Honor *all* components identified within the science of reading

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Understand the scientifically-based reading research.

Reading requires *all* 5 components.

1 Phonemic Awareness Identify the different sounds that make up speech.

- Sound sorts
- Elkonin sound boxes
- Songs, poems, chants
- Rhyming words, tongue twisters

2 Phonics Match sounds to letters/letter combinations.

- Word sorts
- Word building with magnetic letters
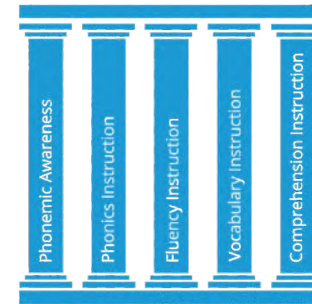
3 Fluency Read accurately and fluidly.

- High-frequency words
- Repeated readings
  - 1ST READ: Read to decode and word solve.
  - 2ND READ: Reread to improve automaticity and expression.

4 Vocabulary Understand the individual meanings of words/phrases.

- Domain-specific terms
- Root words/word parts
- Context clues (for incidental words)
- General academic/functional words
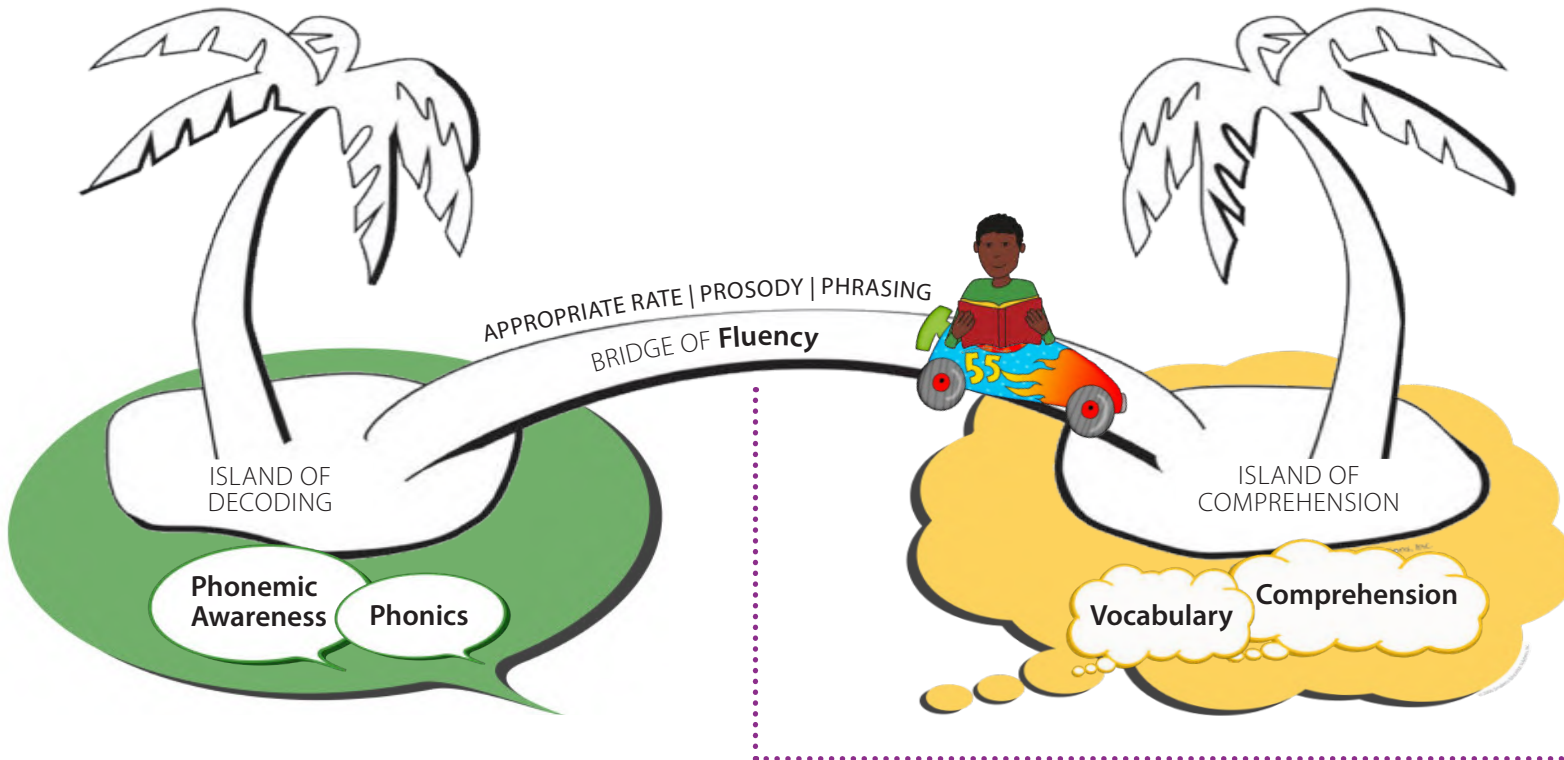
5 Comprehension Understand the overall message.

