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)
Consistently addressed all 6 areas (3.5 months)

Attained grade level
1+ year gain
1.5+ year gain
2+ year gain

Didn’t address all 6 areas (3.5 months)

Attained grade level
1+ year gain
1.5+ year gain
2+ year gain

Patterning and Processing

Patterning
Phonemic Awareness
Phonics
Fluency
Vocabulary
Oral Language Development

Processing
Vocabulary
Oral Language Development
Comprehension
First...

Patterning

Reading Requires...

Creating Patterns

- Manipulate
  - Changing patterns
  - Changing inputs
- Interpret
  - Compare / contrast to patterns
  - Identifying placement within patterns

There was a young person named 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. But because this was a woman's work, and not because the deed was generous and helped to create 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.
Aocdcrmig to a rseearch sduty at Cmabrigde Unievrtisy, it deosn’t mttaer in waht orerd the itteers in a wrod are; the olny iprmoetnt thng is that the frist and lsat itteer be in the rght pclae. The rset can be a toatl mses and you can still raed it wouthit porbelm. Ths is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

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

7H15 M3554G3 53RV35 70
PROV3 H0W 0UR M1ND5
C4N D0 4M4Z1NG 7H1NG5!
1MPR3551V3 7H1NG5! 1N
7H3 B3G1NN1NG 17 WA5
H4RD BU7 NOW, 0N 7H15 LIN3
Y0UR M1ND 1S R34D1NG 17
4U70M471C4LLY W17H 0U7
3V3N 7H1NK1NG 480U7 17,
B3 PROUD! ONLY C3R741N
P30PL3 C4N R3AD 7H15.
Examples

Now provide your own example!

**IDENTIFICATION:**
- whether

**SEGMENTING**
- whether

**DISTINGUISHING**
- whether

- whether

Find 6 objects that rhyme

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

Recommended Strategies

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

Phonemic Awareness

Study word groups
and...
LOOK FOR PATTERNS
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?

<table>
<thead>
<tr>
<th>Too Slow</th>
<th>Too Fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Decoding</td>
<td>Focus on Production</td>
</tr>
<tr>
<td>Absence of meaning</td>
<td>Indifference to meaning</td>
</tr>
</tbody>
</table>

### 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

**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

NEW WORD
decoding word analysis context clues given definition

and each of these is a teachable skill!
Let's try one together...

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**

Fourth step: **Given Definition**

Dictionary.com:
1. injurious to health
2. harmful, injurious

Do you understand the definition?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to context clues</td>
<td>Use a different source</td>
</tr>
</tbody>
</table>

We *develop* vocabulary through patterning and processing

We *teach* vocabulary through patterning and teaching processes

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**Vocabulary**

Incidental and direct instruction tied to word use
Teach processes for discovery

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**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

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**And why is this relevant to reading instruction?**

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**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
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

Let's try one together...
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

For example…
Sick
Not healthy
Really great
Definitions depend on context
For a higher-level example…

Oliver Twist, by Charles Dickens:
What is Dickens’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

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

Deciding what to teach next...

Rubrics for skill mastery

Assess ability
Determine next steps
Gauge effect

At what level are your students?

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