



Building Better Readers

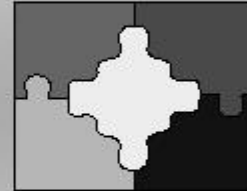
AGENDA



- A. The Building Blocks of Literacy
- B. Facilitating Phonemic Awareness
- C. Very Vivid Vocabulary
- D. Creating Comprehension
- E. Managing Motivation

CRITICAL SKILLS FOR LITERACY
DEVELOPMENT

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Text Comprehension



Phonemic Awareness

- Understanding that the sounds of **spoken** language work together to make words.
- A subset of (narrower skill than) phonological awareness.

Phonics

- Linking sounds of language to visual symbols (sound/symbol relationships)
- Can be addressed indirectly in speech-language intervention, but is typically addressed in the classroom and with reading specialists.

Reading Fluency

- Reading Text Accurately, Quickly, and with Appropriate Expression
- Reading fluently allows readers to comprehend the text better, because they don't have to waste cognitive resources on decoding.

Vocabulary

- The more words a student understands in oral language, the easier it is to comprehend written language.

Comprehension

- The higher-level, complex skill that encompasses all of the components of reading.
- The entire reason for reading.
- Cannot be broken down into individual components.



Skill-Based Assessment of Core Communication Standards
Progress Monitoring Detailed Summary

Name	Grade	Age	PHONOLOGICAL AWARENESS DOMAIN		
Date Administered			% Correct	% Correct	% Correct
Rhyming (K Only)					
K	Recognize and Produce Rhyming Words				
Vowels (1st and 2nd)					
1	Distinguish Long versus Short Vowels in Words				
2	Distinguish Long versus Short Vowels in Words				
Syllable Segmentation (K Only)					
K	Count, Pronounce, Blend, and Segment Syllables in Spoken Words				
Phoneme Blending (1st and 2nd)					
1	Blend Sounds Including Consonant Blends to Form 1-Syllable Words				
2	Blend Sounds Including Consonant Blends to Form 1-Syllable Words				
Phoneme Isolation					
K	Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in CVC Words				
1	Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in Single-Syllable Words				
2	Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in Single-Syllable Words				
Phoneme Manipulation (K Only)					
K	Add or Substitute Phonemes in Simple, 1-Syllable Words to Make New Words				
Phoneme Segmentation (1st and 2nd)					
1	Segment Spoken Single-Syllable Words into Individual Phonemes				
2	Segment Spoken Single-Syllable Words into Individual Phonemes				

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PHONEMIC AWARENESS

- Can typically be addressed easily in conjunction with other goals –especially during intervention for phonology/articulation

Sample Skills related to Phonemic Awareness

- Phoneme isolation
 - *What sound does cookie start with?*
- Phoneme identity
 - *What sound begins me, might, and many?*
- Phoneme categorization
 - *Which word doesn't belong? Bus, Buns, Rug*
- Phoneme blending
 - *What word is /b/ /I/ /g/?*
- Phoneme segmentation
 - *How many sounds in dark?*
- Phoneme deletion
 - *What is sled without the /s/?*
- Phoneme substitution
 - *The word is "hat." What word do you get when you change the /t/ to /m/?*

SONGS!

- Songs, fingerplays, and nursery rhymes provide multiple opportunities to play with sounds – they may just need a little tweaking!

Try these:

Old Macdonald
Farmer in the Dell

BOOKS!

- Books can also be mined for practice with sound play and alliteration (phoneme identify) See Book Lists for ideas!

OTHER ACTIVITIES

Head or Toe
Head, Shoulders, Knees, and Toes
Throw it out the Window!
Box it Up! (Elkonin Boxes and Variations)

VOCABULARY – The Building Blocks of Reading

“Good Readers know the meaning of more words than poorer readers.”

