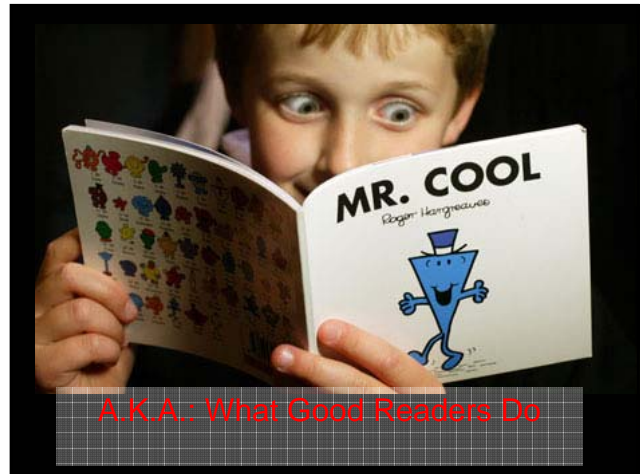


The 6 Components of Reading

David Bowman, Three Rivers Education Foundation

phonics
development
fluency
vocabulary
comprehension
language
oral
phonemic
awareness

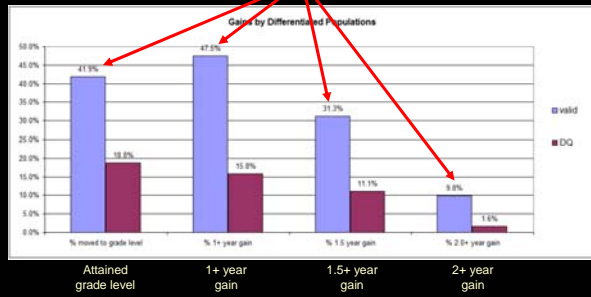


The 6 Components of Reading

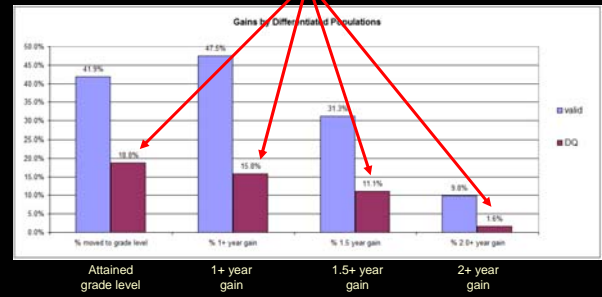
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Oral Language
- Development



Consistently addressed all 6 areas (3.5 months)



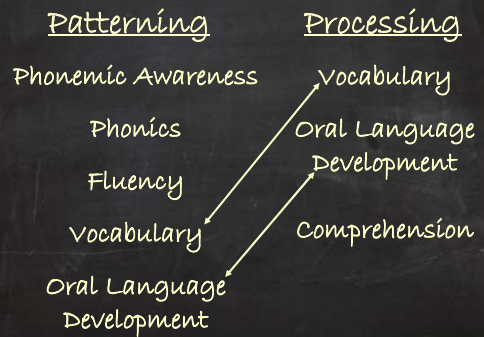
Didn't address all 6 areas (3.5 months)



Reading

Patterning
Processing

Patterning and Processing

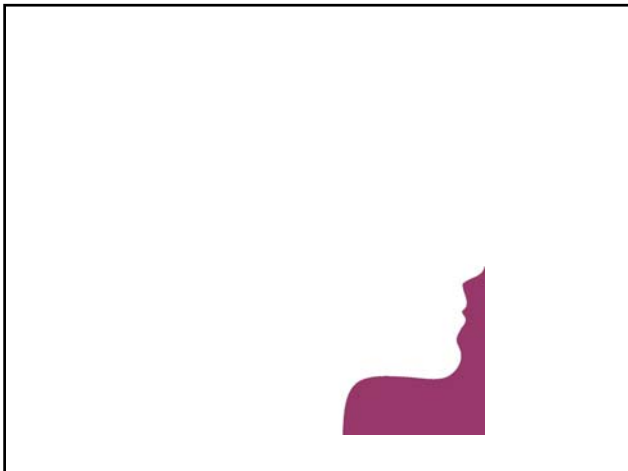
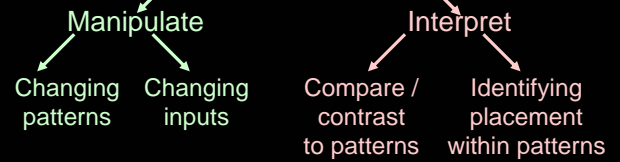


First...

Patterning

Reading Requires...

Creating Patterns



There ~~once~~ was a young person ~~named~~ Red Riding Hood who ~~lived~~ with her mother on the edge of a large wood. One day her ~~mother~~ asked her to take a basket of fresh fruit and ~~mineral~~ water to her grandmother's house. ~~not~~ because this was womyn's work, mind you, but because the ~~deed~~ was generous and ~~helped~~ engender a feeling of community. ~~Furthermore~~ her grandmother was not sick, but rather was in full physical and mental health and was fully capable of taking care of herself as a ~~mature~~ adult.

