



Five Components Of Reading



**ELAR Curriculum Department
October 2012**

Why are we focusing on reading?



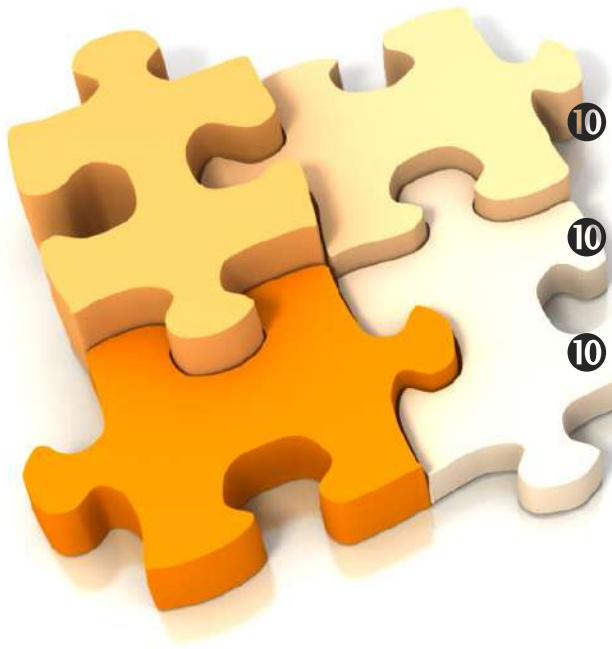
Did any of these factors figure in your response?



- Current campus data
- PLCs
- Planning for Learning across content strands
- ISIP reports
- M. Kilgo training
- Random variation across the grade level, campus and district

Keys to Success for Students

- ⑩ Teach both readiness and supporting skills
- ⑩ Develop coherent instructional programs that integrate the scaffolding/building blocks necessary for students to do on-grade-level work
- ⑩ Emphasize critical/inferential thinking, problem solving, and application rather than isolated skills
- ⑩ Teach expository reading across the curriculum
- ⑩ Teach students the academic vocabulary unique to each content area
- ⑩ Reinforce the connections between different content areas (math and science, reading and writing, reading and science, reading and social studies, reading and math, writing and science, writing and social studies)

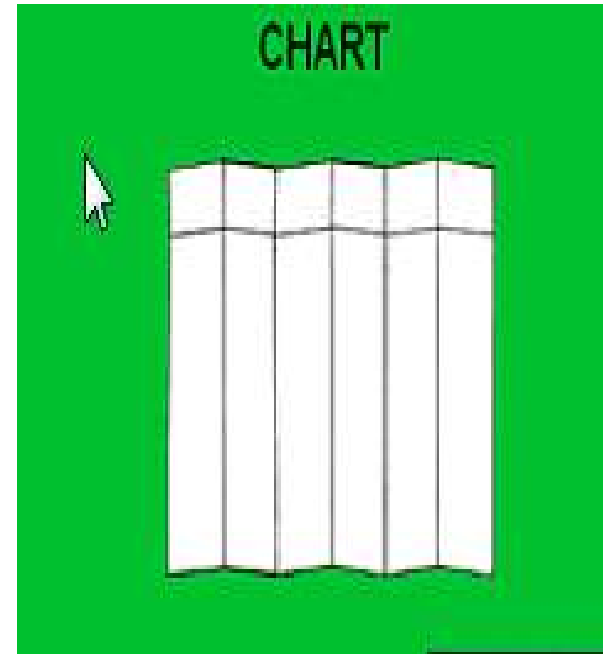
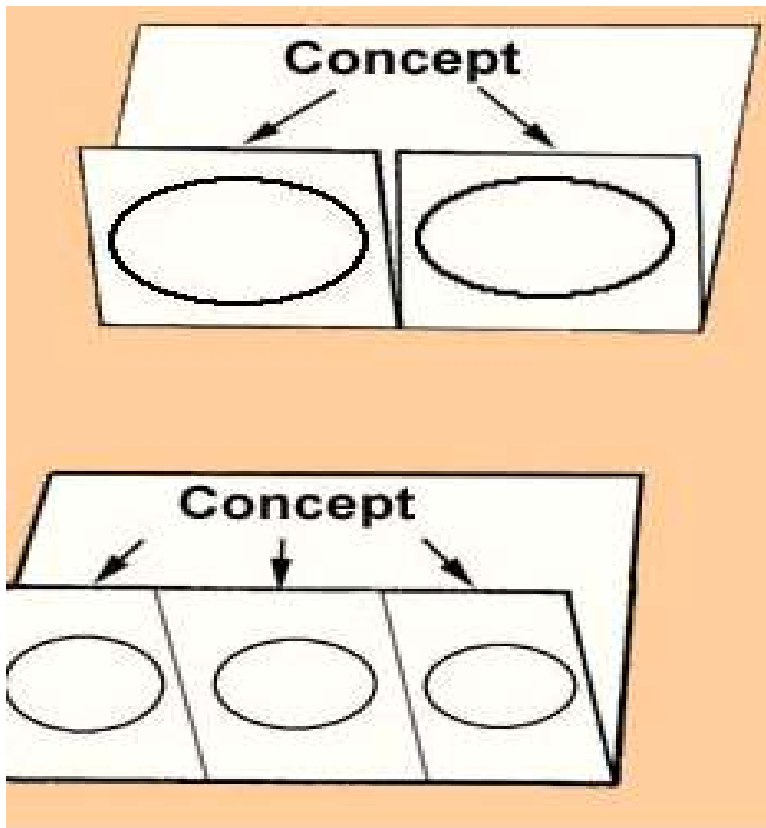