Vocabulary is Learned 2 ways:

Indirect Vocabulary Development (Most efficient)

- Talking/Engaging in everyday oral language
- Being Read To
- Reading on their Own

READING ALOUD Haynes and Ahrens (1988)

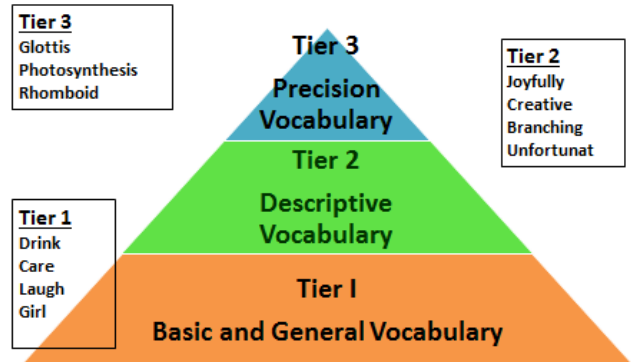
revealed that children’s books contain approximately twice as many infrequently used or rare (think Tier 2 and 3) words than even conversations among college students.

- Exposure to rich vocabulary like this in context is an important building block to helping children develop strong vocabulary.
- Students of all ages can learn words from hearing texts of various kinds read to them.
- READ ALOUD to students – no matter what grade or age.
- Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.

DIRECT VOCABULARY INSTRUCTION

- 1. Main emphasis should be on tier two words**
- 2. Instruction does not rely on looking up definitions**
- 3. Teaching words parts enhances learning**
4. Active engagement is essential
- 5. Playing with words is an effective strategy to help students become more word conscious**
6. Repeated exposure is essential


Tiers of Vocabulary (Beck, McKeown, & Kucan, 2002)



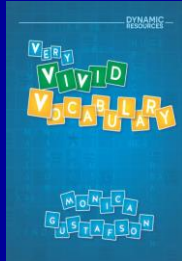
Vocabulary-Building Activities

To Actively Engage Students in Becoming More **WORD CONSCIOUS**~

BUILD TIER TWO WORDS



These are words that describe how things
FEEL



WORD WALLS

Very Vivid Vocabulary

OCTOPUS

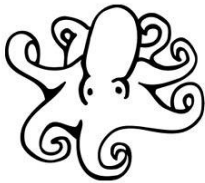


CHART IT!

SIGHT	TOUCH	SOUND	COLOR	MOVEMENT

80
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Create your own story!

the went for a walk

THROUGH the

ACROSS the

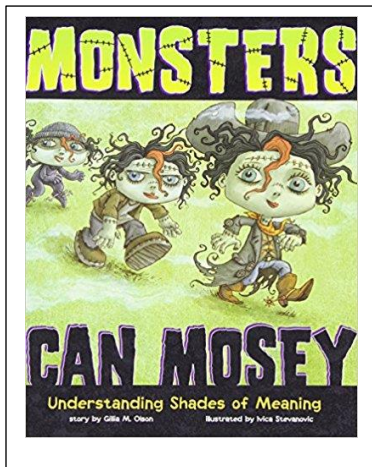
DOWN the

OVER the

AROUND the

and UNDER the

and got home just in time for



Movement		Fear
Lurch	Slink	Scary
Walk	Glide	Unnerving
Strut	Float	Panic
Prance	Slither	Frighten
March	Squirm	Spooky
Trudge	Ooze	Creepy
Lumber	Prowl	Horrifying
Clomp	Stride	
Stomp	Mosey	
Tiptoe	Sneak	

Monsters Can Mosey

Giraffes
Can Gyrate

Tigers
Can
Tiptoe

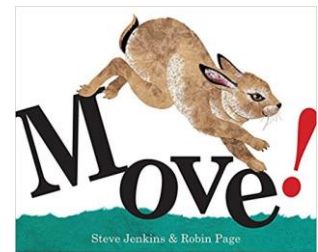
Ducklings
Can
Dawdle

Llamas
Can
Lollygag

Pandas
Can Prance

Cats Can
Cartwheel

WHALE	dive	swim
ARMADILLO	swim	leap
CROCODILE	leap	slither
SNAKE	slither	climb
PRAYING MANTIS	climb	fly



S. Robertson, 2019

INSTRUCTION DOES NOT RELY ON LOOKING UP DEFINITIONS

Four Square

- All you need for this surprisingly powerful strategy is a piece of paper and a writing utensil!
- You can create a pre-printed template or students can simply fold their paper into four quarters!

