage in activities/strategies as follows: repeated readings, model or echo reading, choral reading, partner reading, recorded readings, reader's theater, automaticity in word recognition (detailed on previous page).

### **Kindergarten/First Grade**

- Students practice fluency with pre-literacy skills such as letter naming, word lists, and irregular words.

### **Second – Fourth Grade**

- Research shows that oral reading fluency instruction is appropriate for students in grades two through high school, particularly for struggling readers.
- Students read orally from grade-appropriate unpracticed texts to determine whether the material is independent, instructional or at the frustration level.
- Students should also be able to read orally with expression and with comprehension.

### **Vocabulary**

The teaching of vocabulary involves instructing students to understand and use words that they must know to communicate effectively. There are four different kinds of vocabulary: Speaking and Listening (Oral Language) and Reading and Writing (Print Vocabulary). Vocabulary knowledge is the tool that unlocks the meaning of text.

### **What does VOCABULARY instruction look like?**

- Beck, McKeown, and Kucan’s Bringing Words to Life suggests grouping words into three tiers. Teachers should focus on Tier 2 words for explicit instruction.
  - Tier 1: The most basic words. These words do not typically need to be explicitly taught. (Examples: car, water, man, candy)
  - Tier 2: Words that are used often and help readers understand a passage or directions. These words may be unfamiliar or unknown. (Examples: considerate, altitude, schema, concentrate, industry) These words may be instructional words or verbs that are important for test success.
  - Tier 3: Words that are infrequently used and that may be associated with specific fields or content. These words must be explicitly taught. (Examples: isosceles, algorithm, bellicose, corpus, exacerbate, sedentary)
- Vocabulary instruction should use context clues to determine the meaning of unknown words.
- Students should be developing automaticity of high frequency words and applying structural analysis to determine unknown word meaning.
- Students learn Tier 2 and Tier 3 words and use resources to determine the meaning of unknown words.

### **What are teachers doing during VOCABULARY instruction?**

- Purposefully and collectively selecting a variety of essential vocabulary for direct instruction
- Using a variety of methods including the following:
  - Explicit instruction
  - Implicit instruction
  - Multimedia methods
  - Practicing to increase capacity (automaticity)

- Association (connecting what one knows to the new word)
- Pre-teaching vocabulary and providing repeated exposure to grade-level vocabulary
- Monitoring current levels of understanding and progress
- Implementing research-based instructional strategies, for example, Marzano’s Six Step Process for learning new words

- **Marzano’s Six Step Process for Learning New Words**

Introduce the Term

Step 1: Explain - Provide a student-friendly description, explanation, or example of the new term.

Step 2: Restate - Ask students to restate the description, explanation, or example in their own words.

Step 3: Show - Ask students to construct a picture, symbol, or graphic representing the term (non-linguistic representation). Reinforce the Term

Step 4: Discuss - Periodically ask students to discuss the terms with one another.

Step 5: Refine and Reflect - Engage students periodically in activities that help them add to their knowledge of the terms.

Step 6: Apply in learning games - Involve students periodically in games that allow them to play with terms.

- Determining which words need to be taught directly.
- Reading aloud to students and listening to students read out loud.
- Encouraging students to read in and out of school.
- Providing a wide range of print (e.g., multiple levels, genres, interest level, etc.)
- Engaging students in conversation about what they read.

**What are students doing during VOCABULARY instruction?**

- Listening to adults and other students read.
- Engaging in vocabulary activities that are facilitated by the teacher.
- Making connections between words already known and new words.
- Using vocabulary instruction to learn new words independently.
- Using dictionaries, portable word walls, word banks, word journals, and/or word walls.
- Restating the explanation of the new vocabulary in their own words (orally or in print) and in non-linguistic representation.
- Reading extensively independently.
- Using Marzano’s Six Step Process to learn new words - Students will act as “word detectives” who recognize, use, and have fun learning new word meanings.
- Participating in vocabulary or word games.

## Comprehension

“Comprehension is active and intentional thinking in which the meaning is constructed through interactions between the text and the reader” (Durkin, 1973).

“During comprehension, students not only interact with, but construct their own meaning from the text. Students bring their own experiences and knowledge, revise their thinking, and can apply new knowledge to new situations. Teachers use direct explanation, modeling, coaching, and scaffolding practices with an emphasis on collaborative discussion to help students understand and apply comprehension strategies” (National Reading Panel, 2000).

“True comprehension goes beyond literal understanding and involves the reader’s interaction with text. If students are to become thoughtful, insightful readers, they must extend their thinking beyond a superficial understanding of the text” (Stephanie Harvey and Anne Goudvis). The explicit teaching of comprehension skills teaches students to use specific cognitive strategies when they encounter barriers to understanding what they are reading.

### What does COMPREHENSION instruction look like?

Below are comprehension strategies which are to be incorporated into each K-4 classroom:

#### Comprehension Strategies:

**Monitor for Meaning:** As the students read, they are using metacognitive skills- they are thinking about their thinking. If they do not understand the text, they reread it or they may skip part and return to it later. They are aware of their purpose for reading a text and make decisions as a result.

**Schema/Making Connections:** What do you already know or schema do you have? Text-to-text, text-to-self, text-to-world connections

**Visualizing/Sensory Images:** Making a “movie in your mind” of what you see when you’re reading; using all of your senses to comprehend the text

**Asking Questions:** What are you wondering? What do you want to know more about? Who, what, where, when, why, how questions

**Making Inferences:** Taking clues the author left behind but doesn’t come right out and tell you plus what you already know to create a new thought; reading between the lines

**Determining Importance:** What is the big idea? Main idea and supporting details

**Synthesis:** Putting it all together; determining how thinking has changed from beginning to end; what new knowledge do you have?

### What are teachers doing during COMPREHENSION instruction?

- Pre-teaching vocabulary and concepts
- Explicitly teaching the reading comprehension strategies to the whole class
- Teaching students to set purposes for reading
- Pre-teaching vocabulary and concepts
- Relating background knowledge to new learning
- Relating text features to student lives
- Teaching students text features and how to use them to understand what they read
- Helping students choose books that are appropriate for them to read (level, interest, etc.)

- Conferencing with individual or small groups of students and/or holding teacher-directed reading groups focusing on: comprehension framework chart, grade level indicators and benchmarks based on curriculum maps and pacing guides, student needs
- Administering assessments and making observations of students' work which may include recording anecdotal records
- Reviewing student work/assessment data to drive instruction in conferences

**What are students doing during COMPREHENSION instruction?**

- Previewing and setting a purpose (enjoyment or for knowledge)
- Activating background knowledge (schema)
- Creating mental images
- Making connections (text-text, text-self, text-world)
- Predicting
- Making inferences
- Asking and answering literal and inferential questions
- Synthesizing
- Determining importance
- Responding to texts orally and in writing
- Participating in individual and/or small groups
- Reading independently