What are the 5 components of reading?



- Create a graphic organizer that illustrates your knowledge of the 5 components of reading?
- What graphic organizer **best** represents the **relationship** of the components?

make a 5 sectioned foldable



**Which design
is best ?**

The Five Components of Reading

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



Phonemic Awareness

Definition:

—The knowledge and manipulation of sounds in spoken words.



Resources:

Treasures

Pinnell & Fountas-Phonics Lesson (oral language development)

FCRR.org

Instructional Practices:

- Phoneme segmentation
- Phoneme blending
- Phoneme addition/deletion
- Phoneme substitution
- Phoneme identification

Turn and Talk

Discuss:

-phonemic
awareness

*With an elbow buddy,
discuss each term and how
you incorporate this
component in your
instructional plan.*



Phonics

Definition:

The relationship between written and spoken letters and sounds.

Resources:

Treasures

***Pinnell & Fountas-
Phonics Lesson (oral
language development
FCRR.org***



Instructional Practices:

- **Analogy phonics** Teaching students unfamiliar words by analogy to known words (e.g., recognizing that the rime segment of an unfamiliar word is identical to that of a familiar word, and then blending the known rime with the new word onset, such as reading *brick* by recognizing that *-ick* is contained in the known word *kick*, or reading *stump* by analogy to *jump*).
- **Analytic phonics** Teaching students to analyze letter-sound relations in previously learned words to avoid pronouncing sounds in isolation.
- **Embedded phonics** Teaching students phonics skills by embedding phonics instruction in text reading, a more implicit approach that relies to some extent on incidental learning.
- **Phonics through spelling** Teaching students to segment words into phonemes and to select letters for those phonemes (i.e., teaching students to spell words phonemically).
- **Synthetic phonics** Teaching students explicitly to convert letters into sounds (phonemes) and then blend the sounds to form recognizable words.

Turn and Talk

Discuss:

-phonics

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component in your
instructional plan.*



Fluency

Definition:

(to include reading fluency, oral reading skills..)

The ability to read with accuracy, and with appropriate rate, expression, and phrasing.

Resources:

Treasures

Café

Daily 5

FCRR.org

Tumblebooks



Instructional Practices:

- Modeling-all content strands
- Guided oral reading
- Repetitive oral reading
- Choral reading-Science, Social Studies, Math, ELAR
- Readers' Theatre-Social Studies, ELAR
- Silent Reading Strategies for increasing fluency
 - SSR
 - audio books

Science G 5

Fluency-

Are your students
fluent enough to read
for understanding?



What should the students do to determine whether the force of the air from a balloon is enough to push the car 40 centimeters across the same floor in repeated trials?

- A Test the car several times using an identical balloon filled with different amounts of air
- B Test the car several times using different-sized balloons filled with the same amount of air
- C Test the car several times using an identical balloon filled with the same amount of air
- D Test the car several times using different-sized balloons filled with different amounts of air

Turn and Talk:

Discuss:

-fluency

*With an elbow buddy,
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instructional plan.*



Vocabulary

Definition:

—The knowledge of words, their definitions, and context.

Resources:

