Teaching Students to Read
Read Better

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Building Blocks of Reading

Word Level

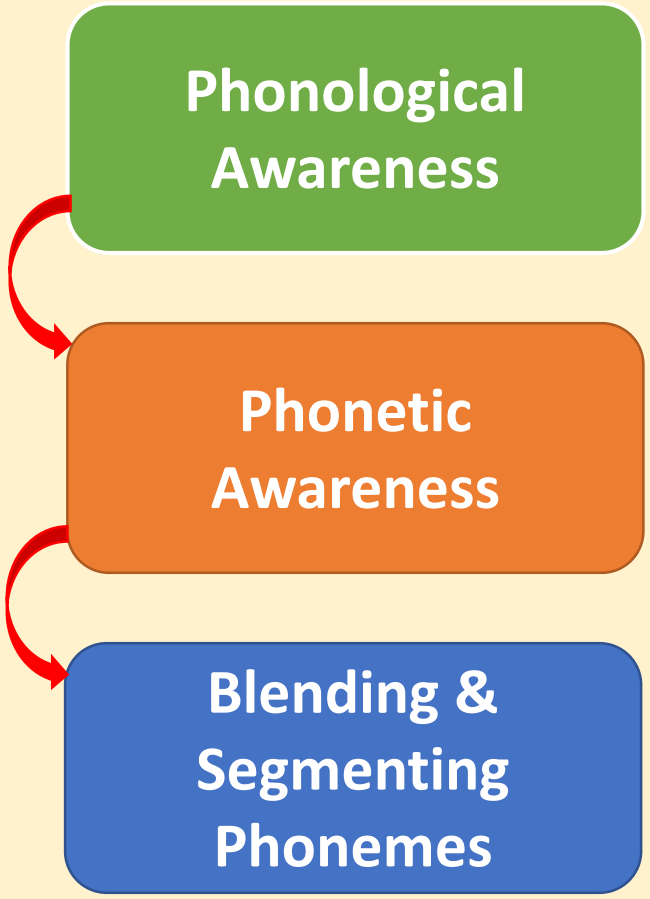
- Phonological Awareness
- Phonetic Awareness
- Blending & Segmenting Phonemes

Language Level

- Vocabulary
- Comprehension
- Fluency

Building Blocks of Reading

Word Level



Word Level

Phonological Awareness

❖ **Oral only**

- **Rhyme awareness**

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Word Level

Phonological Awareness

❖ **Oral only**

- Rhyme awareness
- **Word awareness**

Me 2! Me to! Me too!

I dunno.

My names Liz.

What duzeedoo after school?

Word Level

Phonological Awareness

❖ **Oral only**

- Rhyme awareness
- Word awareness
- **Phoneme awareness**

go

pen

table

Word Level

Phonological Awareness

❖ **Oral only**

- Rhyme awareness
- Word awareness
- Phoneme awareness
- **Onset vs rime**

bat

onset ***b***

rime ***at***

change

onset ***ch***

rime ***ange***

Word Level

Phonological Awareness

❖ **Oral only**

- Rhyme awareness
- Word awareness
- Phoneme awareness
- Onset vs rime
- **Syllable awareness**

Book

Pillow

Street

Word Level

Phonetic Awareness

- **Sound → letter connection**

ă = a ā = ai

s a t i p n

it	pin	past
in	pan	pant
sat	pat	pants
sit	tip	

Word Level

Phonetic Awareness

or = our

- Sound → letter connection
- **Alternative spellings**

ē (long e sound) = ee ea e_e y

ī (long i sound) = ie igh i_e y

f = ph ugh ff

Word Level

Phonetic Awareness

- Sound → letter connection
- Alternative spellings
- **Exceptions (tricky words) & spelling rules**

When 2 vowels go walking,…..

come
one
there

I
she
give
because

Word Level

Blending & Segmenting Phonemes

- **Blending to read**

1. Look at word. Ask student to identify each sound in the word.
2. Pointing to the corresponding letters, repeat the series of sounds, gradually bringing the sounds closer together.
3. Begin to blend some sounds together: onset vs rime or from first to last.
4. Finally, say the word as a unit.

tan

t....a....n

t...a...n

t..a..n

t.a.n

t.an or ta.n

tan

Word Level

Blending & Segmenting Phonemes

- Blending to read
- **Segmenting to write**
    1. Teacher says the word – Student listens.
    2. Ask student to identify the number of sounds in the word.
    3. Student identifies each sound.
    4. Student identifies a spelling for each sound.
    5. Does word look familiar? Try alternate spelling?