- Check for meaning with questions about the text.

Dissect the reading process.
Connect Smekens to the research.

APPROPRIATE RATE | PROSODY | PHRASING
BRIDGE OF **Fluency**

ISLAND OF DECODING

Phonemic Awareness
Phonics

ISLAND OF COMPREHENSION

Vocabulary
Comprehension

Scarborough's
READING ROPE
(2001)

LANGUAGE COMPREHENSION
- Background Knowledge
- Vocabulary Knowledge
- Language Structure
- Literacy Knowledge
- Verbal Reasoning

WORD RECOGNITION
- Decoding
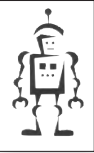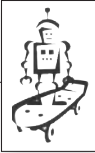- Phonological Awareness
- Sight Recognition

SKILLED READING

Fluent execution and coordination of word recognition and text.

Target the characteristics of strong reader fluency.

- Introduce the robot and skateboarder icons.
- Model and build a rubric with students.
- Target instruction on facets beyond speed/reading rate.

FLUENCY BRIDGE

ISLAND OF DECODING

ISLAND OF COMPREHENSION

Level 1 | Level 2 | Level 3

Level 1	Level 3
• Too slow or too fast • Boring • Same voices for characters/quoted individuals	• Talking speed • Interesting • Different voices for characters/quoted individuals
• Voice never changes for punctuation	• Voice changes for punctuation
• Sounds out words letter by letter • Reads choppy, word by word	• Reads words automatically • Reads words in groups (phrases)
• Reads at same speed all the time • Reads everything the same (no expression)	• Changes speed based on what makes sense • Reads with expression
• Can't remember the text	• Understands the text
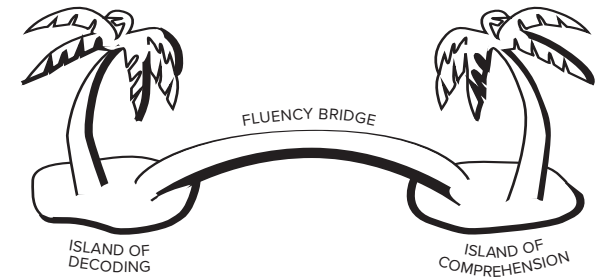
SECRET SITE RESOURCE
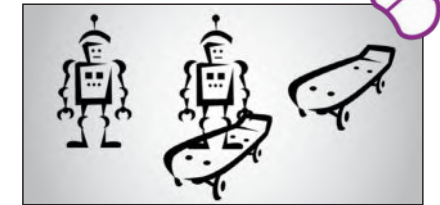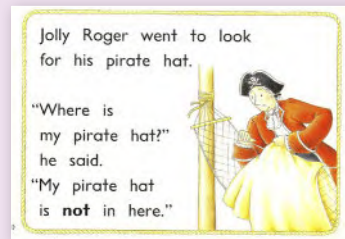
Introduce fluency to students.

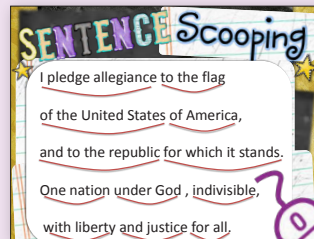**PHRASING:** Read through a window, not a hole.

- After 1:1 match, cease finger pointing.
- Point with eyes only.
- Emphasize phrase reading.
- Place bookmark *above* the text.