Treasures

Daily 5

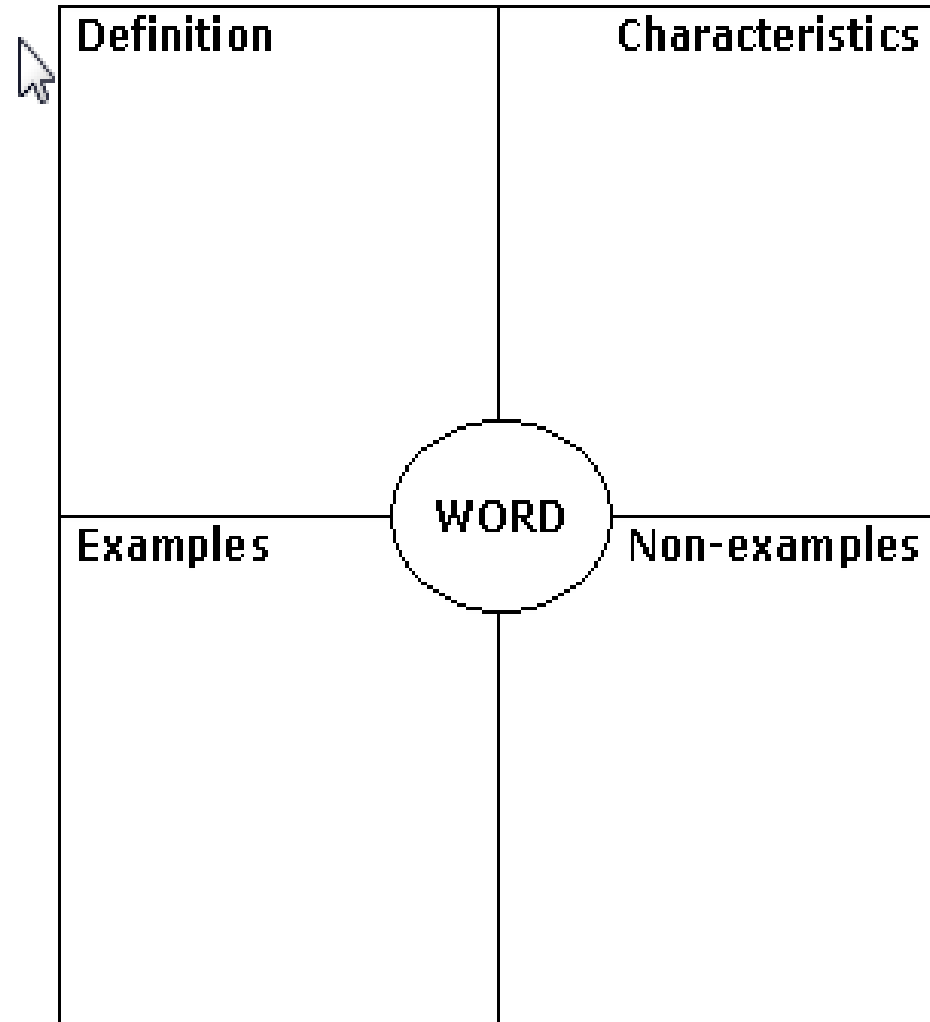


Instructional Practices:

- Explicit vocabulary instruction in all content strands
- Repeated exposure to words
- Keyword method
- Word maps/graphic organizers
- Frayer Model-math concept or term, science concept or term, social studies terms
- Root Analysis
- Implicit vocabulary instruction based on the usage in text
- Academic Vocabulary