 # sounds?

3

s ea d

sead

seed

Word Level

Blending & Segmenting Phonemes

- Blending to read
- Segmenting to write
- **Word fluency**

advertisement

café

garage

mobile

aluminum

vitamin

privacy

Word Level

Blending & Segmenting Phonemes

- Blending to read
- Segmenting to write
- Word fluency
- **Sight words, Dolch word list**

All 220 Dolch words by grade in frequency order

Pre-Primer		Primer		First Grade		Second Grade		Third Grade	
the	one	he	now	of	take	would	write	if	full
to	my	was	no	his	every	very	always	long	done
and	me	that	came	had	old	your	made	about	light
a	big	she	ride	him	by	its	gave	got	pick
I	come	on	into	her	after	around	us	six	hurt
you	blue	they	good	some	think	don't	buy	never	cut
it	red	but	want	as	let	right	those	seven	kind
in	where	at	too	then	going	green	use	eight	fall
said	jump	with	pretty	could	walk	their	fast	today	carry
for	away	all	four	when	again	call	pull	myself	small
up	here	there	saw	were	may	sleep	both	much	own
look	help	out	well	them	stop	five	sit	keep	show
is	make	be	ran	ask	fly	wash	which	try	hot
go	yellow	have	brown	an	round	or	read	start	far
we	two	am	eat	over	give	before	why	ten	draw
little	play	do	who	just	once	been	found	bring	clean
down	run	did	new	from	open	off	because	drink	grow
can	find	what	must	any	has	cold	best	only	together
see	three	so	black	how	live	tell	upon	better	shall
not	funny	get	white	know	thank	work	these	hold	laugh
		like	soon	put		first	sing	warm	
		this	our			does	wish		
		will	ate			goes	many		
		yes	say						
		went	under						
		are	please						

Word Level

Prepositions

to wait on - to wait for

to approve of

to count on

in the morning

on Sunday

at supper time

Word Level

Conjunctions

I like ice cream and pizza.

You can use a pencil or a pen.

I can swim, but I cannot fly.

I can do everything but fly.

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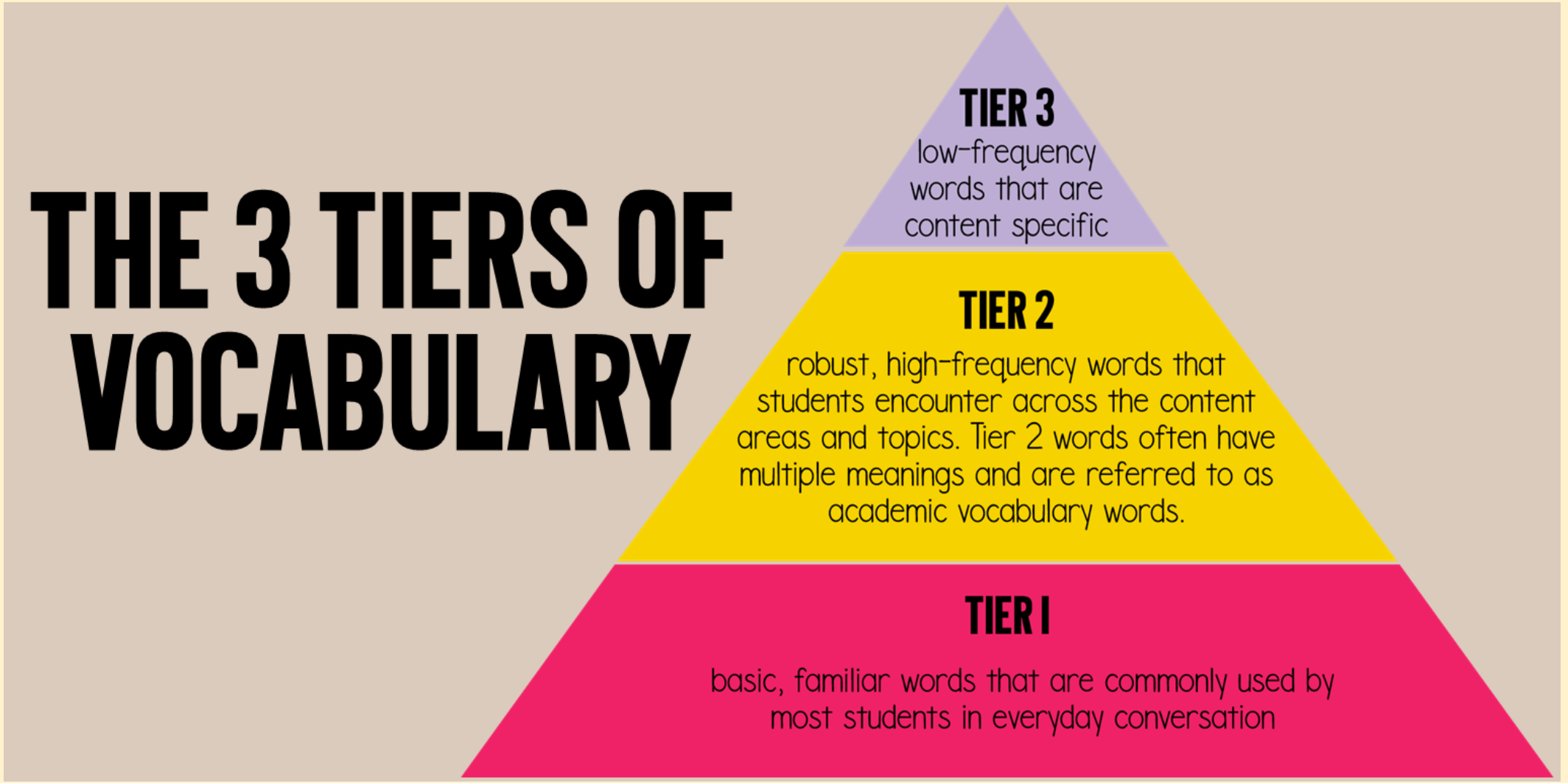
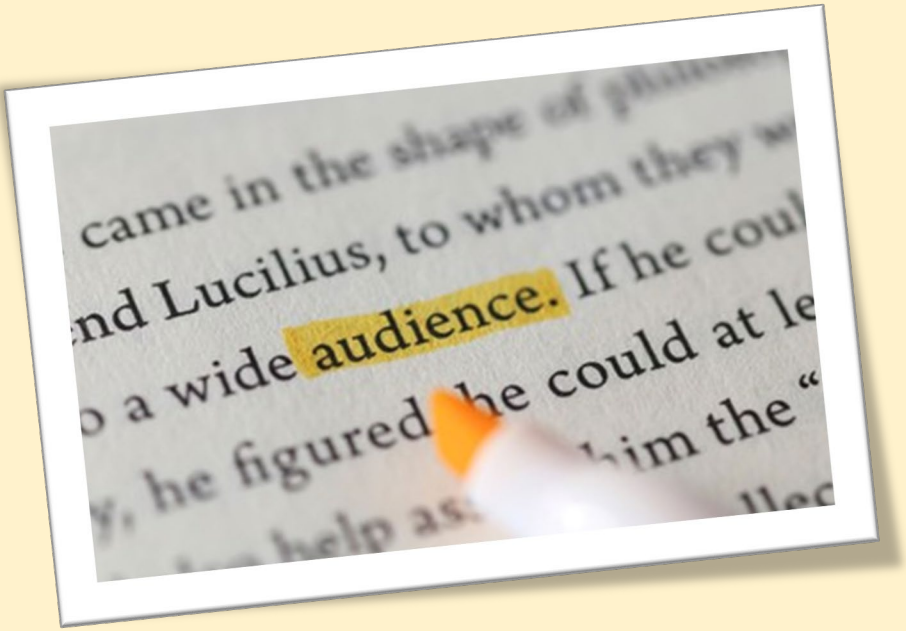
Vocabulary