Aoccdrnig to a rseearch sduty at Cmabrigde Uinervtisy, it deosn't mttae in waht oredr the ltteers in a wrod are; the olny iprmoetnt tihng is that the frist and lsat ltteer be in the rghit pclae. The rset can be a toatl mses and you can stlil raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

7H15 M3554G3 53RV35 7O
PROV3 HOW OUR M1ND5
C4N D0 4M4Z1NG 7H1NG5!
1MPR3551V3 7H1NG5! 1N
7H3 B3G1NN1NG 17 WA5
H4RD BU7 N0W, 0N 7H15 LIN3
YOUR M1ND 1S R34D1NG 17
4U70M471C4LLY W17H 0U7
3V3N 7H1NK1NG 4B0U7 17,
B3 PROUD! ONLY C3R741N
P30PL3 C4N R3AD 7H15.

Reading

uses brain patterning

Therefore...

Instruction

helps students develop patterns

Phonemic Awareness



Ability to

identify discrete sounds in words
segment words into component sounds
distinguish different and similar sounds

Examples Now provide your own example!

IDENTIFICATION:

whether

SEGMENTING

whether

DISTINGUISHING

whether

whether



And how is this relevant to...

kids the age you teach?

We *develop*
phonemic awareness
through patterning

We *teach*
phonemic awareness
through patterning

FROM

B: ball, bat, boy, bar, bear, bean, bit, bee, bag, big
-ALL: all, wall, doll, fall, tall, small, call, ball

THROUGH

Rhymes for -EAR: sneer, rear, fear, jeer, hear
Rhymes for -EAR: disappear, commandeer, sphere

THROUGH

Heteronyms: AH•fect vs. af•FECT, howss vs. howz

THROUGH

Syllabification and emphasis: en•DUR•ance

Phonemic Awareness



Explicit and systematic
instruction in manipulating
phonemes

Focus on 1 or 2 phonemes

Phonemic Awareness



Study word groups
and...

LOOK FOR PATTERNS

Recommended Strategies

Blending
Call and response
Phoneme deletion
Rhyming (poetry, songs)
Phoneme segmentation

Teach it with...

Phonics

vocabulary

Fluency

Phonics



Matching letters and letter combinations to sounds

Examples

B in *ball* sounds like *buh*

EA in *head* sounds like *eh*

EA in *lead* sounds like *ee*

EU in *euphemism* sounds like *u*

And how is this relevant to...

kids the age you teach?

We *develop*
phonics
through patterning

We *teach*
phonics
through patterning

SINGLE LETTERS

B: ball, bat, boy, bar, bear, bean, bit, bee, bag, big

LETTER COMBINATIONS

PH: photo, phoneme, euphemism, bibliophile, claustrophobia

SYLLABLES

wi•der, com•pu•ter, class•room, e•fflu•vi•um

IRREGULARITIES

height, surely, doubt, school, cough, sought

Phonics



Explicit and systematic
instruction

Practice decoding and blending

Identify syllables

Phonics



Study word groups
and...

LOOK FOR PATTERNS

Recommended Strategies

Word grouping
Sound search
Quick erase
Sound timelines
Word breaking

SOUND SCRAMBLE

Find 10 sounds that
combine with *ATE*
to make a new word.

Write the new word!

Teach it with...

Phonemic Awareness

vocabulary

Fluency

Fluency



Reading aloud **accurately**
with an appropriate **pace**
and **expression**

My friend said to me, "You know what I like? Mashed potatoes."

I was like, "Dude, you have to give me time to guess. If you're going to quiz me, you have to insert a pause."

-Mitch Hedberg

Pacing-what's the problem?



Expression problems

Obvious problems

Boring to hear

Weak on Information

BIG problem

Demonstrates poor understanding of content

On the other hand...

Fluency doesn't improve reading. It's a reading indicator!

So why teach it?

Because fluency instruction...

Builds patterns for phonics

Improves ability to analyze content

Fluency



Guided oral reading & echo reading

Use meaningful, at-level text with known vocabulary

Fluency



Repeat process and passage to...

ESTABLISH PATTERNS

Recommended Strategies

Guided oral reading

Choral reading

Repeat / echo reading

Teach it with...

Phonics

vocabulary

Comprehension

Oral language development

Vocabulary

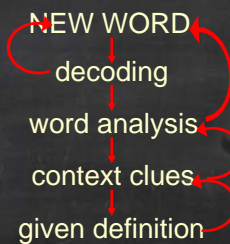


Understanding word meanings
within a context

New Word in Text...

FIRST
Decode to oral vocabulary
THEN
Discover new meaning

New Word Discovery



and each of these is a teachable skill!

Let's try one together...

New Word: **Deleterious**

Text:

The chemicals introduced in the reservoir had a **deleterious** effect on the fish population. Within several days, fishermen began finding dead fish floating near the shore.

New Word: **Deleterious**

First step: **Decoding**

Second step: **Word Analysis**

What parts of this word do you recognize? Do those parts give you any clues? If so, does it make sense in the context?

