Mapping it All Out:

Introduction to the Five Components
Put Reading First

- Phonemic Awareness pgs. 1-10
- Phonics pgs. 11-19
- Fluency pgs. 21-31
- Vocabulary pgs. 33-45
- Comprehension pgs. 47-57
Phonemic Awareness
There is considerable evidence that the primary difference between good and poor readers lies in their phonemic awareness skills.
The two best school-entry predictors of how well children will learn to read during the first two years of instruction are a student’s abilities in phonemic awareness and letter knowledge.

L. Ehri, National Reading Panel, 2000
Adding well-thought-out phonemic awareness instruction to a beginning reading program…is very likely to help your students learn to read and spell.

National Institute for Literacy, 2001
What is Phonemic Awareness?

- Awareness of individual sounds in spoken language
- Ability to manipulate those sounds
- Understanding that the sounds of spoken language work together to make words
What is Phonemic Awareness?

Phonemes are the smallest units of sound in spoken words.

/m/ 1\text{st} \text{ Phoneme}  
/l/ 2\text{nd} \text{ Phoneme}  
/p/ 3\text{rd} \text{ Phoneme}
Setting the Course

Students need to learn that spoken words consist of individual sounds or phonemes.

/m/  /a/  /p/
Setting the Course

Students need to learn how to use their phonemic awareness to

blend and segment

sounds in words.

= /c/ /a/ /t/ = cat
Travel Tips for PA

- Use letters to strengthen the connection between phonemic awareness, reading and writing.
- Teach one or two types of phoneme manipulation, not more.
- Assess phonological awareness by looking at student’s writing.
- Provide time for students to write.
Phonemic Awareness: The ability to manipulate sounds.

Phonological Awareness: An awareness of the structures of spoken language, sentences, words, rhymes and sounds.

Phonics: The letter/sound relationship
Phonics: Word Study
Knowing the alphabet is almost like having an anchor for each sound.

Hall and Moats, 1999
Why Teach Phonics?

- Solidifies the link between sounds and letter correspondences.
- Leads to automaticity and fluency.
- Positively impacts vocabulary and comprehension growth (especially in early grades).
- Increases sight vocabulary.
- Creates better spellers.
Setting the Course

Students need to have:

- An understanding that words are made up of a sequence of sounds (phonemes) represented by letters in written words
- Accurate and rapid identification of the letters of the alphabet for reading
High Frequency Words

- Occur frequently in our print
- Regular patterned words (e.g., and, that, with)
- Irregular words (e.g., of, you, said, was, does)
  - “Connecting threads” yet defy predictable rules
- Should be recognized effortlessly and automatically
Setting the Course

» Students need to know how to apply phonics elements as they read and write.

» Students need to be taught the alphabetic code explicitly and systematically.
Systematic Instruction

Refers to teaching procedures that are:

- Sequential
- Consistent
- Cumulative
- Driven by progress monitoring data
Travel Tips for Phonics

- Provide many opportunities for students to read and write to apply their phonics skills.
- Look for short books that contain many examples of the letter-sound relationships children are learning.
- Instruction can be given to individuals, small groups, or whole class, depending on the needs of your students.
Vocabulary
What is Vocabulary?

- Words we must know to communicate effectively.

- If children do not know the meanings of the words they read, they will have trouble understanding what they read.
...word knowledge is strongly related to reading proficiency in particular and school achievement in general.

Adapted from Beck, McKeown, and Kucan, 2002
The effective vocabulary teacher builds a word-rich environment in which students are immersed in words for both incidental and intentional learning.

Blachowicz and Fisher, 2002
Setting the Course

Teach vocabulary explicitly through specific word instruction:

- Before students encounter the word
- Provide opportunities to use the words
- Teach vocabulary words often, in a variety of contexts
Setting the Course

Teach vocabulary indirectly by:

- Providing opportunities for oral language.
- Reading aloud to students and talking about the books.
- Encouraging student to read on their own.
Travel Tips for Vocabulary

What words to teach?

- Important words (words that are central to understanding the text)
- Useful words (words students will see frequently over time)
- Difficult words (words with multiple meanings, words with same spelling or pronunciation, but different meanings, and idiomatic expressions)
Comprehension
No one disagrees that the goal of proficient reading is the comprehension of text.

Moats, 2002
The goal of developing comprehension should go hand in hand with the goal of developing sound-letter knowledge . . .

...even for the youngest readers.

Duke and Pearson, 2002
What is Comprehension?

Text comprehension (reading comprehension) is

- Understanding the meaning of what is read.
- Reading is pointless if comprehension does not take place.
Setting the Course

Text comprehension instruction helps children become

- Purposeful readers
  - Reading for a variety of purposes
- Active readers
  - Using their experiences and knowledge of the world and of reading strategies to understand what they read.
Setting the Course

Teach Effective Comprehension Strategies:

- Monitoring
- Graphic and Semantic Organizers
- Generating & Answering questions
- Recognize Story Structure
- Summarizing
Travel Tips for Comprehension

- Teach it explicitly – tell students, why, when, what and how strategies should be used.

- Provide immediate opportunities to use the strategy in an appropriate reading task.

- Repeat the explanation and modeling of how to use the strategy within the same lesson presentation.
Fluency
What is Reading Fluency?

- The ability to read
  - Accurately
  - Quickly
  - With expression
Automaticity

- The ability to accurately and quickly recognize many words as whole units.
- Fast effortless word recognition comes with reading practice.
- Overlearning
Effective Ways to Teach Fluency:

- Model fluent reading
  - Talk about why you clump certain words together, change your voice, and pause. Give students a chance to practice.

- Guide oral reading
  - Give students guidance and feedback as they practice reading short text at their independent reading level.
Bridge to Reading

Fluency forms the bridge between word recognition & comprehension

**FLUENCY**

Identifying Words

Constructing Meaning
Travel Tips for Fluency

- Students need fluency instruction if they
  - Read without expression
  - Fail to recognize more than 10% of the words as they read orally
  - Do not understand what they read orally

- Monitoring and graphing progress is a great motivator.
The Final Destination

Teaching children to read is a challenging responsibility. Fulfilling this responsibility requires knowledge of effective instructional practices and a willingness to use them.

USDOE – Reading First