THE 3 TIERS OF VOCABULARY
TIER 3
low-frequency words that are content specific
TIER 2
robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.
TIER I
basic, familiar words that are commonly used by most students in everyday conversation

Vocabulary

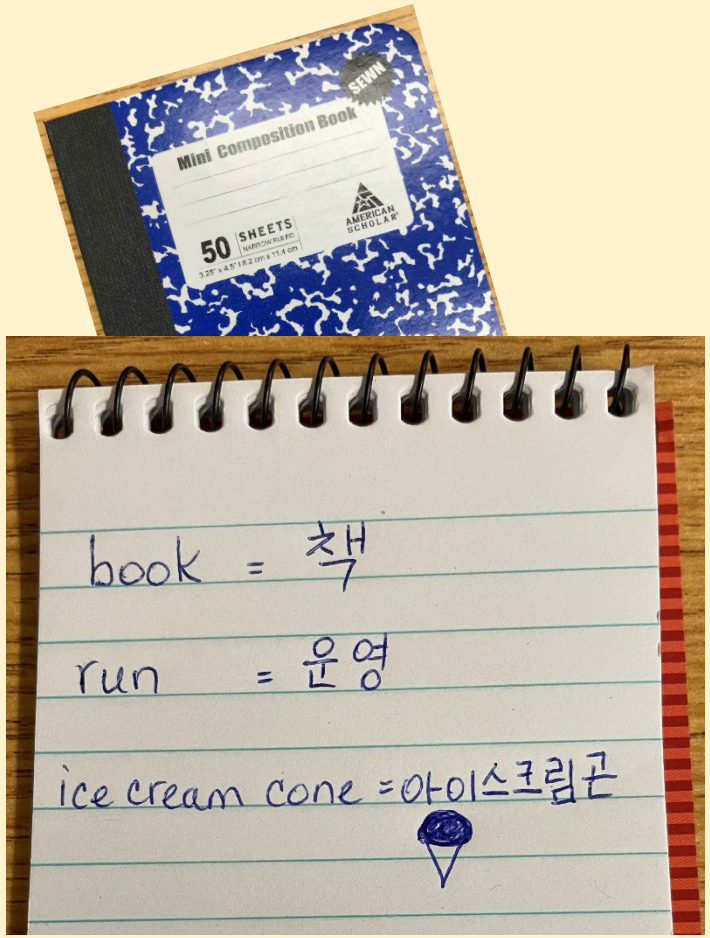
What to study:



- Explore texts looking for new words
- Student-friendly definition(s)
- Synonyms or related words
- Antonyms
- Homonyms
- Word parts: root word, prefixes, suffixes
- How words are used in sentences
- Pronunciation of words (don't forget the stressed syllable)

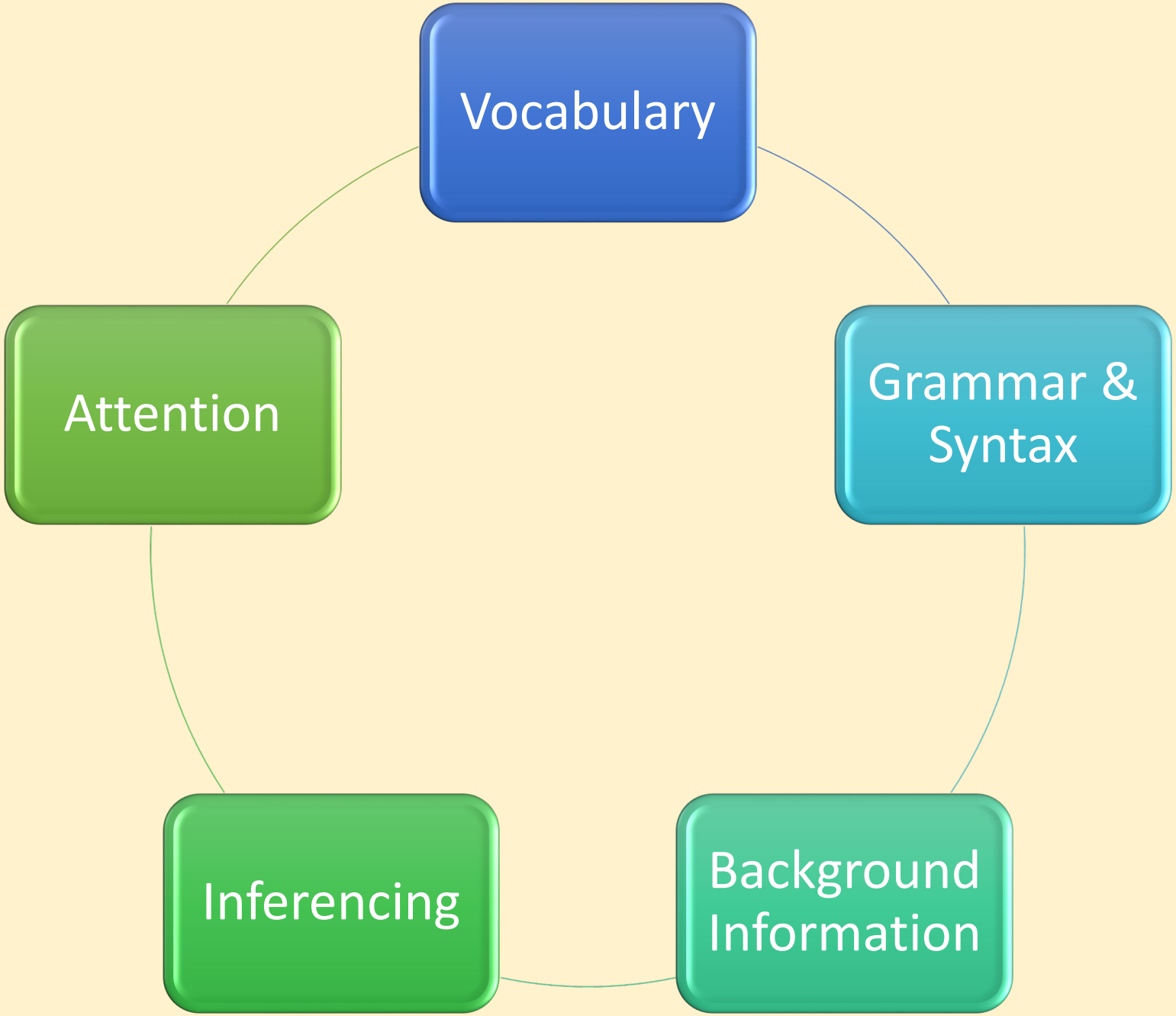
Vocabulary

How?



- Personal dictionary
- Word(s) of the week (at least one academic word)
- Stump the teacher
- Scale & rank words
- Vocabulary games
- Challenge students to apply new vocabulary in- & outside school

Comprehension

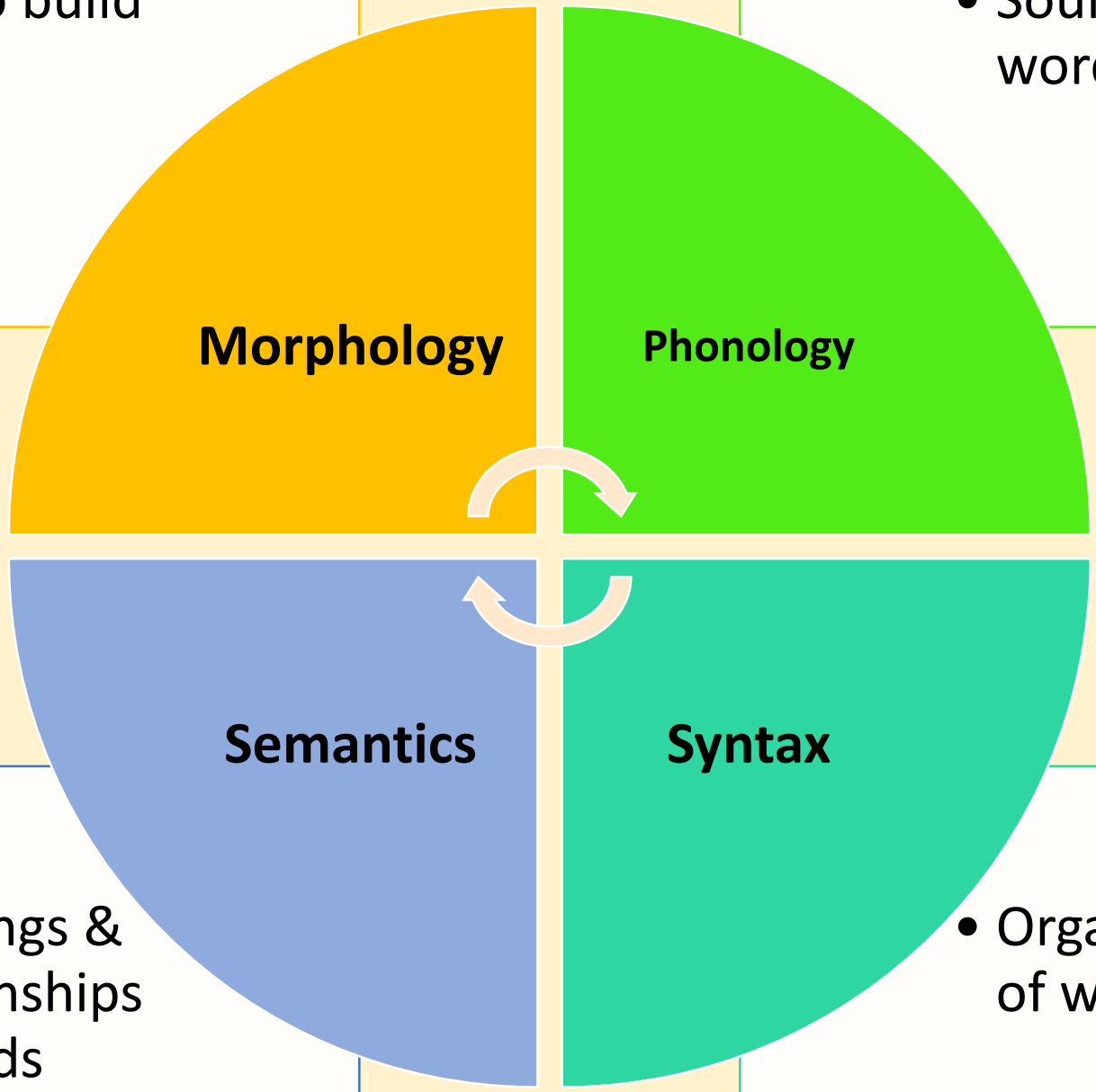


Comprehension

Grammar & Syntax

- How to build words

- Sounds of words



- Meanings & relationships of words

- Organization of words

Comprehension

Explaining verb tenses:

Past Simple vs Past Continuous

I dropped my phone.

I was dropping my phone.

Comprehension

Run-On Sentences:

Example: A cat and dog are running down the street they are going to the park and they like to play with the children in the park.

? How many ideas are in the example sentence? = 3 ideas.

Rule: One sentence contains one idea.
1 sentence = 1 idea

Fix the problem: Each idea is highlighted with a different colour. Write each idea in a separate sentence.

A cat and dog are running down the street. They are going to the park. They like to play with the children in the park.

Comprehension

Background Information

Underground Railroad

conductor			
station			
load of potatoes			

Comprehension

Inferencing

Facts:

1. There are 2 girls.
2. The girls are sitting down.
3. One girl is eating pizza.
4. Both girls are smiling.

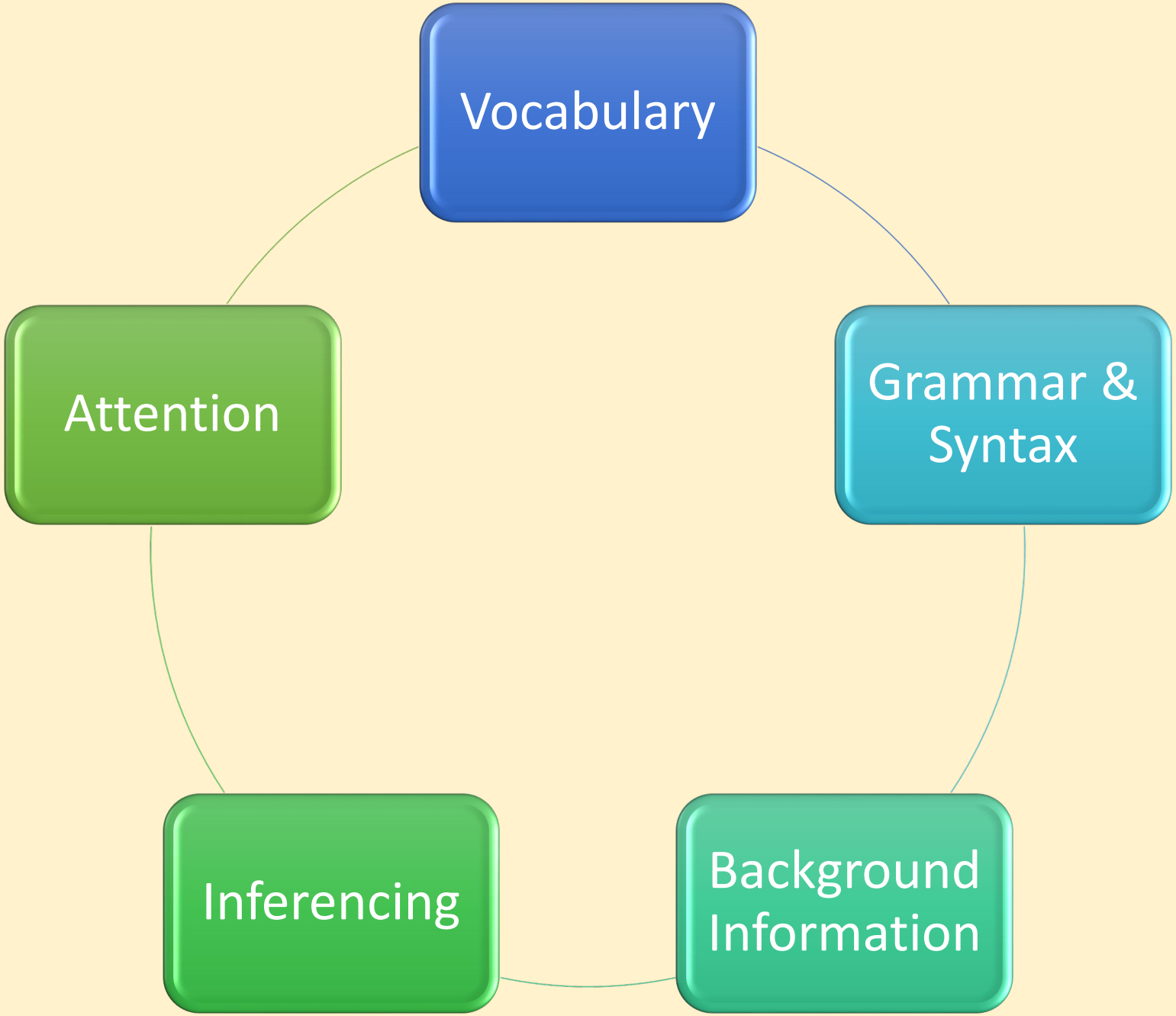
Inferences:

1. I think the girls are happy, because they are smiling.
2. I think the girls are tired, because they are sitting down.

Comprehension

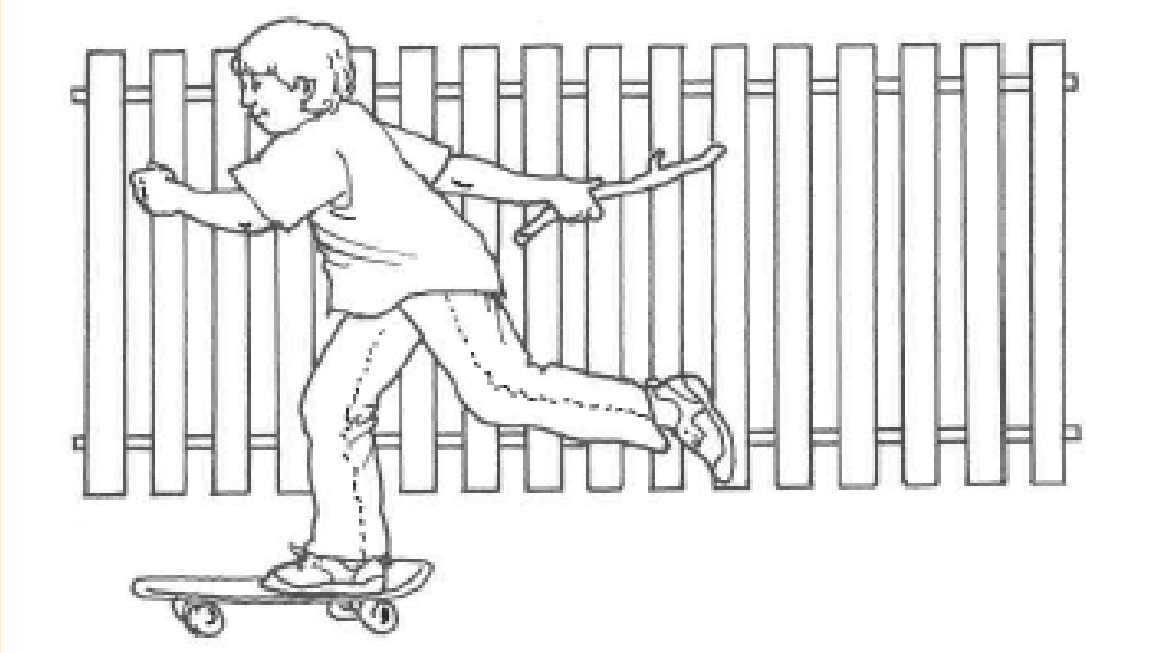
Attention

Comprehension



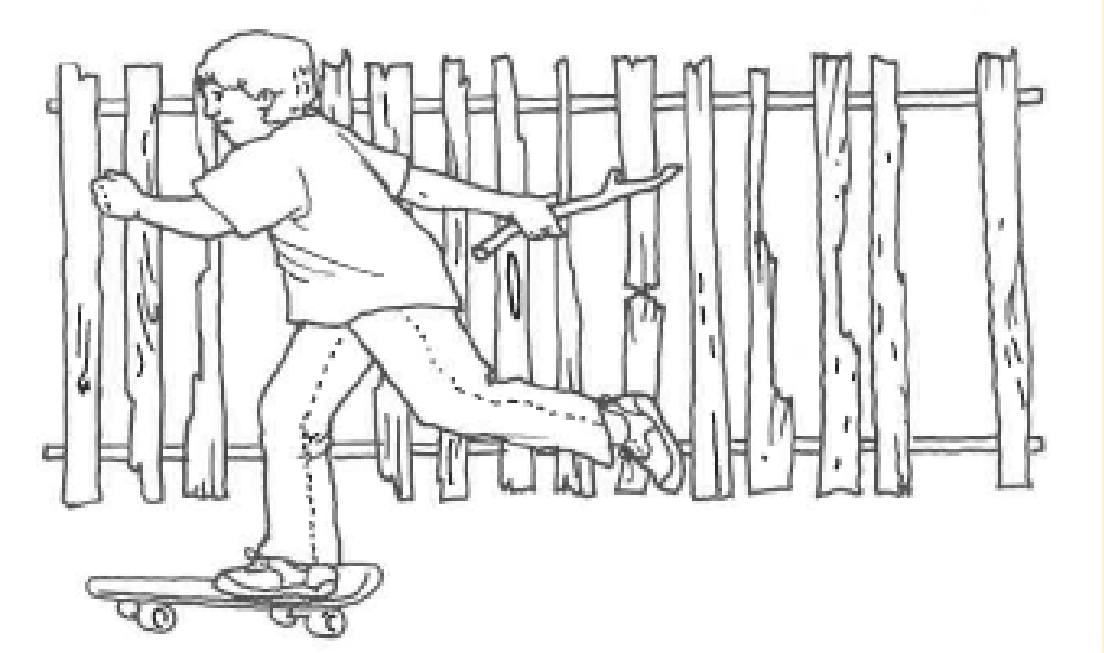
Fluency

the ability to read with speed, accuracy, and proper expression



Korean & Italian = syllable timed language

Every syllable has more or less equal emphasis.



English = stress timed language

Some syllables are strong and others are weak.

Fluency

1. **FI**re **KI**tchen.
2. **FI**re in **KI**tchen.
3. **Fi**re in the **KI**tchen.
4. a **FI**re in the **KI**tchen.
5. There's a **FI**re in the **KI**tchen.

Fluency

Paragraph

Story

Essay

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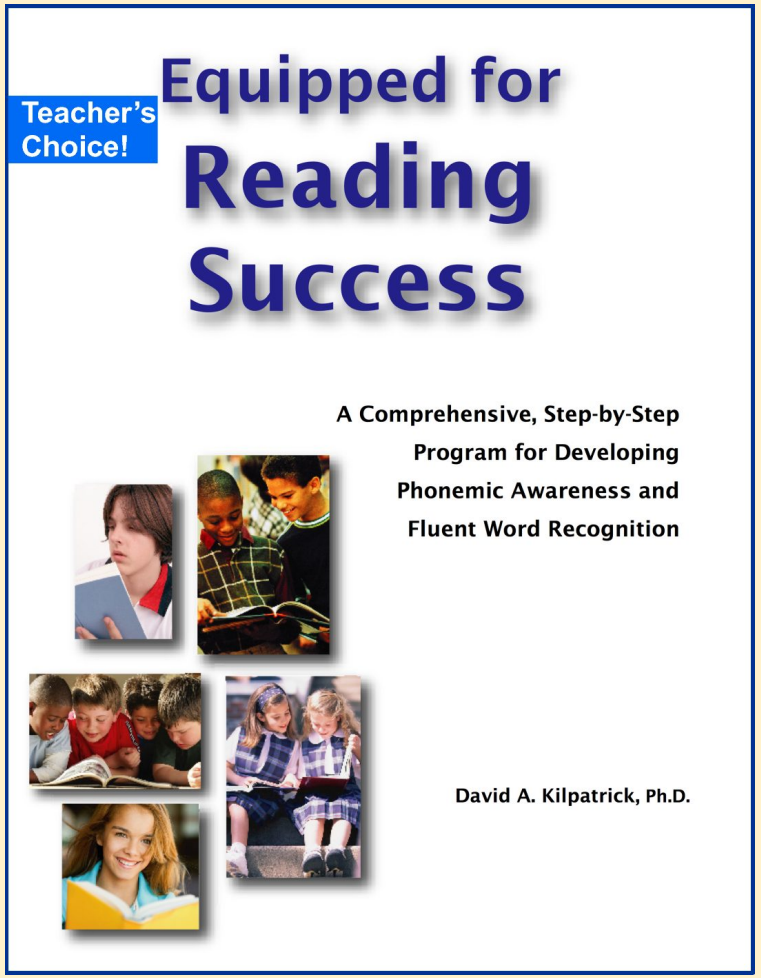
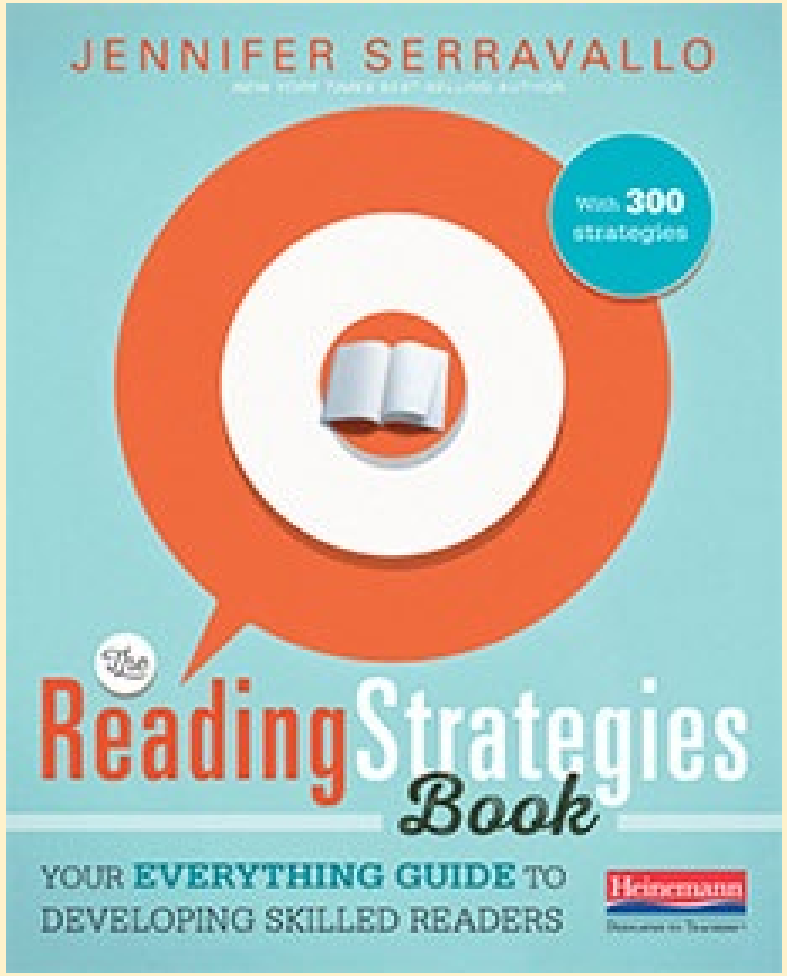
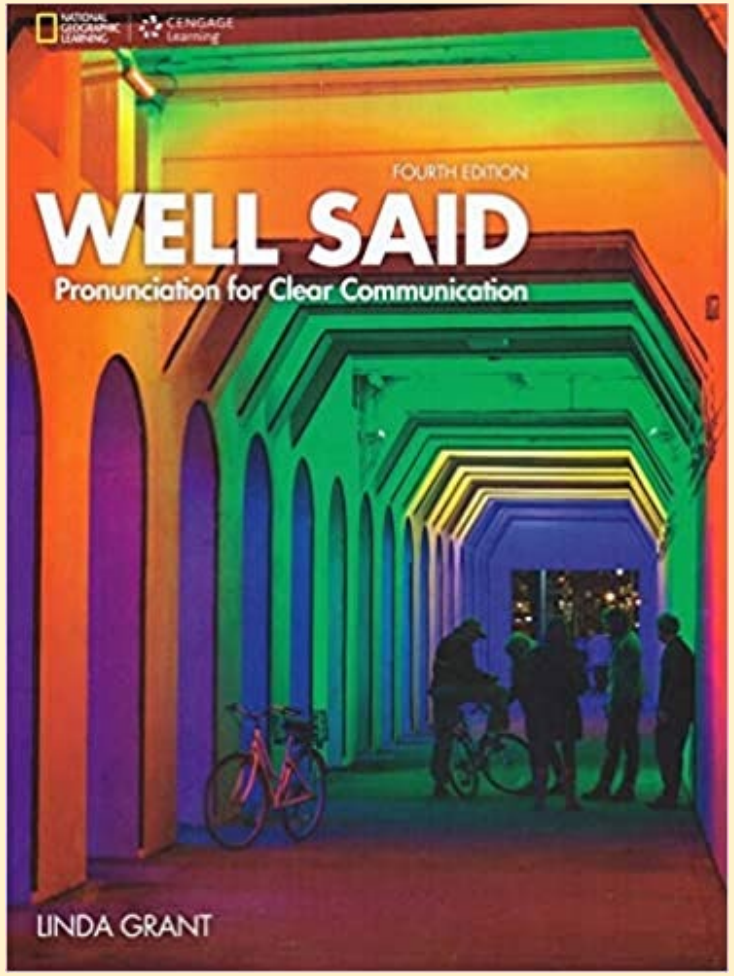

Teacher's Choice!
Equipped for Reading Success
A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition
David A. Kilpatrick, Ph.D.


JENNIFER SERRAVALLO
With 300 strategies
The Reading Strategies Book
YOUR EVERYTHING GUIDE TO DEVELOPING SKILLED READERS
Heinemann


FOURTH EDITION
WELL SAID
Pronunciation for Clear Communication
LINDA GRANT

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