<u>Yes</u>	<u>No</u>
Read on!	Try Context Clues

New Word: **Deleterious**

Third step: **Context Clues**

What clues are in the text that might suggest what the word means?

<u>Clues</u>	<u>Clueless</u>
Now, examine word parts	Get a definition

New Word: **Deleterious**

Fourth step: **Given Definition**

Dictionary.com:

1. injurious to health
2. harmful, injurious

Do you understand the definition?

<u>Yes</u>	<u>No</u>
Return to context clues	Use a different source

We **develop**
vocabulary
through patterning
and processing

We **teach**
vocabulary
through patterning
and teaching processes

Vocabulary



Incidental and direct instruction
tied to word use

Teach processes for discovery

Vocabulary



Pre-teach
(to improve text comprehension)

Reuse and restructure
(to improve working vocabulary)

Recommended Strategies

Pre-study
Word chart (for the teacher!)
Definition mapping
Collaborative discovery

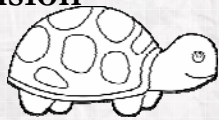
Teach it with...

Phonics

Comprehension

Oral Language Development

Comprehension



Constructing meaning through
interacting with text

Comprehension is individual

Each person “brings himself” to the text.

Schema

~~1. a diagrammatic presentation, a structured framework or plan.~~

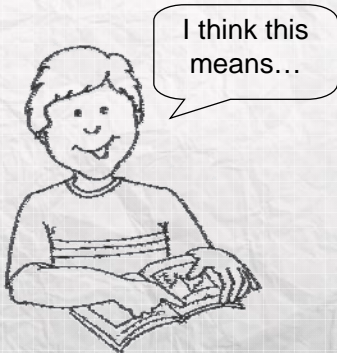
2. a mental codification of experience that includes a particular organized way of perceiving cognitively and responding to a complex situation or set of stimuli

In other words...

How someone sees the world based on his or her experiences

And why is this relevant to reading instruction?

What it looks like...



Student's Role:

Develop an understanding of what the text means

Teacher's Role:

Help the student develop an understanding of what the text means...to the student

Bloom's Taxonomy

HIGH



Evaluation: choices and value

Synthesis: create new ideas

Analysis: identify and organize

Application: use information

Comprehension: interpret

Knowledge: information

LOW

Let's try one together...

Develop your own questions

Knowledge:

Comprehension:

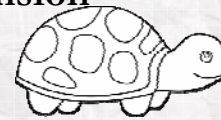
Application:

Analysis:

Synthesis:

Evaluation:

Comprehension



Cooperative learning
(joint application of strategies)
Graphic and semantic organizers
Question answering and generation
using higher levels of BT

Recommended Strategies

Concept maps
Discussion groups
Guided discussion using B.T.
Pre-questioning
Guided reflective writing

Teach it with...

Vocabulary

Fluency

Oral Language Development

Oral Language Development



Understanding how language is
used in a particular culture or
context

Comprehension vs. O.L.D.

Comprehension
What it means to ME


Oral Language Development
What it means to the AUTHOR




Oral Language Development

For all students (and other people) at all ages

How O.L.D. is developed



Exposure to language



Practice with language

The Typical, but **Incomplete**, Model


How O.L.D. is developed

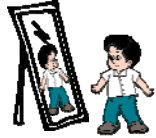
Exposure to language

Study of Context

Practice with language

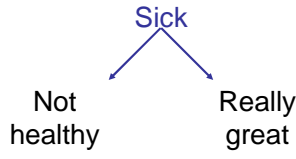
Reflection on Communication





The Complete Model

For example...



Definitions depend on context

For a higher-level example...

Oliver Twist, by Charles Dickens:

What is Dicken's impression of the charity board?

How does the board's opinion differ from the opinion of ordinary people?

How does your interpretation differ from the actual text?

Meaning, too, depends on context

Early Skills

—
—
—

Later Skills

—
—
—

Even Later Skills

—
—
—

What are sample oral language skills at various levels?

Oral Language Development



Use language at various registers (e.g., casual to academic / formal)

Study contexts and interpretations

Engage in conversations using Bloom's Taxonomy

Recommended Strategies

Concept Maps

Show and tell

Discussion groups

Skits and plays

Guided discussions using B.T.

Teach it with...

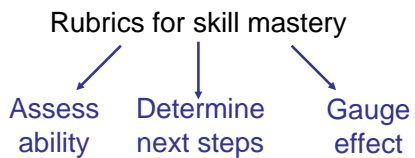
vocabulary

Comprehension

Fluency

Teaching

Deciding what to teach next...



Grade-level Reading Progress Rubrics:
<http://tutoring.3riversed.org/tutors/resources>

At what level are your students?

And now...



Put it all together in a lesson
1 lesson/mini-unit
all 6 components
be ready to report and discuss

Take T minus 10 minutes to do this

And that, dear friends, is that.

What have you learned?
What will you do differently?
What questions do you have?
What do you still need to know?

