The Big Five Areas of Reading

Phonemic Awareness

- Phonemic awareness is not phonics.
- Phonemic awareness is auditory and does not involve words in print
- The ability to hear and manipulate sounds in words.

Examples of Phonemic Awareness Skills

- Blending: What word am I trying to say? Mmmmm oo oo oo.
- Segmentation (first sound isolation): What is the first sound in mop?
- Segmentation (last sound isolation): What is the last sound in mop?
- Segmentation (complete): What are all the sounds you hear in mop?

Useful resources for teachers for intervention in this area include:
- Lindamood Phoneme Sequencing Program (by PRO-ED)
- Phonological Awareness Training for Reading (by PRO-ED) by Haley Torgesen
- The Phonological Awareness Training Kit-Intermediate (by LinguiSystems);
- http://www.fcrr.org/Curriculum/studentCenterActivities.htm

Phonics

Systematic phonics: teaching sound/spelling relationships in logical instructional sequence
Explicit phonics: concepts are clearly explained and skills are directly modeled
- requires overt explanation of tasks to students
- requires less inference/discovery by students

Useful resources for teachers for intervention in this area include:
- http://oregonreadingfirst.uoregon.edu/downloads/sound_spelling_list.dc
- “Making Words: Multilevel, Hands-On, Developmentally Appropriate Spelling and Phonics Activities” (Paperback) by Patricia M Cunningham
- http://www.fcrr.org/Curriculum/studentCenterActivities.htm
- “Words Their Way”

Sight Word Fluency

An irregular word contains one or more sound/spelling correspondences that a student does not know and therefore cannot use to decode the word. Because students can’t sound out words by applying their phonics knowledge, they have to learn to identify these words as wholes or automatically by sight.
Resources for teachers:
- “The New Reading Teacher's Book of Lists” (Paperback) by Edward B. Fry (Author), Jacqueline K. Polk (Author), Dona Fountoukidis (Author)
- “Success With Sight Words: Multisensory Ways to Teach High-Frequency Words” — Creative Teaching Press
- Reading A-Z: This comprehensive online source of downloadable reproducible offers High-Frequency Word Books that teach and reinforce the 100 most common words in the English language.
- http://www.fcrr.org/Curriculum/studentCenterActivities.htm

Reading Fluency

The combination of reading rate and accuracy is often referred to as oral reading fluency (ORF.) Reading fluency is a good overall estimate of a student’s reading proficiency and a strong predicator of success in reading comprehension.

Practice reading decodable text to gain reading fluency:
- **Choral reading**: reading with a group simultaneously
- **Echo reading**: reading aloud phrase by phrase, slightly after a live model
- **Shared reading**: teacher reads aloud with students
- **Independent practice and re-reading**: with text that is at the students independent reading level.
- **Repeated readings**
- **Partner Reading**: with text at the students instructional level

Resources for teachers:
- http://www.fcrr.org/Curriculum/studentCenterActivities.htm

Vocabulary Instruction

Explicit instruction has been proven to be an effective way for students to acquire vocabulary knowledge (National Reading Panel 2000.)

- Vocabulary notebooks for recoding new words and word meanings
- Categorizing and classifying
  - new and known words though the use of word sorts
- Semantic Mapping
  - Student draw on their prior knowledge of a topic to discuss a target word and how it relates to other words
- Semantic feature analysis
  - Using a grid, students identify words that belong to a particular category and compare and contrast the features of the words they have identified
- Possible Sentences
  - Teacher selects 6-8 new words from text and 4-6 known words.
The students write sentences using 2 of the words in each sentence, prior to reading the material.

Read text

Have students rewrite the sentences based on the reading of the text.

- The Keyword Method
  - Mnemonic technique relying on visual memory
  - First stage:
    - Student selects a Keyword that sounds in some way like the part of the new, unfamiliar words
  - Second stage
    - Student forms a visual image to connect the Keyword with the meaning of the new word

- Interventions: “Words Their Way”

**Reading Comprehension recommendations:**
- Using prior notice
- Predicting
- Identifying the main idea and summarization
- Questioning
- Making inferences
- Visualization

These strategies should be taught by:
- **Direct explanation of the strategies:** teacher explain what the strategy is and its purpose
- **Modeling:** teacher demonstrates how to use it “think aloud” while interacting with actual text
- **Guided practice:** work with student to figure out how and when to use the strategy, while actually reading the text
- **Feedback:** engage student in discussion and ask them to “think aloud”
- **Application:** teacher asks the student to apply strategy to other texts
- **Interventions:**
  - Story maps; K-W-L chart by Ogle; Graphic organizers
  - DRTA (directed reading and thinking activity) by Russell Stauffer
  - QAR (Question-Answer Relationship) by Taffy Raphael
  - Reciprocal teaching by Brown and Palincsar
    - [http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm](http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm)