

# BCSCR

## Building Communities that Support Children's Reading

Three Rivers Education Foundation

### Reading Skills and Instruction

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# Overview of Instructional Program

Alignment with Reading First  
and Content Standards

## Core Reading Components

Phonemic Awareness

Phonics

Fluency

Comprehension- Vocabulary

Comprehension- Strategies

Oral Language Development



# Components of Reading

## Phonemic Awareness

Description:

*Understanding that words are made of individual sounds that can be manipulated*

Illustration:

The word “read” is made from the sounds /r/-/ē/-/d/.

The initial sound of “bed” is /b/.

Changing initial sounds for “\_at”: cat, rat, sat, mat.



# Components of Reading

## Phonemic Awareness

*How is this instruction best provided?*

- Explicit and systematic instruction in manipulating phonemes (i.e., sounds)
- Focus on 1-2 types of phonemes at one time

What we have learned about instruction:

Study “sound groups” and look for patterns



# Components of Reading

## Phonics

Description:

*Understanding that letters and letter combinations in written words correspond to sounds (decoding)*

Illustration:

B(/b/) A(/a/) T(/t/) = BAT

PS(/s/) Y(/i/) CH(/k/) O(/o/) = PSYCHO

SC(/s/) I(/i/) EN(/n/) CE(/s/) = SCIENCE

EYE(i) = EYE



# Components of Reading

## Phonics

*How is this instruction best provided?*

- Focus on letter-sound relationships
- Examination of syllables in words
- Breaking words apart into sounds (decoding) and putting sounds together to make words
- Study of word groups

What we have learned about instruction:

Tie together with Phonemic Awareness strategies and Vocabulary



# Components of Reading

## Fluency

Description:

*The ability to read words aloud accurately with appropriate rate and expression*

Illustration (of non-fluent reading aloud):

The ball rolled up the hill ≠ “theballrollthe’ll

The ball . . . . . roll up the . . . . . hill



# Components of Reading

## Fluency

*How is this instruction best provided?*

- Guided oral reading
- Meaningful text
- Integrated with vocabulary, phonics, comprehension, and oral language development

What we have learned about instruction:

Focus on guided oral reading and “echo reading”



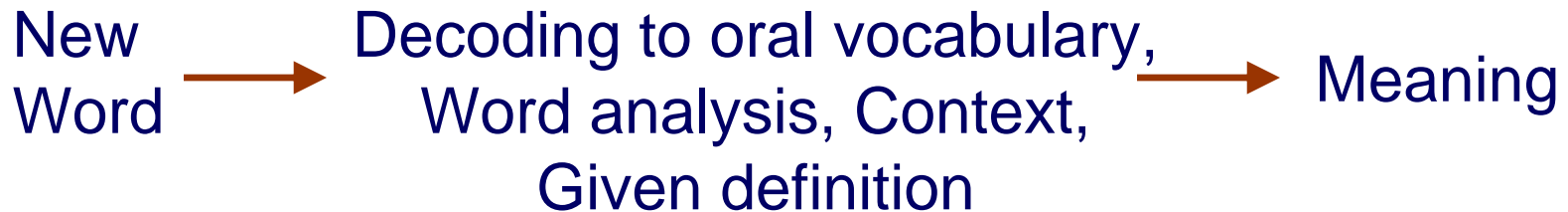


# Components of Reading

## Vocabulary

Description:

*Developing understanding of word meanings, through decoding or discovery*





# Components of Reading

## Vocabulary

*How is this instruction best provided?*

- Incidental *and* direct instruction
- Learning words prior to reading → improved comprehension
- Restructuring and repeated exposure → text vocabulary

What we have learned about instruction:

Study words first, then read in text and use repeatedly in activities

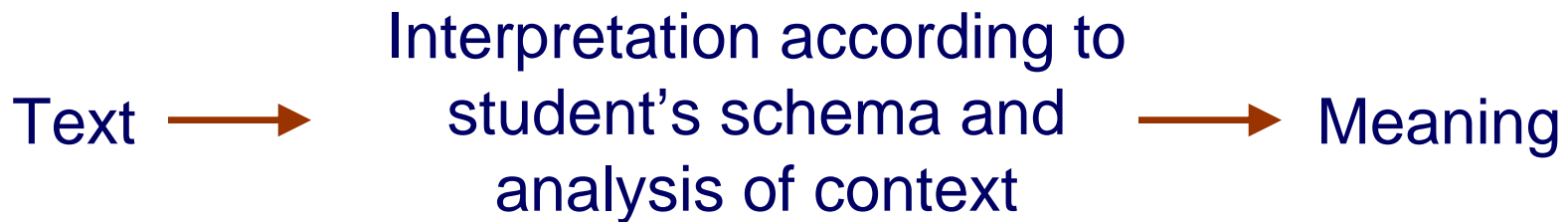


# Components of Reading

## Comprehension

Description:

*Constructing meaning through interaction with text*





# Components of Reading

## Comprehension

*How is this instruction best provided?*

- Comprehension self-monitoring
- Cooperative learning (joint application of strategies)
- Graphic and semantic organizers
- Question answering and generation

What we have learned about instruction:

Use carefully selected graphic organizers

Read, reflect/summarize, discuss, study



# Components of Reading

## Oral Language Development

Description:

*Developing understanding of how language is used in a particular culture or environment*



What we have learned about instruction:

Use deep conversations using higher levels of Bloom's Taxonomy

# Contact information

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#1 Option.

Your Regional Coordinator

(Visit <http://tutoring.3RiversEd.org> for the list of coordinators)

#2 Option.

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