Frayer Model

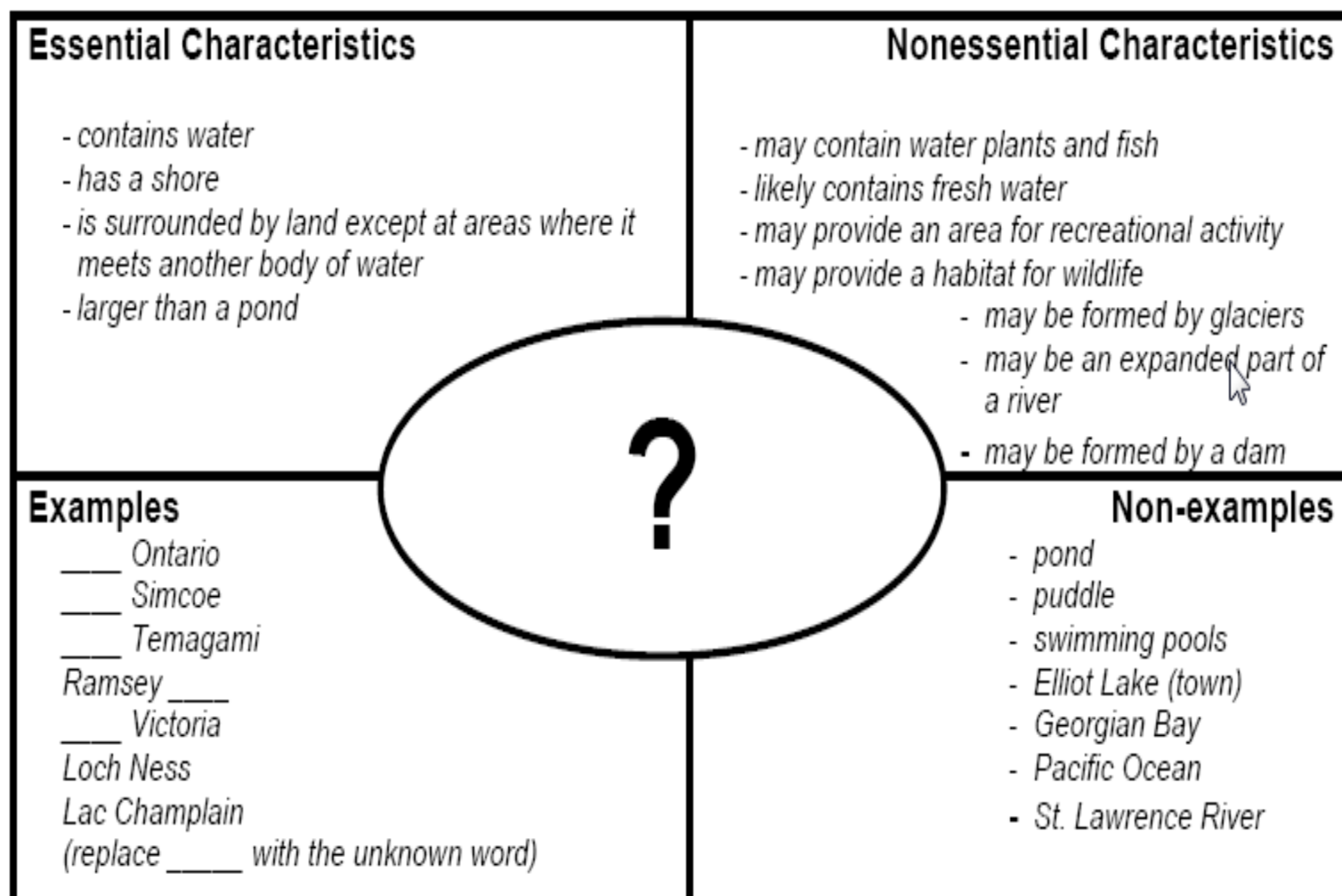
Frayer Model



The Frayer Model – Samples

Determine the unknown words in the given Frayer Models.

How does thinking about non-examples clarify your understanding about the word?



Turn and Talk

**Discuss:
vocabulary**

*With an elbow buddy,
discuss each term and
how you incorporate
this component in your
instructional plan.*



Comprehension

Definition:

The understanding of meaning in text.

Resources:

Treasures

Café

*Tanny McGregor's
Comprehension
Connections*

*Stephanie Harvey's
-Comprehension
Toolkit*

Instructional Practices:

- Modeling Think Alouds
- Making Connections
- Making Inferences
 - with text evidence to support
- Reciprocal Teaching/Questioning
- Close Reading
- Think Pair Share
- Partner Read
- Synthesis
- Shared Reading
- Scaffolded Retelling
- SSR

Evidence Based Comprehension

- M. Kilgo
- Explicit Instruction
- Close Reading
- Evidence based response questions
- How does this apply to all content strands?



Turn and Talk

Discuss:
comprehension

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Beginning Reading Instruction Requires:



- Teach academic language skills
- Teach and practice blending to read simple words; write simple words
- PROVIDE sequential, EXPLICIT instruction in letter & sound & sound-spelling patterns; teach high frequency regular and irregular words. Practice in isolation and in text.
- Teach analysis of words with syllable patterns and multiple syllables. PRACTICE
- Daily text reading with and without feedback with attention to accuracy. Fluency, and comprehension should be a part of daily instruction.



Effective Teaching Practice:

These five essential components of effective reading instruction represent ingredients that **must** be present in order for children to learn to read. Effective teachers know how to blend these ingredients in the right proportions to meet the unique needs of each child.





Instructional Model



- **I do**
- **We do**
- **You do**

Global Understanding



Teachers who have a thorough understanding of the five essential components of effective reading instruction are equipped to teach children to read using instructional strategies and materials across all content strands that have proven to be effective.

PLCs- Explicit Teaching

Discussion Points:



- *What is a framework or management strategy?*
- *What is explicit teaching?*
- *How do I these 5 components of reading within my specific grade and/or content strand?*
- *How do I plan using these instructional practices across all content strands?*
- *What guides my instruction?*
- *Where do I find the Treasures alignment?*
- *Where can I find science/social studies resources within the Treasures alignment?*

Learning to read & write requires...



- Developed language skills
- Knowledge of phonological structures
- Knowledge of how written units connect with spoken units (alphabetic principle)
- Phonological recoding and fluency
- Print exposure and explicit writing instruction
- Opportunities to practice

Teachers Who Teach Reading-



Activity Piece



- Please add any new key learning ideas to your original foldable.
- Stand Up
–Hand Up-Pair Up