


THE BARKSDALE READING INSTITUTE

Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for an Explicit, Systematic, and Sequential Approach to Early Reading Instruction

> > > > ON-GOING ASSESSMENT / SCREENING > > > > > > > > > >									
Simple View of Reading*			DECODING			X	LANGUAGE		= COMPREHENSION
Gough & Tunmer, 1986	PRE-READING / EMERGENT LITERACY SKILLS			WORD IDENTIFICATION		FLUENCY	COMPREHENSION		
	CONCEPTS of PRINT	PHONOLOGICAL AWARENESS	LETTERS	PHONICS / STRUCTURAL ANALYSIS	HIGH FREQUENCY WORDS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
	Understanding that written language represents meaningful oral language and that books and print have structure insures that students understand how print works.	Having the ability to recognize and manipulate the units of sound in the language (without print) prepares students to map speech sounds to letter sounds in printed words.	Knowing all letter names and most letter sounds prepares students to understand phonics.	Understanding the systematic, predictable relationship between written letters and spoken sounds insures that students can decode real and nonsense regularly spelled words.	Reading high frequency words (whether regularly or irregularly spelled) quickly, easily and effortlessly contributes to fluency and comprehension when reading.	Reading with accuracy, reasonable rate, and appropriate expression indicates that a student comprehends what is being read.	Command of word form, sentence structure, and discourse; ability to produce words, sentences, and discourse.	Children need to recognize and understand the meaning of oral and written words in order to comprehend text.	Comprehension is the goal of reading. It is the active and purposeful pursuit of understanding the author's message.
	Understand Basic Book Parts cover, title page, illustration, author, illustrator, table of contents, etc.	Syllable Manipulation • blend and segment • manipulate: delete, add, substitute	Letter Names • sing alphabet song • point to letters while singing song • name letters in random order	Beginning Phonics (Short Vowels) • vc & cvc words • consonant digraphs • blends • 2-syllable words with short vowels • suffixes s, es, ed, ing, er, est	10 Common HFW Teach reading and spelling of 10 - 20 common irregularly spelled HF words (e.g., the, a, l, is, you, are, was, to, for, and) before beginning phonics instruction.	Components of Fluency • accuracy • rate • expression	Listening and Speaking modeling and encouraging labeling, describing, questioning, interacting	Components of Vocabulary Knowledge • meaning • pronunciation • spelling	Metacognition self-monitoring, being aware of one's own comprehension
	Understand Directional Concepts of Print front and back, top to bottom, left to right, return sweep	Onset and Rime • blend (/sh/ + /irt/ = shirt) • complete (word is shirt, first part is /sh/, what is next part? /irt/) • recognize rhyming words • create rhyming words	Letter Sounds • the most common sound for each consonant letter • short vowel sounds for vowel letters	Advanced Phonics • schwa • r-controlled vowels • open syllables • silent e • vowel teams • silent consonant letters • multi-syllable words	Regularly Spelled HFW Teach phonetically spelled HF words (e.g., can, get, with, not, jump, make, like, down, good) along with the phonics scope & sequence.	Pre-Reading Fluency • name letters and letter sounds quickly and accurately • blend, segment, and manipulate phonemes in spoken words quickly and accurately		Explicit Vocabulary Instructon • meaning • affixes, base words, roots • pronunciation • spelling	Components of the Comprehension Process predict, read, retell, answer literal and inferential questions, summarize
ON-GOING ASSESSMENT / OUTCOME > > > > > > > > > >	Understand Structural Concepts of Print words as units; letters in words; sentences as strings of words w/ capital letter & period; first & last word in sentence, on page, in book	Phoneme Articulation (correct enunciation) Isolation (recognize individual sounds in a word) Identification (recognize same sounds in different words) Categorization (recognize positional sound in a series of words thatis different)		Structural Analysis (Morphology) • prefixes & suffixes • base and root words	Most Common HFW by Pattern Teach the most common HF words early in phonics scope & sequence (even if they aren't short vowels) and group by pattern whenever possible (e.g., go, no, so; me, he, we, be).	Assessing Fluency in Grades 1 - 3 • assess 3 times a year • accuracy should be 97% or higher • measure rate against grade-level benchmarks		Implicit Vocabulary Instructon • use academic words in conversation • discuss words in context when reading	Levels of Text Comprehension literal, inferential, critical/evaluative, creative/appreciative
	Track Words Demonstrate understanding that spoken words match written words by pointing to words as teacher reads a sentence.	Phoneme Blending (combine individual phonemes into a word) Phoneme Segmenting (break word into individual phonemes) Phoneme Manipulation (delete, add, substitute)			Irregularly Spelled HF Words Teach most common irregularly spelled HF words (e.g., said, do, what) early in phonics scope and sequence, and other irregularly spelled words later.				Narrative Story Elements plot, characters, setting, point of view, theme, etc. Expository Text Structures description, sequence, comparisons, cause/effect, problem/solution, etc.
									
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	DIFFERENTIATE INSTRUCTION by using small group instruction and centers.								
	Use of DECODABLE BOOKS to Support Early Decoding Instruction / Use of QUALITY CHILDREN'S LITERATURE during Read-Alouds to Support Vocabulary and Comprehension								
	POSITIVE ERROR CORRECTION: Affirming what is performed correctly; focusing student on correction of error.								
MOTIVATION is important because it propels the process of learning to read and reading to learn.									
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