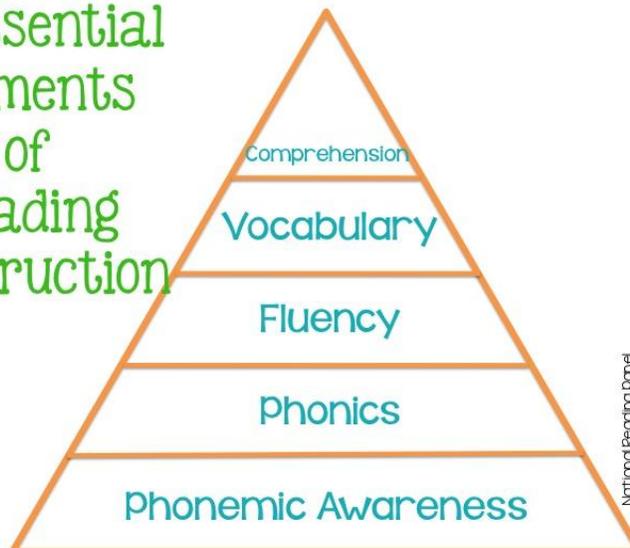


5 Essential Elements of Reading Instruction



Phonemic Awareness

A subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning. Separating the spoken word "cat" into three distinct phonemes, /k/, /æ/, and /t/, requires phonemic awareness. This does NOT involve any written letters. This involves only spoken sounds.

- Begin with discrimination of sounds (i.e., same/different?)
- Then introduce sounds
- Then recognition of sounds (e.g., do you hear the /m/ sound in "money, nest, open, may" Yes/No)
- Then identification of sounds: start with initial sounds in one syllable words, then final sounds in one syllable words, then medial sounds in one syllable words and slowly increase words to two-syllables (e.g., What sound do you hear at the beginning of the word pet?)
- Then you can begin to ask students to segment sounds (e.g., What sounds do you hear in the word cat?), start with one syllable words
- Then you can ask students to begin to blend sounds (e.g., /m/ /u/ /t/ makes what word?), start with one syllable words
- http://en.wikipedia.org/wiki/Phonemic_awareness

Phonological Awareness

Includes phonemic awareness, but it also includes the ability to hear and manipulate larger units of sound, such as onsets and rimes (e.g., “j-ump, st-op, str-ong), and syllables (i.e., there are 6 syllable types [CLOVER] closed, consonant –le, open, vowel pair/team, silent e, and r controlled).

- http://en.wikipedia.org/wiki/Phonological_awareness

Phonics

Project Read: Decoding

This program is a systematic approach to teaching decoding, encoding, and reading comprehension strategies, using multisensory activities and direct instruction.

- **Early Education** A Pre-K/K approach to the fundamentals of phonemic awareness, decoding, spelling, and expressive oral language using multisensory strategies and systematic direct instruction.
- **Primary Phonics** A systematic multisensory approach to the essential principles of decoding and reading comprehension that builds on vocabulary enrichment and expressive oral language.
- Copyright ©2012 Language Circle Enterprises.

ROAST activities, which stands for reverse, omit, add, substitute, and transposition: letter tiles used. You start with a base word like cat and ask the student to make the word say mat (i.e., substitute c with m) or ask the student to make the word say tac (i.e., transposition).

Sight Words

I have the **Dolch word list** (Edward William Dolch, PhD, 1948) and **Fischer drills** (P. Fischer, 1995), which are full-length pages of sight words, where the expectation is that the students are timed and observed directly for accuracy (i.e., automaticity).



Reading Comprehension, Narratives, Expository Text Story Grammar Marker by MindWing

The research-based methodology and multi-sensory tools provide an explicit, systematic approach to instruction and intervention on narrative (story) development and expository (content area) text. The methodology is designed to be implemented across the curriculum and throughout all grade levels targeting the development of oral language skills necessary for comprehension, writing, critical thinking and social-emotional growth. MindWing's tools are hands-on, manipulatives that educators and parents can use to model these language and literacy skills that are required for students to comprehend, think, learn and communicate verbally and in writing - working with both personal and fictional narratives (story) and expository (content area) text.

Copyright 2013 MindWing Concepts, Inc - Springfield, MA 01105. All Rights Reserved. Created and Maintained by WSI Pro Marketing.

Fluency

Scooping activity. Students learn to read fluently by using their fingers to “scoop” subjects, predicates, phrases, and clauses.

Vocabulary

- Don't Break The Chain and other vocabulary activities shared by Deborah Romeo, Student Support Services
- Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

Sentence Structure & Paragraph Construction

Project Read: Framing Your Thoughts

Designed for primary through adult-aged learners, using a unique set of eight graphic symbols to build sentences and progress to paragraph construction. Activities center on 8 graphic symbols that explain sentence structure in a concrete manner. These activities evolve sequentially from simple to complex sentence-building, and ultimately to paragraph composition.

The Framing Your Thoughts **Sentence Structure** program is a sequential and systematic method, designed to help students construct and design

thoughtful and creative sentences.

The Framing Your Thoughts **Applied Writing** program transfers sentence structure to paragraph development.

- DVD's available to watch
- Copyright ©2012 Language Circle Enterprises.

Additional Resources:

- Gunning, T. (1996). *Creating literacy instruction for all children*. Needham Heights: Pearson.
- Steere, A., Peck, C. & Kahn, L. (1996). *Solving language difficulties remedial routines*. Cambridge: Educators Publishing Services.