Four Square

Definition	Classification
Antonyms	Synonyms

Four Square Frayer Model

Definition	Characteristics
Exemplars	Non Exemplars

Synonyms	Word	Other Forms of the Word
Antonyms	EXTINCT	
Sentence in Text	Picture	Original Sentence

TEACHING WORD PARTS ENHANCES VOCABULARY L

Find the Root

sugary
stressful
entirely
toothless
helping
happiness
undone
prewash

A good place to start to help students begin to learn about the internal structure of words is to focus on the root word. Once student can identify the main part of the word (the root), they can eventually start to pick out the additional parts that modify, alter, or enhance the meaning (the branches). Start by providing a list of multisyllabic words, such as is provided here (avoid compound words for this activity). Ask students to circle, or highlight the root word. You can then discuss about the other “parts” and their meanings in regards to how the meaning of the original root might be affected. (e.g. tooth/less, un/done, pre/wash).

Roots and Branches

Create flashcards that include a variety of root words and multiple affixes. A sample set is provided here. Have students make as many multi-syllabic words as they can from these “roots and branches.” This activity can be modified to work with individuals, small groups, large groups, or learning teams. Lists can be substituted for flashcards. Eventually, you can have students create the sets of flashcards or lists and challenge one another.

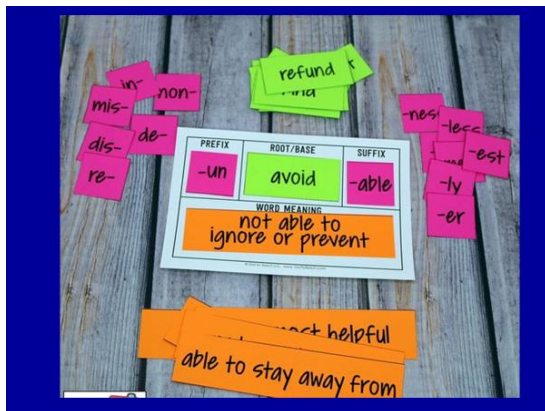
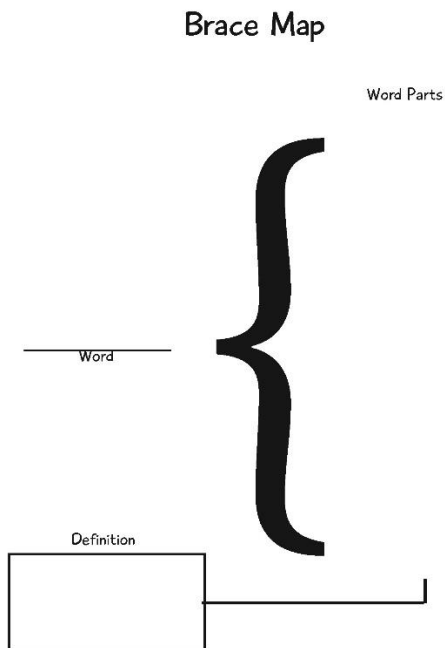
dis-	cheer	-ly
un-	happy	-ful
	hope	-less
	honest	-ing
	like	
	tie	

Stem, Examples, Explanation, Picture (SEEP)

SEEP

STEM (word part: prefix, root, suffix)	EXAMPLES	EXPLANATIONS	PICTURE
MAL-	MALPRACTICE MALEVOLENT MALODOROUS MALIFICENT (SLEEPING BEAUTY) DRACO MALFOY (HARRY POTTER)	SOMETHING BAD OR EVIL	 

BRACE MAPS



PLAYING WITH WORDS IS AN EFFECTIVE STRATEGY

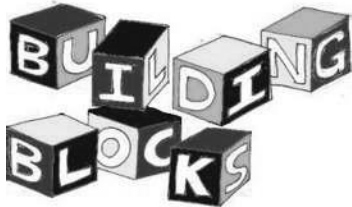
Commonyms and Hink Pinks

- Students can participate in these vocabulary-building activities as either the “player” or the “creator.”
- Find Commonyms and Hink-Pinks you can use with your students at:
www.thinkablepuzzles.com

MORPHOLOGY JEOPARDY

TAKE AWAY Message

- ❖ Oral Vocabulary is **CRITICAL** to literacy.
- ❖ Our goal is to facilitate **WORD CONSCIOUS** students.
- ❖ Facilitating vocabulary can be supported in conjunction with other IEP goals



Comprehension

- Good Readers are have a **PURPOSE** for reading
- Good Readers are **ACTIVE**
- Good Readers **READ MORE** than Weaker Readers (they are motivated to read!)

