5 Dimensions of Reading

Donna Whyte

thesmartiezone.com

teacherspayteachers.com  search donna whyte
Reading Foundation Skills
Print Concepts
RF.K.1. Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency
RF.K.4. Read emergent-reader texts with purpose and understanding.
Knowledge of Language
L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   - Use sentence-level context as a clue to the meaning of a word or phrase.
   - Use frequently occurring affixes as a clue to the meaning of a word.
   - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<table>
<thead>
<tr>
<th>Reading Foundation Skills</th>
<th>Print Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.1.1.</strong> Demonstrate understanding of the organization and basic features of print.</td>
<td></td>
</tr>
<tr>
<td>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
<td></td>
</tr>
</tbody>
</table>

**Phonological Awareness**

**RF.1.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

**RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
# Reading Foundation Skills

## Phonics and Word Recognition

**RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

## Fluency

**RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Recreate Reading Experiences that Create Literacy

• Comfortable
• Interaction
• Learn Strategies
• Fun
• Ask Questions
• Choice

**Questioning Kids**
- What do you notice?
- Can anyone tell me anything about this ______?
- Has anything on the chart, in the picture, in the writing made you think of something in your life?
- What part did you spot?
- What do you think?
- Do you see something __________?
  (Different, Familiar, Weird, etc.)
- What do you recognize?
- Can you tell me what you see?
- Can you show me something on the chart?
- What do you know about this _________?
- Does anyone have any ideas about _________?
Reading Components

Means

DECODING

• Phonemic Awareness
• Phonics

Fluency

End

COMPREHENSION

• Vocabulary
• Text
  Comprehension
Steps of Phonemic Awareness Skills

Phoneme Manipulation
Phoneme Segmentation
Phoneme Blending
Sound Isolation
First~Last
Onset~Rime Blending
/Segmenting
Blending/Segmenting
Compound Words
Words within a Sentence
Rhyme
What does this mean?

• Name of Letter
• Letter Formation
• Identifying the Letter Sound
• Creating the Letter Sound
• Word Associated with the Letter
• The Letter within Words
M m

Trace the letter 3 times (highlighter - marker - crayon)

M M M M M
m m m m m
M w m M m

Circle the Ms

I spy the letter M m

Mm is for macaroni

__ makes mushed mango.

the

Trace the border of the in highlighter, marker and crayon

the the the

the then they
the the to the

Circle the word the

Find the word the in the room, a newspaper or a magazine

Dictation

Go to the door.
Phonics Instruction

- Consonants
- Short & Long Vowels
- Consonant Blends
- Consonant Digraphs
- R-Controlled Vowels
- Vowel Digraphs
- Vowel Diphthongs

RULES, RULES, RULES!
How do Children Acquire Vocabulary?

- Verbal interaction
- Reading
- They are TAUGHT
Fluency

- Reread
- Echo Read
- Choral Read
- Partner Read
- Reader’s Theater
- Language Development
Fluency Fundamentals

Fluent readers read text with accuracy, at a good rate, and with proper phrasing and expression.

<table>
<thead>
<tr>
<th>Key Elements of Fluency</th>
<th>Fluency Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
</tr>
<tr>
<td>The words in text are read correctly.</td>
<td>• Read words carefully.</td>
</tr>
<tr>
<td></td>
<td>• Correct mispronounced words before continuing to read.</td>
</tr>
<tr>
<td></td>
<td>• Figure out or decode unfamiliar words.</td>
</tr>
<tr>
<td><strong>Rate</strong></td>
<td></td>
</tr>
<tr>
<td>Text is read at a suitable speed; not too fast or slow.</td>
<td>• Adjust reading pace depending on what is being read.</td>
</tr>
<tr>
<td></td>
<td>• Read quickly, but not too fast.</td>
</tr>
<tr>
<td></td>
<td>• Read at a consistent speed.</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td></td>
</tr>
<tr>
<td>Text is read with feeling and the right tone.</td>
<td>• Change tone of voice according to the text.</td>
</tr>
<tr>
<td></td>
<td>• Read with appropriate feeling.</td>
</tr>
<tr>
<td></td>
<td>• Read so it sounds natural; like someone is talking.</td>
</tr>
<tr>
<td><strong>Phrasing</strong></td>
<td></td>
</tr>
<tr>
<td>Text is read in phrases, not word by word or choppy.</td>
<td>• Read words in meaningful phrases.</td>
</tr>
<tr>
<td></td>
<td>• Read phrases smoothly.</td>
</tr>
<tr>
<td></td>
<td>• Pay attention to punctuation marks.</td>
</tr>
</tbody>
</table>
Comprehension

• Questioning
• Visualizing
• Making Connections
• Inferring
• Determining Importance
• Synthesizing

****Activities & Websites
http://wvde.state.wv.us/strategybank
<table>
<thead>
<tr>
<th>Features</th>
<th>Purpose</th>
<th>How do they help us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labels</td>
<td>Identify picture and/or parts</td>
<td></td>
</tr>
<tr>
<td>Visual Aids (pictures, maps, charts, graphs, lists, close ups etc)</td>
<td>Show, illustrate or represent what something looks like or zoom in on something small</td>
<td></td>
</tr>
<tr>
<td>Captions</td>
<td>Give reader a “snapshot” of the visual aid</td>
<td></td>
</tr>
<tr>
<td>Comparisons</td>
<td>Give details that aid understanding in relationship to something else</td>
<td></td>
</tr>
<tr>
<td>Cutaways</td>
<td>Look at something from the inside</td>
<td></td>
</tr>
<tr>
<td>Types of Print</td>
<td>Signal ~ “I’m Important”! Look!</td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Identify Key Topics in Order</td>
<td></td>
</tr>
<tr>
<td>Index</td>
<td>Alphabetize Topics/Page #’s</td>
<td></td>
</tr>
<tr>
<td>Glossary</td>
<td>Define Words in Text</td>
<td></td>
</tr>
</tbody>
</table>