

# Linking the Reading Passages to Support The Science of Reading:

## How to help students decode unfamiliar words:

- Provide opportunities for them to break the word down into smaller parts
- Allow opportunity for students to look up any unfamiliar words in a dictionary
- Have students look for clues in the context of the sentence or the surrounding words
- Have students look for root words, prefixes, and suffixes

## How to help students develop phonemic awareness:

Provide opportunities for them to identify and produce rhyming words.

- Introduce them to alliteration and have them practice creating sentences or stories with alliteration.
- Practice segmenting and blending words. Use objects or pictures to help the student identify the individual sounds in a word.
- Play sound games with them. Have the student identify and manipulate sounds within words.
- Introduce them to syllable segmentation. Have the student clap or tap out the syllables in a word.
- Read books to them that contain lots of rhyming words and have them identify them.
- Make up silly sentences with lots of phonemes in them. Have the student identify the individual sounds.

## How to help students build fluency:

- Model fluent reading for students by reading aloud passages that they are working on. This helps students to hear how fluent reading should sound.
- Repetition: Have students repeat passages or words until they become more comfortable and fluent.
- Choral Reading: Choral reading is when the teacher reads a passage aloud and the students repeat it together. This technique helps students become more familiar with the words and helps them learn to read fluently.
- Break Passages into Chunks: Break passages into smaller chunks and have students read each chunk aloud. This helps students become familiar with the words and read them more fluently.
- Time Students: Time students as they read and then have them practice reading the same passage again. This will help them become more aware of their reading speed and help them learn to read faster.
- Provide Feedback: Provide feedback to students on their reading fluency. This will help them understand what they need to work on and allow them to make progress.

# Science of Reading

## What is the Science of Reading:

*Simply stated, the Science of Reading is a current collection of research that helps us to understand how children learn to read and comprehend. Research continues to be collected and analyzed. The best news, is that very little of what the research is indicating is new. In other words, it is important to have instruction that integrates the 5 key components:*

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

The science of reading is 'evidenced based', in other words, there is a need for the research to indicate student success while integrating the above 5 strategies into instruction.

## Some points to remember:

- There is a need for explicit / direct instruction. For example: *Brainstorm what is known about the topic (background knowledge) and explicitly teach new vocabulary to help students learn to decode proficiently.*
- Instructional strategies need to be developmental and sequential from easiest to hardest, and continue to focus on higher level thinking skills
- Complex tasks need to be available to all students. Students need to strengthen their skills which doesn't occur by reading known words/text
- Instruction needs to focus on grade level, yet be suitable or scaffolded for individual student needs. *(too high of a readability level means students will not make connections and comprehension will be minimal.)*
- Instruction always needs to focus on moving students to the next level by increasing knowledge of content/subject matter and by building vocabulary.
- *\*\*\* It has also been stated that 'executive functioning skills' also play a crucial role in students learning to read.*