THE HOUSE

The two boys ran until they came to the driveway. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fireplace."

There were front and back doors and a side door that led to the garage that was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. "Don't worry, the nearest house is a quarter mile away," Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn't go to the basement because it had been damp and musty ever since the new plumbing had been installed.

"This is where my Dad keeps his famous paintings and his coin collection," Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he'd discovered that his Dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother's closet that was filled with furs and the locked box that held her jewels. His sisters' room was uninteresting except for the color TV that Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters' room for their use. The big highlight in his room, though, was a leak in the ceiling, where the old roof had finally rotted.

WHAT'S MY PURPOSE?

Text Selection _____
(example: title of book, chapter, article, page range, etc)

- ☐ Read for pleasure
- ☐ Read to learn new vocabulary
- ☐ Read to be able to discuss with others
- ☐ Read to learn a procedure
- ☐ Read to find answers
- ☐ Read for specific information
- ☐ Read to compare and contrast
- ☐ Read and reflect
- ☐ Read and summarize
- ☐ Other _____

NOTES

Predict-A-Story

Setting	Characters	Problem	Action	Resolution

Where do these words fit in this story?

The MOTIVATION to Read!

- The research is clear in demonstrating a strong correlation between HOW MUCH a student reads and how WELL they read.
- In other words, the best readers read the most and poor readers read the least.
- While we can't claim that reading more CAUSES children to be better readers, it is possible that that better readers may simply CHOOSE to read more (because they enjoy it!)
- BE SURE TO INCLUDE BOOKS AND ACTIVITIES THAT ARE MOTIVATING AND FUN TO ENCOURAGE STUDENTS TO READ MORE



Book Lists

Phonemic Awareness

Sparky and Spike	Margot Kelman
Ook the Book and Other Silly Rhymes	Lissa Rovetch
Cocka-doodle-moo	Bernard Most
Pants on Ants*, Go By Goat*, The Bark Park*, etc	Elizabeth Redhead Kriston
Some Smug Slug	Pamela Duncan Edwards

Vocabulary

Capering Cows*, Shivering Sheep*	Shari Robertson
Falling for Rapunzel	Leah Wilcox
Firefly Fox, Spotless Spot	Alexandra Crouse Bowser
Rosie's Walk	Mem FOX
Monsters Can Mosey	Gilla Olson
I Can Do That!*	Suzy Lederer
Move!	Steven Jenkins & Robin Page
Eight Ate	Marvin Terbain
Run, Turkey, Run!*(prepositions)	Peggy Agee
Nonnie's Trunk* (adjectives and pronouns)	Peggy Agee
What Do You Do?	William Wegman

Comprehension and Motivation

WORDLESS BOOKS	
Chalk	Bill Thompson
Thunderstorm*	Shelley Davis
Flotsam	David Weisner
Firefly Fox*	Alexandra Crouse Bowser
Tuesday,	David Weisner
Sector Seven	David Weisner
Spotless Spot*	Alexandra Crouse
The Polar Bear Waltz	Outside Magazine Editors
BOOKS FOR VISUAL LEARNERS	
Stephen Biesty's Cross Sections Series	Stephen Bietsy
Fun With Hand Shadows	Sati Achath
Look Alikes (there are a number in this series)	Joan Steiner
Zoom (also Re-Zoom)	Istvan Banyal
JUST FOR FUN BOOKS	
Animals Should Definitely Not Wear Clothing	Judi Barrett
A Peanut Sat on a Railroad Track	Elizabeth Redhead Kriston
The Diary of a Worm, Diary of a Spider, Diary of a Fly	Doreen Cronin

***Available through Dynamic Resources www.dynamic-resources.net**

OTHER RESOURCES:

Robertson, S. Building Better Readers. Dynamic Resources

Gustafson, M. Very Vivid Vocabulary. Dynamic Resources

Schultz, Jennifer, Skill-Based Assessment of Core Communication Standards: K-2 and 3-5
Dynamic Resources

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Websites

www.squidoo.com/hink-pinks

www.thinkablepuzzles.com (hink pinks and commonyms)

www.lightupyourbrain.com (lots of great activities)

www.gigglepoetry.com (try the poetry theatre – great for building reading fluency!)