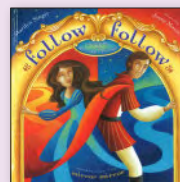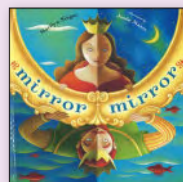**PHRASING:** Read words in phrases, breathing appropriately for punctuation.

- Select text that presents words displayed in phrases.
- Read 2-3 words within prepositional phrases and dialogue tags.

Jolly Roger went to look for his pirate hat.

"Where is my pirate hat?" he said.

"My pirate hat is **not** in here."

SENTENCE Scooping

I pledge allegiance to the flag
of the United States of America,
and to the republic for which it stands.
One nation under God , indivisible,
with liberty and justice for all,

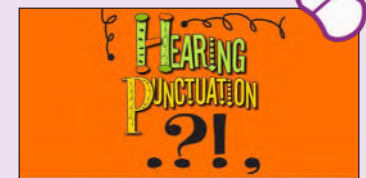*Mirror Mirror*
Marilyn Singer

Follow Follow
Marilyn Singer

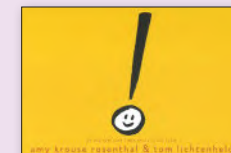**EXPRESSION:** Read with feeling based on punctuation, font, and format.

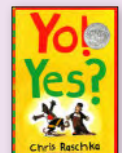- Explain how punctuation, font, and format impact the reader's voice.

HEARING PUNCTUATION ?!

Hear punctuation.

What's My Voice?
Fluency Cards

Exclamation Mark
Amy Krouse
Rosenthal

Yo! Yes?
Chris
Raschka

Teach fluency via whole-class instruction. *Practice* it within Literacy Stations.

Whole-class lessons target ALL components of scientifically-based reading research.

A single reading block typically includes multiple mini-lessons, meaning students will convene as a whole class more than once. These may include:

▶ Procedural lessons
▶ Comprehension lessons
▶ Fluency lessons
▶ Word-study lessons

Fluency lessons may not occur daily.

RELEVANT RESOURCE

Launch the Reading Block

CONTENT LESSONS

1 Explain that readers travel from the *Island of Decoding* using the *Bridge of Fluency* to get to the *Island of Comprehension*.

2 Model examples of strong and weak fluency. Note the differences and begin to build an all-class fluency rubric.
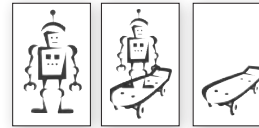
3 Build an anchor chart to define the procedures for *Echo Reading* with emphasis on looking at the print, as well as reading it with proper fluency.
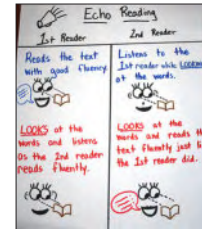
4 Introduce and model "Readers change their voices for the punctuation." Build an anchor chart to show how the voice adjusts for periods, question marks, and exclamation marks.
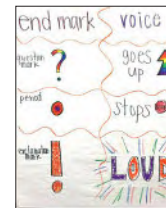
5 Introduce and model how to read a passage written for two voices. Explain that the text features (e.g., color, font, position on the page, etc.) denote the two parts.

6 Practice reading punctuation embedded within the ABCs or a sequence of numbers. Or reread the same sentence punctuated in different ways.
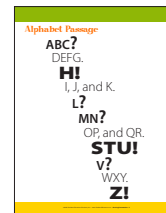
PROCEDURAL LESSONS

Introduce how to sit with a partner elbow to elbow, knee to knee within the Fluency Station.

Introduce how partners make a decision together within the Fluency Station (e.g., take turns, partner A/partner B, oldest/youngest, rock/paper/scissors, etc.).

Introduce how to *Echo Read* with a partner within the Fluency Station. Review the anchor chart with the emphasis on looking at the print, as well as reading it with proper fluency.

Introduce how to choose a partner OR how to determine the partner that the teacher assigned for you within the Fluency Station. Practice changing the *Reading Voice* for punctuation.

Introduce how to read a passage written for two voices with a partner and determine who will read first within the Fluency Station.

Introduce how the listener within the Fluency Station has a job— to *Stop and Say Something* about the text.